FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EVERGLADES CITY SCHOOL

District Name: Collier

Principal: Robert Spano

SAC Chair: John Gilmore

Superintendent: Kamela Patton

Date of School Board Approval:

Last Modified on: 10/2/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Robert Spano	B.S. Degree in Education M.S. Degree in Administration & Supervision Specialist Degree in Elementary Education	1	26	Mike Davis Elementary has been an "A" School for the past two years. We opened MDE 4 years ago, and we earned grades of both "B" and "C" prior to the two consecutive "A's". We were a Title 1 school with 97% free lunch. In 5th grade we were 41% proficient in Science, 40% in Reading, and 44% in Math
Assis Principal	Jim Ragusa	Bachelors of Science in Education, Florida International University, Masters of Educational Technology and communications, Nova Southeastern University	1	2	Mr. Ragusa joins the IHS administrative team having served as an assistant principal of curriculum and instruction in 2010-2011 at Palmetto Ridge High School, 2011-12 at Immokalee High School. Prior to becoming the APC at PRHS, Mr. Ragusa

		Florida Certification: Educational Leadership ,SocialStudies 6 - 12 Media Specialist K - 12 , Endorsements: ESOL, Content Area Reading			served as the social science department chair and instructed several advanced placement assignments.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Michele Wheeler	Bachelors of Science Masters of Science (waiting to be conferred) ELL Certification	1	1	Naples Park Elementary, 2 years, A school Manatee Elementary, 6 years, left when it was an A school Mike Davis Elementary, 4 years, left when it was an A school
Math	Diane Strum	B.S. Degree in Education P re K – 6, 6-12 Math M.S. Degree in Reading M.S. Degree in Administration & Supervision	2	2	Golden Gate High School, 3 Yrs. – went from an F to a C,Everglades City School, 2nd year as Math Coach
Science	Mitchell Robers	BBA Science 5-9 ESE K-12	10	1	Everglades City School; Prior 3years (F,B,C) (2011-2012 not released)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Peer Mentoring 2. Support with Professional Learning Communities 3. Pro-Active School Climate 4. Ongoing Staff Development	1. Michelle Wheeler, Mindy Myers, Theresa Ryan 2. Administrators, Coaches, Department Chairs, Team Leaders 3. Administrators, Coaches, Departments Chairs, Team Leaders, Guidance Counselor, PBS Program 4. Administrators, Coaches, District Coordinators	1.Ongoing 2.Ongoing 3.Ongoing 4.Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
23	0.0%(0)	13.0%(3)	34.8%(8)	34.8%(8)	39.1%(9)	100.0%(23)	17.4%(4)	4.3%(1)	34.8%(8)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mindy Myers	Nancy Duvall	Mentee is a veteran teacher. Needs updated skills on Technology and ESE support.	Bi-weekly (Technology and ESE Strategies)
Michele Wheeler	Jennifer Parsons, Melissa Owen	Mentor's experience in Literacy at the elementary level will support our third grade teacher and our media specialist	Ongoing as needed
Theresa Ryan	Patti Jones	Both teachers are experienced elementary teachers. Patti is a veteran teacher with a history CCPS.	Ongoing as needed

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

• The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, the K-12 Comprehensive Reading Plan and District Collaborative Planning process. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:
• Title I Parts A, C, D, and School Improvement (1003a and 1003g), Title II Part A and Title III are managed out of the same Federal and State Grants and English Language Learner Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.
• Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.
• Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical Education.
• LEA, Title I Basic, Title I Migrant, Title X coordinate services to assist homeless parents of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.
• Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I Part A funds to provide after school tutorials for homeless students in non-Title I schools.
• Title I Part A, Title II Part A and RTTT fund exam reimbursements to ensure staff meet HQT Requirements.
• Title I Part A funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund Academic Coaches at Elementary, Middle and High schools, depending on school DA status and professional learning needs of school faculty.
• As applicable, depending on school:
• District Resource Team meetings will provide forum for coordination and integration of resources to support unique needs of school sites.

Title I, Part C- Migrant

• Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources in form of supplemental resource teachers, counselors, paraprofessionals, tutors.
• Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized professional learning that ensures students receive high quality, differentiated instruction.
• Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program.
• Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

Title I, Part D

Title II

• Title II, Part A collaborates with Collier County Public School's Human Resources in providing funds that are used to reimburse teachers striving to meet Highly Qualified
• Teacher requirements through subject area tests. This helps ensure that all teachers meet HQT requirements and provide high quality instruction.
• Title II funds will support schools with instructional coaching, lesson planning and professional learning by funding several teachers on special assignment in areas of Math and Science; these staff will integrate with the instructional staff at school sites to ensure high quality instruction differentiated to address unique student needs.
• Coordination of professional learning activities, including those funded by Title II, occurs through the following activities:
o Individual schools conduct annual staff development surveys to determine staff development needs. A district comprehensive Staff Development Plan and consolidated planning coordinates all available district resources.
o Staff development within a school (including the use of Title I money) is coordinated through the SIP/Title I Plan and comprehensive needs assessment.
o Title I and II in-service is coordinated through Learning Support Services departmental curriculum staff.
o The Director of Federal and State Grants, Executive Director of Federal and State Grants and ELL, the Chief Academic Officer review the professional development allocations in the Title I plans and in the Title II project.
o Reading coaches receive ongoing professional development through their bi-monthly literacy team meetings. The teacher's individual plan (IPDP) is based upon an assessment of student learning needs, and this analysis of student achievement data in reading is essential to the creation of each teacher's professional development plan.
o The district will provide ongoing professional development and support for principals on classroom walk-through strategies, including how to give feedback to teachers.

Title III

Title I and Title III administrators have met to collaborate by providing Title I schools the optimum resources necessary to bring improve academic instruction. This has allowed them to maximize productivity while also eliminating duplicity of services, use of personnel and instructional materials. There are five major areas of collaboration: 1) tutoring, 2) teacher training, 3)

parental involvement activities, 4) highly qualified personnel and 5) before and after school programs to address the needs of our most needy students in order to improve student achievement and development while meeting the Annual Measurable Achievement Objectives (AMAOs). Upon reviewing and analyzing the English Language Learners' (ELLs) data, found key factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs). Among those factors are included two groups:
Group 1 presented the following challenges:
1) Lack of previous education or limited education,
2) Lack of literacy in heritage language
3) Lack of academic skills in ELLs' heritage language,
4) Lack of consistency in attending school in home country and/or in the United States, and
5) Lack of parental support in the home.
Group 2 presented the following challenges:
1) Uninterrupted education.
2) Average literacy in heritage language.
3) Less than average academic proficiency in heritage language.
4) Consistency in attending school, and
5) Some parental support in the home.
(See District School Improvement Plan for English Language Learners.)

Title X- Homeless

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act. The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Nutrition Programs: The District is offering breakfast at no charge to all students through the USDA Provision 2 breakfast program. All reduced students are receiving lunch at no charge. The NSLP Fresh Fruit and Vegetable program is being offered in twelve elementary schools. We are continuing to institute the OrganWise program through the University of Florida in qualifying elementary schools.

Housing Programs

Housing Program-N/A
The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.
The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

Head Start

The Head Start Program in Collier County Public Schools serves 712 four-year-olds in targeted elementary sites based on the needs of the parents and students. The Head Start Program includes students identified for ESE services, Voluntary Prekindergarten (VPK) students, and students identified as Title I and Migrant. By coordinating efforts and funding, the all-encompassing Head Start Program is able to serve approximately 300 additional eligible students than the funding from Head Start alone supports. Head Start provides comprehensive services to eligible families and their children. These comprehensive services include education, social services, parent involvement, and health services. These services are coordinated with the requirements of the other funding sources as a seamless service for parents and our 4-year-old students. The Head Start

Program is a vital part of our school community and these students are included in all academic and extra-curricular/enrichment programs as appropriate.

Adult Education

Career and Technical Education

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.
Career and Technical Education
Career Education students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students. Students also have the opportunity to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills.

Job Training

Students are offered Job Training programs through a variety of programs. All CE programs offer On-The-Job Training programs for situations where students are paid. Non-Paid opportunities are offered as Executive Internships. Students may also enroll for the Volunteer class which is offered in many school locations.
In addition to the Career and Technical courses available to all students, the Collier Skill Training for Employment Program (CO-STEP) is designed to meet the unique needs of students with disabilities. This program provides individualized instruction, training, and counseling services to assist students with disabilities in successfully developing marketable skills in career and technical coursework as well as on-the-job training in the community.

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Robert Spano-Principal, James Ragusa-Assistant Principal, Mindy Myers- INSS/ESE Specialist, Glenna Potter-Guidance, Michele Wheeler-Reading Coach, Diane Strum-Math Coach, Mitchell Roberts-Science Coach, Sandy Partridge-Speech Pathologist, Gina White-School Psychologist, Karen Nicholson-Inclusion Teacher

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Leadership team will meet to review and discuss all student academic or behavioral procedures and work together to provide a common mission and vision. The team will focus on implementation, data collection, interventions, and supports needed by the instructional staff. School Administrators and general education teachers from the school-based MTSS team will participate in grade level PLC's to facilitate the MTSS process at each grade level. Members of the school based team will be called upon as necessary to provide data and support to the grade level problem solving teams.

The Assistant Principal, Guidance Counselor, and Intensive Support Specialist will provide leadership and guidance to ensure the implementation of MTSS with fidelity along with providing resources and staff development based on the needs of the faculty. In addition, the principal will regularly attend MTSS meetings and communicate support of the MTSS process with various school stakeholders. The Assistant Principal, Guidance Counselor, and Intervention Support Specialist will provide leadership and support in the implementation of MTSS.

As the building level MTSS coordinator, the Intervention Support Specialist will attend MTSS meetings; district and school level, and oversee the interventions on all Tier 3 students. Parental contact and involvement will be coordinated by the Assistant Principal, Guidance COunselor, and Intervention Support Specialist.

Stakeholders will attend MTSS meetings and help the MTSS teams to plan and implement reading, language arts, and math interventions and assessments. The Reading Coach and Inclusion teachers will support teams in developing problem statements; assist with data collection; and assist with professional development and instructional support.

The Guidance Counselor will attend MTSS meetings as needed to support behavioral or social-emotional concerns. The guidance counselor will support in data collection, behavior report cards, and parent contact/community contact.

The School Psychologist will participate in MTSS meetings as needed to assist in data collection and interpretation, and guide teams in the selection and implementation of interventions. The ESE Specialist will participate in MTSS meetings as needed to assist in data interpretation and the selection of interventions.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Based on staff development opportunities and based on data analysis, the MTSS Leadership team will discuss the goals and plan for the implementation of MTSS. Members of the school-based MTSS team will meet with the staff and SAC to review assessment data, look at trends over time, and provide guidance for instructional implications for the success of students in all sub-groups and tiers, with a focus on possible academic gains of each individual or group. FCAT and ESE eligible students with disabilities: the Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, provide levels of support and interventions to students based on data.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Federal, state, and local services and programs will provide human and fiscal resources in the MTSS implementation plan.
• Federal support comes through the allocation of fiscal resources from entitlement grants, such as IDEA.
• State support and IDEA will provide instructional materials for core and supplemental instruction, as well as training provided by FLDOE and USF to support the district and school MTSS implementation plans.
• Local and IDEA support is providing a district MTSS/PBS coordinator who will meet regularly with building level MTSS teams and coordinators to ensure strong implementation of MTSS.

School teams meet as professional learning communities. During these meetings teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they have strengthened their core teaching and have established that 75%-80% of their students will meet the requirements. Re-teaching will occur as needed for the Tier 1 students. Data Warehouse has been designed to record the minutes from these meetings as well as to follow he progress of groups' individual students. This Tier 1 data will be used during PLCs to follow over time. Teachers share results and best practices.

Should students fail to meet with success in Tier 1 students are referred to the school's MTSS team and Tier 2 strategies are determined. The Data Warehouse data management system continues to follow the student's progress as monitored by the Progress Monitoring Plan. Online assessments (Benchmarks) and other data points are tracked on the charts and graphs in Data Warehouse.

Describe the plan to train staff on MTSS.

Teachers meet with PLCs twice a month to discuss MTSS implementation at their grade level. Finally, mini workshops on MTSS-related topics, such as differentiating instruction, data analysis, and specific intervention training are available through district personnel throughout the school year upon the request of the school Leadership Team. In addition to district face-to-face trainings, a variety of online tools are available for use in the schools. ANGEL is being used as an online facilitator for MTSS related documents, video clips, training materials and power points, research links, intervention tools, and has a district Problem-Solving/Response to Intervention manual.

The PLC teams will continue to monitor progress for all students throughout the year, through the use of the Data Warehouse resources. Early Release Dismissal Days will focus on staff development training on MTSS. The MTSS Leadership team will meet prior to the training time to plan staff development. Each step of the MTSS process will be defined, discussed, and developed. Individual instructional staff members will also work independently towards completing the Direct Steps staff development program on MTSS.

Describe the plan to support MTSS.

To provide further support at the school building level, a School-Based Intervention Support Specialist (INSS) and a PBS Coach have been designated for every school. The role of the School-Based INSS Contact is to oversee the problem solving process, ensure the integrity and consistency of implementation of the process, and facilitate the MTSS Team Meetings.

The PLC team leaders and key leadership personnel are charged with the responsibility to move MTSS practices forward at

the school level. Follow-up trainings will occur under the guidance of the District Coordinator of MTSS/PBS through on site walk throughs, problem-solving meetings, and PLC meetings. In addition, the District Coordinator of MTSS/PBS will provide monthly follow-up trainings with School-Based INSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Robert Spano– Principal
Jim Ragusa - Assistant Principal
Michele Wheeler - Reading Coach
Nancy Duvall – High School Language Arts
Meg Dillon – Middle School Language Arts
Mindy Myers-Intervention Support Specialist
Jennifer Parsons-Third Grade Teacher
Patti Jones-4/5th Grade Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT is driven by a focus upon literacy throughout the school. Through a continued emphasis on strengthening all five components of the reading process: phonics, phonemic awareness, fluency, vocabulary, and comprehension. The students consistently receive direct instruction in reading that relates to more than simply comprehension. In addition, the LLT maintains direction in producing students who can effectively communicate through writing. The LLT provides professional learning communities with data regarding summative and formative assessments. Changes to instruction are refined based upon analysis of this type of data. The teachers will also participate in creating a Lesson Study to implement within the class.
The LLT:
Reviews universal screening data and links to instructional decisions; reviews progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the committee will identify needed professional development and resources. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills.

What will be the major initiatives of the LLT this year?

• Providing direct and explicit instruction in pre-, during, and post reading comprehension strategies focused on helping them make meaningful connections with texts, including content area textbooks with an emphasis on vocabulary development and effective vocabulary strategies.
• Enhancing instructional strategies and professional development that ensure adequate scaffolding and student collaborative learning to support the goal of critical thinking.
• Increasing strategies that provide for opportunities for students to learn at higher levels of Webb's Depth of Knowledge (DOK), so that material may be understood at greater levels of cognitive complexity.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/14/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.

At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This

booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school.
Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.

FAA eligible students with disabilities: Emphasis, training, and support in Universal Design for Learning (UDL) will provide focal points for considering effective strategies and technologies to empower educators to become creative instructional designers of their classrooms (Rose and Meyer, 2002). An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Authentic and content specific literacy is the responsibility of all teachers. Although not every teacher is a reading teacher per se, all teachers are indeed comprehension teachers who convey information to their students via the written word. In the effort to support literacy across disciplines, all secondary content area teachers in Collier County Public Schools teach the literacy standards of the Common Core State Standards and utilize Collaborative Comprehension Strategies that guide students in pre-reading, comprehension monitoring, and summative question generating when encountering text. In addition, CCPS offers NGCAR-PD courses in order to build teachers' capacity to provide scaffolded literacy instruction to striving readers.

As a result of classroom walkthroughs and observations, the LLT will ensure teachers of students taking the Florida Alternate Assessment are utilizing general guidelines for literacy instruction: (1) recognizing the link between communication and literacy; (2) maintaining high expectations for students to acquire literacy; (3) making literacy materials and activities accessible; (4) following the interest of the child; and (5) engaging the student in direct and systematic instruction.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

High School Career Academies and CE program teachers encourage all students to complete or update the FACTS.org planning document each school year. Counselors are expected meet regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

High School Career Academies and CE program teachers encourage all students to complete or update the FACTS.org planning document each school year. Counselors are expected meet regularly with CE students and other interested students

to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program. IEPs will incorporate the student's academic and career planning and guide course selection based on the needs, interests and strengths of the student.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Planning for postsecondary participation is a critical activity that must begin as a student enters the ninth grade. Schools can support students and parents by placing an emphasis on the following factors:
• Focus on improving and maintaining reading achievement scores
• Focus on improving and maintaining math achievement scores
• Counseling to take upper level math and science courses
• Counseling to take foreign language requirements
• Counseling to more effectively use Bright Futures scholarships such as Fl Academic Scholars, Fl Medallion Scholars, and FL Gold Seal Vocational Scholarship
• Counseling to enroll in college dual enrollment and AP courses while in high school
• Increase the availability of college dual enrollment courses
• Increasing articulation agreements between Collier County and appropriate post secondary schools
• Counseling to inform students of benefits of articulation agreements in college enrollment
• Counseling to take college placement exams such as CPT, SAT, and ACT
• Counseling to enroll seniors in college level remedial English and mathematics courses
• Increased emphasis on career counseling and career planning for all students with specific focus on postsecondary options
• Focus on FACTS.org as planning tool for college and technical school enrollment
• Increased utilization of technical school dual enrollment as stepping stone to other postsecondary programs
• Increased focus on career academies that lead to college enrollment such as Engineering Academy, Teacher Education Academy, Early Childhood Education Programs, Allied Health Science, and Criminal Justice
• Encourage students to earn Florida Ready to Work certificates and utilize career and college planning on-line assistance

IEP teams will implement with fidelity the UNIQUE Transition Curriculum and the Attainment: Aligning Life Skills to Academics Programs as a supplement to support life skill lessons aligned with math, science/health, social studies, and language.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring level 3 on the 2013 FCAT Reading will increase from 23% to 29% scoring at proficient levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (19 students)achieved proficiency (level 3) on the 2012 Reading FCAT	29% of students (26) will achieve proficiency on the 2013 Reading FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM

2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
4	1. See 1 Rigor	1d.Utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. 1e. Students will identify an individual goal for achieving a level 3 or 4 on the scale and write a	1. See 1 Rigor	1. See 1 Rigor	1. Quarterly Assessment Data-Disaggregated by item complexity rating.

		contract for the work he/she will do to demonstrate successful mastery of the standard/benchmark.			
5	2. See 2 Interactive	2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	2. See 2 Interactive	2. See 2 Interactive	2. See 2 Interactive
6	3. See 3 Informational Text	3d.Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use “close reading” and other tools to prepare students for complex text reading.	3. See 3 Informational Text	3. See 3 Informational Text	3. Quarterly Assessment Data-Disaggregated by item complexity rating

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2012 FCAT in reading will increase from 11% (9)students to 12% (11) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (9)students	12% (11) students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes,

3	for writing outside of language arts instruction.	response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Support Team, District Coordinators	may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
4	1. See Rigor	1e. Students will write a contract for achieving a 4 on the scale; identifying the specific mastery-level work they will complete to demonstrate exemplary standard/benchmark success. 1f. Utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity.	See Rigor	See Rigor	See Rigor
5	2. See Interactive	2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	See Interactive	See Interactive	See Interactive
6	3. See Informational	3e. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use “close reading” and other tools to prepare students for complex text reading.	See Informational	See Informational	See Informational

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in	

reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making continual learning gains will reach or exceed proficiency levels according to 2013 FCAT Reading standards of proficiency, for an increase from 64% (45) to 68% (48) of our students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(45)students made learning gains on the 2012FCAT	68%(48)students will make learning gains on the 2013 FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM

		level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.			
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
	1. See Rigor	1e. During small group	See Rigor	See Rigor	See Rigor

4		guided practice (Gradual Release Model-GRM) TE will explain the learning goal and scale to students and assist in setting individual goals to demonstrate successful mastery of the standard/benchmark. 1f.Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.			
5	2. See Interactive	2d. During PLCs, TE will triangulate data to determine appropriate interventions and supports.	2. See Interactive	2. See Interactive	2. See Interactive
6	3. See Informational	3e.Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use “close reading” and other tools to prepare students for complex text reading. 3f.Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	3. See Informational	3.See Informational	3. See Informational

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in the lowest 25% making learning gains on the 2013 FCAT Reading will increase from 80% (11) students to 82% (15)students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (11)students in the lowest quartile made gains on the 2012 FCAT Reading	82% (15) of students in the lowest quartile will make gains on the 2013 FCAT Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff

	analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely		best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
4	1. See Rigor	1e.During small group guided practice or data chat, TE will explain scale to students and assist in setting individual goals to demonstrate standard/benchmark success. Conduct monthly data chats with individual students. Each student will identify a level to achieve and identify the actions he/she must take to achieve the level. Students will chart their progress toward the goal, modifying goal as appropriate. Provide small group guided practice/scaffolded support daily or as needed, gathering assessment data a minimum of once every two weeks (OPM).	1. See Rigor	1. See Rigor	1. See Rigor

		1f. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.			
5	2. See Interactive	2d.Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations. 2e. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	2. See Interactive	2. See Interactive	2.See Interactive
6	3. See Informational	3e. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations. 3f.Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	3. See Informational	3. See Informational	3. See Informational

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Students subgroups by ethnicity (white-34%-23), (Hispanic-50%-3), (American Indian-50%-1) scores are for 2012. The subgroups should increase (white-41%-31), (Hispanic-55%-4), (American Indian-55%-1) exceed proficiency levels according to 2013 FCAT Reading standards of proficiency, for an increase from 64% to 68% of our students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
white-34%-23 students Black-0%- 0 students Hispanic-50%-3 students Asia-0%- 0 students American Indian-50%-1 student	white-41%-31 students Black-10%-0 students Hispanic-55%-4 students Asian-10%-0 students American Indian-55%-1 student

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional:	1a. Monitor progress a minimum of once every 2	Administrators, Academic	1a.Meet with grade level data teams to analyze data	Quarterly Assessment Data

1	Checks for understanding are not used or are used inappropriately in many classrooms.	weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.	Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	– Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately	Classroom Teachers, Adminsitrators, Academic Coaches,	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly	Quarterly Assessment Data – Disaggregated by item

3	Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	fulfill specified role within groups. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012, the ELL subgroup 33% (2) were proficient in reading. In 2013, the ELL subgroup 40% (2) will be proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2 students)	40% (2 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement

		student's needs.			
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012, FCAT Reading scores for SWD was 24% (4) proficient in reading. In 2013, FCAT scores for SWD will be 32% (5) proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% 4 students	32% 5 students

Problem-Solving Process to Increase Student Achievement

		Person or		

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings

					or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012, 33% of EVG economically deprived students, or 20 students, achieved AYP. The expected level of performance for 2013 is 40%, or 23 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (20)students	40% (23)students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently,	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team .	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic

2	instruction, interventions and enrichment are not driven by data and do not address individual student needs.	by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.		meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reciprocal Teaching (RT)	K-5	District Literacy Coach	Elementary Teachers	Aug. 16, 2012	Walkthroughs, PLCs discussion, Coaching time from the Reading Coach	Administration (Ctem)Reading Coach Literacy Specialists DA Literacy Support
						Administration

Collaborative Comprehension Strategies (CCS)	6-12	District Secondary Coordinator	All Secondary Teachers	Aug. 26, 2012	Walkthroughs, PLCs discussion, Coaching time from the Reading Coach, Department Chairs	(Ctem)Reading Coach Literacy Specialists DA Literacy Support
CTEM Introduction MTSS Framework FCIMS Introduction	K-12	INSS/MTSS Specialist	All Teachers	Aug. 17, 2012	Walkthroughs, PLCs discussion, Coaching time from the Reading Coach, Department Chairs	Administration (Ctem)Reading Coach Literacy Specialists DA Literacy Support

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

** When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).*

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By the end of the 2012-2013 academic year, the percentage of ELL students proficient in Listening/Speaking will increase from 50 % (2) to 55% (3) as measured by spring CELLA scores.
2012 Current Percent of Students Proficient in listening/speaking:	
50% -2 students	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1.Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	1a.TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs. 1b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for participation in oral language opportunities. 1c. Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate. 1d. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data to determine additional supports that may be needed to improve oral language skills of identified ELL learners. 1e. Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Classroom Teachers, ESOL Endorsed Teachers,Cella Contact Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b.Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching.	1a. Lesson Plans 1b. PLCs Notes, Data Chats 1c. CTEM

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By the end of the 2012-2013 academic year, the percentage of ELL students proficient in Reading will increase from 0% (0) to 10% (1) as measured by spring CELLA scores.
2012 Current Percent of Students Proficient in reading:	
0% 0 students	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2. ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home	2a. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for reading on grade level/ meeting grade level expectations. 2b. Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate. 2c. Monitor progress a minimum of once every 2 weeks using running records or mini-cloze reading assessments. 2d. Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. 2e. Employ checks for understanding that include 1:1 questioning with the student or written responses to text dependent questions to determine student's level of understanding of what was read	Classroom Teachers, ESOL Endorsed Teachers,Cella Contact Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b.Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching.	1a. Lesson Plans 1b. PLCs Notes, Data Chats 1c. CTEM

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By the end of the 2012-2013 academic year, the percentage of ELL students proficient in Writing will increase from 0% (0) to 10% (1) as measured by spring CELLA scores.
2012 Current Percent of Students Proficient in writing:	
0% 0 Students	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	1. Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	1a As evidence of strategic and extended thinking in writing, TE will hold students accountable for producing an oral or written analysis of multiple genres of thematically connected texts a minimum of six times per year. Depending on students' writing skills, the process may be implemented through Read-Alouds. 1b. To develop strategic and extended thinking in regard to student writing, TE will provide opportunities for peer evaluation of students' writing based on the writing rubric. Students will be accountable for defending their thinking based on specific examples from the writing and their understanding of expectations for quality writing, providing recommendations for improving the writing.	Classroom Teachers, ESOL Endorsed Teachers,Cella Contact Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b.Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching.	1a. Lesson Plans 1b. PLCs Notes, Data Chats 1c. CTEM
2	2. Students have not developed proficiency in editing and improving their own writing as a way to develop their thinking and use of appropriate vocabulary.	2a. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 2b. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Classroom Teachers, ESOL Endorsed Teachers,Cella Contact Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b.Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching.	1a. Lesson Plans 1b. PLCs Notes, Data Chats 1c. CTEM

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percent of students scoring level 3 on the 2012 FCAT in math was 27% (17) there will be an increase in 2013 to 34% (31).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (17) students	34% (31) students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
	2. Interactive Instructional: Data-driven planning, instruction and	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of	Classroom Teachers, Adminsitrators, Academic	2a.Meet with grade level data teams to analyze data from common assessments, determine if	1a.Academic Notebooks, journals, exit tickets and

2	communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
4	1. See Rigor	1d.Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students develop conceptual understandings and are able to explain their thinking both orally and in writing. 1e. Students will identify a goal for achieving a level 3 or 4 on the scale and write a contract for the work he/she will do	1. See Rigor	1. See Rigor	1. Quarterly Assessment Data-Disaggregated by item complexity rating

		to demonstrate successful mastery of the standard/benchmark.			
5	2. See Interactive	2d.During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	2. See Interactive	2. See Interactive	2.Quarterly Assessment Data-Disaggregated by item complexity rating
6	3. See Informational Text	3d. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.	3. See Informational Text	3. See Informational Text	3. Quarterly Assessment Data-Disaggregated by item complexity rating

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in math will remain the same 5% (5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (5) students	5 % (5) student

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional: Checks for understanding	1a. Teachers will utilize appropriate checks for understanding	Administrators, Academic Coaches,	1a.Meet with grade level data teams to analyze data from common assessments,	1a.Academic Notebooks, journals, exit

1	are not used or are used inappropriately in many classrooms.	throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	INSS/ESE Specialist, Peer Review Team, DA Support Team	determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP

3		3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.		calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percent of students achieving learning gains on the 2013 FCAT in math will increase from 64% (36) to 68% (48).
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (36) students	68% (48) students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and	3a. Students will be accountable for writing short and extended responses a minimum of	Classroom Teachers, Adminsitrators, Academic	3a. Utilize agreed upon, research-based effective teaching strategies.	3a.Academic Notebooks, journals, exit tickets and

3	Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students in Lowest 25% making learning gains on the 2012 FCAT in math will increase from 54% (6) to 59% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:

54% (6) students	59% (9) students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM

		Conferences) are held routinely			
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
4	1. See Rigor	1e.TE will closely monitor low-expectancy students for understanding of content, providing immediate interventions as appropriate.	1. See Rigor	1. See Rigor	1. See Rigor
5	2. See Interactive	2d. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	2. See Interactive	2. See Interactive	2. See Interactive
6	3. See Informational	3e.Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	3. See Informational	3. See Informational	3. See Informational

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	See previous goal statements that apply to the specific student level. In addition, monitoring subgroups performance monthly to determine if the gap is narrowing. If it is not, specific interventions will be identified and implemented at time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
white-33% 19 students Black-0% (0) Hispanic-33% (2) Asian-0% (0) American Indian-0% (0)	white-40% 30 students Black-10% (0) Hispanic-40% (3) Asian-10% (0) American Indian-10% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes,

2		expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.		2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	See previous goal statements that apply to the specific student level. In addition, monitoring subgroups performance monthly to determine if the gap is narrowing. If it is not, specific interventions will be identified and implemented at time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (5)	85% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic

1		the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs.		meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff

					developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	See previous goal statements that apply to the specific student level. In addition, monitoring subgroups performance monthly to determine if the gap is narrowing. If it is not, specific interventions will be identified and implemented at time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (4)	34% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings

		remediation/differentiation/accommodation opportunities in daily instructional practices.			or other staff developement
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	See previous goal statements that apply to the specific student level. In addition, monitoring subgroups performance monthly to determine if the gap is narrowing. If it is not, specific interventions will be identified and implemented at time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (19)	42% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement

		achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.			
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team .	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Middle School Mathematics Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percent of students scoring level 3 on the 2012 FCAT in math will change as follows: 27% (17) of current students at level 3 will increase to 34% (31) students for 2013 FCAT Mathematic Scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% 17 students	34% 31 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
	2. Interactive Instructional:	2a. Professional Learning Communities will meet 2	Classroom Teachers,	2a.Meet with grade level data teams to analyze data	1a.Academic Notebooks,

2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
4	1. See Rigor	1d.Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students develop conceptual understandings and are able to explain their thinking both orally and in writing. 1e. Students will identify a goal for achieveing a level 3 or 4 on the scale	1. See Rigor	1. See Rigor	1. Quarterly Assessment Data-Disaggregated by item complexity rating

		and write a contract for the work he/she will do to demonstrate successful mastery of the standard/benchmark.			
5	2. See Interactive	2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	2.See Interactive	2. See Interactive	2. Quarterly Assessment Data-Disaggregated by item complexity rating
6	3. See Informational Text	3d.Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.	3. See Informational Text	3. See Informational Text	3. Quarterly Assessment Data-Disaggregated by item complexity rating

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percent of students scoring level 4 on the 2012 FCAT in math will change as follows: 5% (3) of current students at level 4 will increase to 5% (5)on 2013 FCAT Mathematics scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% 3 students	5% 5 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor	1a. Teachers will utilize	Administrators,	1a.Meet with grade level	1a.Academic

1	Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team,	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs

3	language arts instruction.	displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	District Coordinators	key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	to demonstrate completed SIP trainings or other staff developement 3c. CTEM
4	3. See Informational	3e. Learners will write to explain their reasoning on mathematical tasks. 3f. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.	3. See Informational	3. See Informational	3. See Informational
5	1. See Rigor	1e. Students will be expected to achieve a 4 on the scale by extending their learning. TE will work with high achieving students to identify specific work that will meet the requirements.	1. See Rigor	1. See Rigor	1. See Rigor
6	2. See Interactive	2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	2. See Interactive	2. See Interactive	2. See Interactive

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percent of students achieving learning gains on the 2013 FCAT in math will increase from 64% (36) to 68% (48).
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% 36 students	68% 48 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM

		determine that systematic and regular feedback is being provided.			
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
4	1. See Rigor	1e. TE will meet with students individually or in small groups to ensure understanding of the LG and expectations for achievement based on the scale. TE will guide students to set personal goals and to identify steps for achieving the goal. TE will provide	1. See Rigor	1. See Rigor	1e. Quarterly Assessment Data – Disaggregated by item complexity rating

		scaffolded support as appropriate for students to demonstrate mastery.			
5	2. Interactive	2d. During PLCs, TE will triangulate data to determine appropriate interventions and supports.	2. See Interactive	2. See Interactive	2d. Quarterly Assessment Data – Disaggregated by item complexity rating
6	3 See Informational	3e. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.	3. See Informational	3. See Informational	3e. Quarterly Assessment Data – Disaggregated by item complexity rating

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students in Lowest 25% making learning gains on the 2013 FCAT in math will increase from 54% (6) to 59% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% 6 students	59% 9 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional:	1a. Teachers will utilize appropriate checks for	Administrators, Academic	1a.Meet with grade level data teams to analyze data	1a.Academic Notebooks,

1	Checks for understanding are not used or are used inappropriately in many classrooms.	understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate

3	instruction.	3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Coordinators	Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	completed SIP trainings or other staff developement 3c. CTEM
4	1. See Rigor	1e. During small group guided practice or data chat, TE will explain scale to students and assist in setting individual goals to demonstrate standard/benchmark success. Conduct monthly data chats with individual students. Each student will identify a level to achieve and identify the actions he/she must take to achieve the level. Students will chart their progress toward the goal, modifying goal as appropriate. Provide small group guided practice/scaffolded support daily or as needed, gathering assessment data a minimum of once every two weeks (OPM). 1f.TE will closely monitor low-expectancy students for understanding of content, providing immediate interventions as appropriate.	1. See Rigor	1. See Rigor	1. See Rigor
5	2. See Interactive	2d. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	2. See Interactive	2. See Interactive	2.See Interactive
6	3. See Informational	3e. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	3. See Informational	3. See Informational	3. Quarterly Assessment Data – Disaggregated by item complexity rating

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	See previous goal statements that applu to the specific student level. In addition, monitoring subgroups performance monthly to determine if the gap is narrowing. If it is not, specific interventions will be identified and implemented at time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
white- 33% (19) Black-0% (0) Hispanic-33% (2) Asian-0% (0) AMerican Indian-0% (0)	white- 40% (30) Black-10% (0) Hispanic-40% (3) Asian-10% (0) AMerican Indian-10% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement

		specific to student's needs.			
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	See previous goal statements that applu to the specific student level. In addition, monitoring subgroups performance monthly to determine if the gap is narrowing. If it is not, specific interventions will be identified and implemented at time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (5)	85% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and	3a. Maintain high expectations for all students to participate in collaborative activities	Classroom Teachers, Adminsitrators, Academic	3a. Utilize agreed upon, research-based effective teaching strategies.	Quarterly Assessment Data – Disaggregated by

3	Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	and to appropriately fulfill specified role within groups. 3b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	See previous goal statements that apply to the specific student level. In addition, monitoring subgroups performance monthly to determine if the gap is narrowing. If it is not, specific interventions will be identified and implemented at time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (4)	34% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
	2. Interactive Instructional: Data-driven planning, instruction and communication	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by	Administrators, Academic Coaches, INSS/ESE Specialist,	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is	Quarterly Assessment Data – Disaggregated by item

2	have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Peer Review Team, DA Support Team	working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	See previous goal statements that apply to the specific student level. In addition, monitoring subgroups performance monthly to determine if the gap is narrowing. If it is not, specific interventions will be identified and implemented at time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (19)	42% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by	Administrators, Academic Coaches, INSS/ESE Specialist, Peer	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is	Quarterly Assessment Data – Disaggregated by item

1	classrooms.	subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.	Review Team, DA Support Team	working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team .	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic

3	for writing outside of language arts instruction.	3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Support Team, District Coordinators	may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

** When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Algebra End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percent of students scoring level 3 on the 2012 EOC in Algebra was 50% (4). in 2013, 55% (4) will achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (4 students)	55% (4 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills,	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats

1		e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.		Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement

3		rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.		discussion and higher-order questioning; adjust instruction based on need.	3c. CTEM
4	1. See Rigor	1d. Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students develop conceptual understandings and are able to explain their thinking both orally and in writing. 1e. Students will identify a goal for achieving a level 3 or 4 on the scale and write a contract for the work he/she will do to demonstrate successful mastery of the standard/benchmark	1. See Rigor	1. See Rigor	1. Quarterly Assessment Data-Disaggregated by item complexity rating
5	2. See Interactive	2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	2. See Interactive	2. See Interactive	2. Quarterly Assessment Data-Disaggregated by item complexity rating
6	3. See Informational Text	3d. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.	3. See Informational Text	3. See Informational Text	3. Quarterly Assessment Data-Disaggregated by item complexity rating

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 EOC in Algebra will increase from 0% (0) students to 10% (1) student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% 0 students	10% 1 student

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM

3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
4	2. See Interactive	2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	2. See Interactive	2. See Interactive	2.Quarterly Assessment Data – Disaggregated by item complexity rating
5	3. See Informational	3e. 3d. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories. 1f. Learners will write to explain their reasoning on mathematical tasks.	3. See Informational	3. See Informational	3.Quarterly Assessment Data – Disaggregated by item complexity rating

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	34% (Target:15	Target: 23%	Taget: 31%	Target: 38%	Target: 46%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	100% of Student subgroups by ethnicity (White) will make satisfactory progress Algebra EOC for 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:50% (4) Black: 0% Hispanic: 0% Asian: 0% American Indian: 0%	White:55% (4) Black: 10% Hispanic:10% Asian: 10% American Indian: 10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats

2		2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.		best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	English Language Learners (ELL) not making satisfactory progress in Algebra will remain the same or decrease for 2013 in Algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust	Quarterly Assessment Data – Disaggregated by item complexity rating

1		additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs.	Support Team	instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP

					trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Students with Disabilities (SWD) not making satisfactory progress in Algebra in 2013 will remain the same or decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction).	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate

		Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.		teachers.	completed SIP trainings or other staff developement
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Economically Disadvantaged students not making satisfactory progress in Algebra will decrease in 2013 on EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(3)	49% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP

1		identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.		provide specific feedback to teachers.	trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team .	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement

					3c. CTEM

Geometry End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The percentage of students scoring Level 3, 2012 EOC in Geometry was 90% (10). On the 2013 EOC, students will remain at 90% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% 10 Students	90% 10 Students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM

		systematic and regular feedback is being provided.			
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
	1. See Rigor	1d. Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students develop	1. See Rigor	1. See Rigor	1. Quarterly Assessment Data – Disaggregated by item complexity rating

4		conceptual understandings and are able to explain their thinking both orally and in writing. 1e. Students will identify a goal for achieving a level 3 or 4 on the scale and write a contract for the work he/she will do to demonstrate successful mastery of the standard/benchmark.			
5	2. See Interactive	2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	2. See Interactive	2. See Interactive	2. See Interactive
6	3. See Informational Text	3e. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.	3. See Informational Text	3. See Informational Text	3. See Informational Text

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 EOC in Geometry will increase from 9% (1)student to 18% (2) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% 1 student	18% 2 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM

1		students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.		teachers.	
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

		capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.			
4	1. See Rigor	1e. Students will be expected to achieve a 4 on the scale by extending their learning. TE will work with high achieving students to identify specific work that will meet the requirements.	1. See Rigor	1. See Rigor	1. Quarterly Assessment Data – Disaggregated by item complexity rating
5	2. See Interactive	2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	2. See Interactive	2. See Interactive	2. Quarterly Assessment Data – Disaggregated by item complexity rating
6	3. See Informational	3e. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories. 3f.Learners will write to explain their reasoning on mathematical tasks.	3. See Informational	3. See Informational	3. Quarterly Assessment Data – Disaggregated by item complexity rating

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	100% of Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) will make satisfactory progress Geometry EOC for 2013.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 1% (1) Black: 0% (0) Hispanic: 0% (0) Asian: American Indian	White: 0% (0) Black: 0% (0) Hispanic: 0% (0) Asian: American Indian

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff

		groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.			developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	English Language Learners (ELL) not making satisfactory progress in Geometry will remain the same or decrease for 2013 in Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (1)	0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit

1		1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs.		1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate

					completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Students with Disabilities (SWD) not making satisfactory progress in Geometry in 2013 will remain the same.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to

	are not driven by data and do not address individual student needs.	skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.		provide specific feedback to teachers.	demonstrate completed SIP trainings or other staff developement
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Economically Disadvantaged students not making satisfactory progress in Geometry will decrease in 2013 on EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (1)	1% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and	Quarterly Assessment Data – Disaggregated by item complexity rating 1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to

1		students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.		provide specific feedback to teachers.	demonstrate completed SIP trainings or other staff developement
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team .	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating 2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust	Quarterly Assessment Data – Disaggregated by item complexity rating 3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans,

		achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.		instruction based on need.	MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement	

Level 3 in science. Science Goal #1a:	The percent of students scoring level 3 on the 2012 FCAT in science is 0% (0). In 2013 FCAT will increase to 6% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% 0 Students	6% 2 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction,	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to

2	interventions and enrichment are not driven by data and do not address individual student needs.	2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely		2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	demonstrate completed SIP trainings or other staff developement 1c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
	1. See Rigor	1d. TE will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will respond in science notebooks. TE will provide specific feedback a minimum of once every two weeks as a check for understanding and to provide growth opportunities for	1. See Rigor	1. See Rigor	1. Quarterly Assessment Data – Disaggregated by item complexity rating

4		students. 1e. Utilize 5E model of science instruction with fidelity, emphasizing hands-on opportunities, note-booking and vocabulary development. Display LG and scale to demonstrate high expectations for mastery of the standard/benchmark. In science notebooks, students will identify an achievement level (3 or 4) and the work they will do to demonstrate mastery. To ensure that students are making progress toward mastery, a minimum of weekly, require text-dependent written responses to questions from quadrants 3 or 4 of Webb's DOK.			
5	2. See Interactive	2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	2. See Interactive	2. See Interactive	2. Quarterly Assessment Data – Disaggregated by item complexity rating
6	3. See Informational Text	3d. Teachers will utilize consistent reading scaffolds and strategies (Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading.	3. See Informational Text	3. See Informational Text	3. Quarterly Assessment Data – Disaggregated by item complexity rating

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percent of students scoring level 4 or above on the 2012 FCAT in science is 0% (0) will increase to 10% (3) on 2013 FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% 0 students	10% 3 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
	2. Interactive	2a. Professional	Classroom	2a.Meet with grade level	2a.Academic

2	Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
	1. See Rigor	1e. Students will be expected to set a goal for achieving a 4 on the scale and will identify the work they will do to demonstrate exemplary mastery of	1. See Rigor	1. See Rigor	1.Quarterly Assessment Data – Disaggregated by item complexity rating

4		the standard/benchmark. Ex.: For text-dependent written responses, students must reference a minimum of 2 outside sources to either support or refute the student's conclusions. TE will provide scaffolded support in order to develop students' ability to successfully meet this expectation.			
5	2. See Interactive	2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	2. See Interactive	2. See Interactive	2.Quarterly Assessment Data – Disaggregated by item complexity rating
6	3. See Informational	3e. Teachers will utilize consistent reading scaffolds and strategies (Reading Coherence Model and/or Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading. 3f. Learners will write to explain their reasoning on mathematical tasks.	3. See Informational	3. See Informational	3.Quarterly Assessment Data – Disaggregated by item complexity rating

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Florida Alternate Assessment High School Science Goals

** When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The percent of students scoring level 3 on the 2012 EOC in Biology was 38% (3). In 2013 students scoring Level 3 will increase to 50% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% 3 students	50% 4 Students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team,	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes,

2	Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	DA Support Team	meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM
	1. See Rigor	1d. TE will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will respond in science notebooks. TE will provide specific feedback a minimum of once every two weeks as a check for understanding and to	1. See Rigor`	1. See Rigor	1. Quarterly Assessment Data-Disaggregated by item complexity rating

4		provide growth opportunities for students. 1e. 1d. Utilize 5E model of science instruction with fidelity, emphasizing hands-on opportunities, notebooking and vocabulary development. Display LG and scale to demonstrate high expectations for mastery of the standard/benchmark. In science notebooks, students will identify an achievement level (3 or 4) and the work they will do to demonstrate mastery. To ensure that students are making progress toward mastery, a minimum of weekly, require text-dependent written responses to questions from quadrants 3 or 4 of Webb's DOK.			
5	2. See Interactive	2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	2. See Interactive	2. See Interactive	2. Quarterly Assessment Data-Disaggregated by item complexity rating
6	3. See Informational Text	3d. Teachers will utilize consistent reading scaffolds and strategies (Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading. 3f.Students will extend learning by writing in a science notebook as a matter of routine to organize their authentic thoughts about labs and content learning. This habit will encourage original thoughts and beliefs about science in their world.	3. See Informational Text	3. See Informational Text	3. Quarterly Assessment Data-Disaggregated by item complexity rating

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The percent of students scoring above proficiency (levels 4 and 5) on the 2012 EOC in Biology will increase from 0% (0) to 33% (2) in 2013.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% 0 students	33% 2 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided. 1e. Students will be expected to set a goal for achieving a 4 on the scale and will identify the work they will do to demonstrate exemplary mastery of the standard/benchmark. Ex.: For text-dependent written responses, students	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM

		must reference a minimum of 2 outside sources to either support or refute the student's conclusions. TE will provide scaffolded support in order to develop students' ability to successfully meet this expectation.			
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Quarterly Assessment Data – Disaggregated by item complexity rating

3		first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request. 3e. Teachers will utilize consistent reading scaffolds and strategies (Reading Coherence Model and/or Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading. 3f. Students will extend their learning by writing in a science notebook as a matter of routine to organize their authentic thoughts about labs and content learning. This habit will encourage student's original thoughts and beliefs about science in their world. The science notebook can serve as an end-of-year portfolio of essential learning.			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s) / Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students on 2012 FCAT writing (3.0 or higher) was 67% (18)students. On 2013 FCAT writing scores will increase to 74% (22)students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (18)students	74% (22)students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM

1		systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided. 1e. To ensure rigorous expectations for student writing, a minimum of 50% of student writing will be content-based written responses to multiple texts and demonstrate thinking skills appropriate to levels 3 or 4 of Webb's DOK. 1f. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 1g. To ensure rigorous expectations for student writing, Baseline, End of Quarter 1, End of Quarter 2, and EOY writing assessments will be administered with opportunity for and focus on revision based on teacher feedback.		provide specific feedback to teachers	1d. Quarterly Writing Prompt
	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate

2	enrichment are not driven by data and do not address individual student needs.	2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension		2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	completed SIP trainings or other staff developement 2c. CTEM 2d. Quarterly Writing Prompt
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request. 3e. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM 3d. Quarterly Writing Prompt

		complete sentence.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM

		utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.			
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

		observers upon request.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	Support Team 1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
	2. Interactive Instructional:	2a. Professional Learning Communities	Classroom Teachers,	2a.Meet with grade level data teams to analyze data	2a.Academic Notebooks,

2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
3	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Seminar	7th Grade	Hodgson	7th grade teachers of Civics	June 2012-June 2013	Meetins, Angel Collaboration	Wendy Hodgson and Dept Chairs
DBQ Civis Training	7th Grade	Hodgson	7th grade teachers of Civics	Fall 2012	Meeting and Surveys	Wendy Hodgson and Dept Chairs

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Civics Goals

U.S. History End-of-Cource (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional:	1a. Teachers will utilize appropriate checks for	Administrators, Academic	1a.Meet with grade level data teams to analyze data	1a.Academic Notebooks,

1	Checks for understanding are not used or are used inappropriately in many classrooms.	understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team	from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction 1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 1c. CTEM
	3.Use if Informational Text across all Content to Teach	3a. Students will be accountable for writing short and extended	Classroom Teachers, Adminsitrators,	3a. Utilize agreed upon, research-based effective teaching strategies.	3a.Academic Notebooks, journals, exit

3	Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor Instructional: Checks for understanding are not used or are used inappropriately in many classrooms.	1a. Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b. Teachers will hold students accountable for responses written on exit tickets, journal responses and other	Administrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team Support Team	1a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 1b. Participate in a PLC Lesson Study to establish best practices for academic instruction	1a.Academic Notebooks, journals, exit tickets and Student Data Chats 1b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement

1		checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. 1c. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. 1d. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.		1c.Conduct walkthroughs and observations and provide specific feedback to teachers.	1c. CTEM
2	2. Interactive Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary) (Student-Led Conferences) are held routinely	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE SPecialist, Peer Review Team, DA Support Team	2a.Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. 2b. Participate in a PLC Lesson Study to establish best practices for academic instruction 2c.Conduct walkthroughs and observations and provide specific feedback to teachers.	2a.Academic Notebooks, journals, exit tickets and Student Data Chats 2b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 2c. CTEM
	3.Use if Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instruction: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or	Classroom Teachers, Adminsitrators, Academic Coaches, INSS/ESE Specialist, Peer Review Team, DA Support Team, District Coordinators	3a. Utilize agreed upon, research-based effective teaching strategies. 3b. Compare monthly Writing Assessments/Promptsresults to identify students that may require reteaching of key concepts/skills. DA Schools - Develop FCIM calendar for reteaching. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust	3a.Academic Notebooks, journals, exit tickets and Student Data Chats 3b. PLC Notes, Lesson Plans, MIPs to demonstrate completed SIP trainings or other staff developement 3c. CTEM

		course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.		instruction based on need.	
3					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Attendance Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	In 2012, EVG demonstrated 92% in attendance. The expected level of performance for 2013 is 94%. Additionally, EVG will decrease its 2012 level of excessive absences and tardies (49% and 20% respectively) by 10%. The expected levels for 2013 are 39% and 10% respectively.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92% attendance	94% attendance
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
49%, or 96 students	39%, or 64 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
20%, or 34 students	10%, or 16 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1 Due to economic issues some students may have limited home resources and limited school readiness.	1a. Parent workshops on attendance and student achievement 1b.Impress the importance of attendance in school during School Advisory Council meetings and family nights 1c.Implement new student attendance policy with fidelity 1d.Attendance incentives through Positive Behavior Support	AP, teachers, coaches, counselors	Monitoring of StudentPass, TERMS, Esembler, and DataWarehouse	StudentPass, TERMS, Esembler, and DataWarehouse
2	2. Current economic times can result in students needing to be caretakers or assisting with household responsibilities	2a. Parent workshops on attendance and student achievement. 2b.Impress the importance of attendance in school during School Advisory Council meetings and family nights.	AP, teachers, coaches, counselors	Monitoring of StudentPass, TERMS, Esembler, and DataWarehouse	StudentPass, TERMS, Esembler, and DataWarehouse

		2c.Implement new student attendance policy with fidelity. 2d.Attendance incentives through Positive Behavior Support.			
3	3. Students do not find classes relevant or sufficiently engaging and choose to miss school.	3a.Teachers will use interactive learning strategies combined with inquiry-based, project-focused instruction (STEM) to create interest and engagement in course work. 3b. Site-based PLCs will engage the Lesson Study Process to develop successful inquiry-based, projects. 3c. Instructional coaches will support content area teachers through engaging the coaching cycle as appropriate.	AP, teachers, coaches, counselors	Monitoring of StudentPass, TERMS, Esembler, and DataWarehouse	StudentPass, TERMS, Esembler, and DataWarehouse

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In 2013, EVG will decrease all key indicators of negative student behavior (and its resultant consequences) by few students receiving disciplinary actions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of In –School Suspensions (0)	2013 Expected Number of In -School Suspensions (0)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 Total Number of Students Suspended In-School-(0) students	2013 Expected Number of Students Suspended In -School (0) students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012 Total Number of Out-of-School Suspensions - (5)	2013 Expected Number of Out- of-School Saspension (0) students
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2012 Total Number of Students Suspended Out- of- School- (4) students	2013 Expected Number of Students Suspended Out- of-School (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.There is a lack of social norm and self-discipline instruction within our instructional programming.	1a. Teachers will implement and instruct PBS expectations and utilize PBS incentive processes in their classrooms. 1b. Students who rise to Tier 2 and 3 PBS/RTI will receive one to one mentoring, check in/check out, and	Admin Instructional Coaches	Student discipline and suspension data will be analyzed to determine behaviors which result in the greatest amount of instructional time lost.	Student suspensions and loss of instructional time will decrease from quarter to quarter.

		guidance supports.			
2	2.Limited transitional programming exists to support student returning from alternative schools, students enrolling with a history of behavior problems, and students returning from zero tolerance behaviors transition poorly to the traditional school environment	2a. School leadership will meet with each student identified in this circumstance in order to create a mentor relationship, develop a behavior contract, and smooth the transition into the school community. 2b A mentoring program will be adopted to support all at-risk students.	School Leadership AP Attendance/Discipline	Guidance Counselors are utilized to meet with parents, Youth Relations Deputy (YRD), and Assistant Principal to compile a PMP Behavior Plan for students coming from alternative schools, alternative programs, and students with a history of disciplinary issues. Behavior Plans are revisited for editing quarterly or as needed. Students are met with and progress monitored to successfully transition from a non-traditional setting to EVG.	Discipline reports are analyzed weekly to determine the effectiveness of program. Discipline referral reports by teacher are reviewed and discussed with appropriate teacher. Student enrollment and behavioral success is reviewed.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	EVG had 100% graduation rate in 2012 and expects to have 100% graduation rate in 2013.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0%	0%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
50% (16)	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Some students experience difficulty meeting all of the graduation requirements: - Achieving FCAT proficiency -Earning sufficient credits -Meeting the minimum GPA of 2.0 -Achieving proficiency on the ACT and/or ACT as a concurrent score	1a. PD to continuously improve the quality of Tier 1 instruction 1b.Problem identification and analysis 1c.Monthly PLC/Data Team discussions 1d.RtI & PBS implemented with fidelity 1e.Data chats 1f.Destination Graduation Program 1g.Peer Mentoring	Instructional Coaches Principal APC	Teachers will engage with instructional coaches, mentors, and administration to actively engage in the New Teacher Program.	A trend analysis of teacher retention will be conducted with improvement being evidenced by a decrease in teacher loss.
2	2. Lack of motivation caused by various external and internal factors: -Poor attendance -Illicit activities -Behavioral issues -Pregnancy	2a.Problem identification and analysis 2b.Monthly PLC discussions 2c.RtI & PBS	Guidance counselors Administration	Guidance counselors and administration will meet to discuss solutions on a case management basis.	Drop out rates will decrease over time.

	-Must work to help support the family -Bullying/Harassment -Home and family issues	2d.Data chats 2e.Student-led conferences			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1:	EVG will increase parent involvement where 100% of

**Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	parents will attend at least one school activities and/ or functions.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
14%	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental attendance at school functions due to busy schedules	Parent surveys Newsletters	Staff	SAC attendance Parental attendance at school functions	Parent Surveys Student achievement data SAC attendance
2	2. A majority of the students are from families of "Economically Needy". Parents desire to attend school functions and activities but have difficulty attending day-time events due to child care, transportation, and employment-related issues.	2a.Serve food at evening events. 2b.Plan teacher/parent conferences to meet all stakeholders' needs. 2c.Provide child-care services at parent training events. 2d.Promote community involvement to provide transportation to school functions.	Staff	SAC attendance Parental attendance at school functions	Parent Surveys Student achievement data SAC attendance
3	3. A majority of the students' parents and/or extended family members are immigrants They have expressed interest in expanding their knowledge of the federal, state, and the local school system procedures and policies.	3a.Organize and conduct various parent training sessions. 3b.Present various training sessions for staff in regards to effective communication with immigrant families.	Staff	SAC attendance Parental attendance at school functions	Parent Surveys Student achievement data SAC attendance

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	50% of teachers will receive professional learning designed to develop pedagogical skills in integrated inquiry-based teaching and learning of STEM concepts. These skills include technology content that includes the use of tools for enhancing teaching and learning science, engineering and mathematics, i.e., designing authentic projects, inquiry-based, project-based instruction that encourages innovations, inventions and applications.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Many teachers do not understand the connection of STEM to a specific content and may be resistant to incorporating STEM skills and strategies into their content.	1a. Provide meaningful professional learning that effectively models STEM skills and strategies and builds collaborative PLCs for the purpose of infusing these skills and strategies across all content.	Principal, APC, Academic Coaches	1.1 1a. Utilize content area coaches and the coaching cycle, designating time to debrief and discuss observations and plan for next steps. 1b. Utilize agreed upon, research-based effective teaching strategies. 1c. Participate in a PLC Lesson Study to establish best practices for instruction and share effective	1.1 CTEM, Administrators' observations, PLC notes

				teaching strategies. 1d. Conduct walkthroughs and observations and provide specific feedback to teachers	
2	1.2. Students do not clearly understand the importance of taking higher level math, science, AP and dual enrollment courses in regard to future career options.	2a. Use resources such as email, Edmodo, assemblies, electronic flyers, etc. to promote STEM courses and careers. 2b. Monitor numbers and percentages of students in all STEM courses with a goal of increasing enrollment in these courses by 10%.	Principal, APC,Guidance Counselors, Teachers	2a. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. 2b. Conduct walkthroughs and observations and provide specific feedback to teachers. 2c. Review and use various district data programs to monitor course enrollment numbers.	1.2 CTEM, Administrators' observations, Data Warehouse reports, SILK, TERMS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Subtotal: $0.00

Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Provide training in the 8 CCSS Standards for Mathematical Practice with follow-up support from building academic coaches.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not industry certified.	1a Provide professional development and opportunities to complete industry certification testing for CTE and non CTE teachers. 1b Provide instructional tools and teacher if training for teachers to use in the classroom that will promote student success on industry certifications.	Principal, APC	Monitoring of participation in PD activities and subject area exams.	Observation and data collection.
2	2.Career Themed Courses have not been identified for each school. Consideration at each school must be teacher certifications, course requests, and computer lab accessibility	2a Administrative and teacher teams identify courses that meet statutory requirements as Career Themed Courses and develop support mechanisms to meet industry certification testing preparation and testing. 2b Career and Technical Education Courses must include access to industry certification testing for all students in all CTE courses. Industry certification to be identified for each CTC that is offered. 2c Increase the number of students in Career Themed Courses by training additional teachers in Content Area Reading teacher programs. 2d Increase the number of Career Themed Academies (both CTE and non-CTE courses).	Principal, APC, CTE Teachers	Monitoring of participation in PD activities and subject area exams. Monitor the number of students participating in CTE courses and successfully completing industry certifications.	Observation and data collection.

3					
4					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

School-Wide Initiatives
1. Writing Initiative - Students at all levels will engage in daily exposure to writing expectations including rubrics, strong writing skills and evaluation of other student writing.
2. Planner - Students will utilize their planner in all academic classes to document assignments and classroom expectations.
3. Attendance - Teachers will greet students as they enter daily and focus will be on daily, attendance through PBS.
4. Respect - School-wide students will be encouraged to show respect to peers, staff and themselves through PBS and daily respect shown.
5. Reading Counts-Students will be reading books consistently and take quizes to earn points and reward.
6. Cornell Notes-Students and Teachers will be focus on notetaking skills using Cornell Notes.
7. FastMath-will be used in all classes to support math fluency. Goal:

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school- wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of School-Wide Initiatives

1. Writing Initiative - Students at all levels will engage in daily exposure to writing expectations including rubrics, strong writing skills and evaluation of other student writing.

2. Planner - Students will utilize their planner in all academic classes to document assignments and classroom expectations.

3. Attendance - Teachers will greet students as they enter daily and focus will be on daily, attendance through PBS.

4. Respect - School-wide students will be encouraged to show respect to peers, staff and themselves through PBS and daily respect shown.

5. Reading Counts-Students will be reading books consistently and take quizes to earn points and reward.

6. Cornell Notes-Students and Teachers will be focus on notetaking skills using Cornell Notes.

7. FastMath-will be used in all classes to support math fluency. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

(•) Priority ( ) Focus ( ) Prevent ( ) NA

Are you a reward school: ( ) Yes (•) No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Approved Title 1 funding for the After School Program	$21,800.00
Approved Title 1 funding for Reading Resource Materials-reading instruction support	$679.10

Describe the activities of the School Advisory Council for the upcoming year

Monthly SAC Meetings :

Aug. 30th, Sept. 20th, Oct. 18th, Nov. 15th, Jan. 17th, Feb. 2st, Mar. 21st, Apr. 18th, May 16th

Aug. approved title 1 funding for after school program (M-Th 3:00-5:00)
Sept. approved new members to the SAC, discussion of SIP goals and strategies planned, PBS information discussed, discussion of Seafood Festival
Oct.-planned approval fr SIP, PIP-compact approval.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Collier School District
EVERGLADES CITY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	43%	63%	24%	180	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	48%			101	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	40% (NO)			92	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					373	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested

Collier School District
EVERGLADES CITY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	58%	66%	25%	211	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	81%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	83% (YES)			146	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					496	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested