FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SEA GATE ELEMENTARY SCHOOL

District Name: Collier

Principal: Beverly Budzynski

SAC Chair: Melanie Schwartz

Superintendent: Dr. Kamela Patton

Date of School Board Approval: pending

Last Modified on: 10/15/2012

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	Beverly Budzynski	Ed.S. Educational Administration	2	10	Prior performance record for the FY12 school year is as follows: School grade A, Reading meeting standards 83% (361), Math meeting standards 81% (354), Writing meeting standards 88% (130), Science meeting standards 67% (94), Reading making learning gains 81% (214), Math making learning gains 82% (215), Reading lowest 25% gain 92% (53), Math lowest 25% gain 91% (52), AMO progress for Reading 85, AMO progress for Math 82. According to statute, the Superintendent has the authority to strategically place administrators within the school district.
Assis Principal	Mitchell Kinstler	M.Ed. Educational Administration	4	7	Prior performance record for the FY12 school year is as follows: School grade A, Reading meeting standards 83% (361), Math meeting standards 81% (354), Writing meeting standards 88% (130), Science meeting standards 67% (94), Reading making learning gains 81% (214), Math making learning gains 82% (215), Reading lowest 25% gain 92% (53), Math lowest 25% gain 91% (52), AMO progress for Reading 85, AMO progress for Math 82. According to statute, the Superintendent has the authority to strategically place administrators within the school district.

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	Mary Jarrett	BS Education Masters in Reading	1	4	Prior performance record for the FY12 school year is as follows: School grade A, Reading meeting standards 83% (361), Math meeting standards 81% (354), Writing meeting standards 88% (130), Science meeting standards 67% (94), Reading making learning gains 81% (214), Math making learning gains 82% (215), Reading lowest 25% gain 92% (53), Math lowest 25% gain 91% (52), AMO progress for Reading 85, AMO progress for Math 82. Demonstrates a history of academic excellence and successful past experience with Lely Elementary student population. Holds reading certification.

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	Monthly New Teacher Orientation Meetings with new teacher	Peer mentor	May 2013	
2	Assign new teacher a peer mentor	Principal	August 2012	
3	PLC Meetings held twice per month at each grade level	Principal, Assistant Principal, Reading Coach, Intervention Support Specialist, School Counselor, Team Leader,	May 2013	
4	Student Progression meetings held quarterly to discuss student progress and teacher needs	Principal, Assistant Principal, Reading Coach, Intervention Support Specialist, School Counselor	May 2013	
5	Quarterly grade specific RTI meetings to discuss struggling Tier 2 and 3 learners	Principal, Assistant Principal, Reading Coach, Intervention Support Specialist, School Counselor	May 2013	
6	Assistance provided by Reading Coach when writing student Progress Monitoring Plans (PMP's)	Reading Coach, Intervention Support Specialist	May 2013	
7	Use of CTEM process as vehicles to discuss instruction.	Principal, Assistant Principal, Team Leaders	May 2013	

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
61	3.3%(2)	9.8%(6)	24.6%(15)	62.3%(38)	60.7%(37)	100.0%(61)	13.1%(8)	3.3%(2)	91.8%(56)

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
Sarah Vasquez	Michael Atkins	Ms. Vasquez is a fourth grade teacher, has received clinical education training, and has successfully mentored teachers in her career.	Weekly meetings to review lesson plans, instructional strategies, and differentiation of instruction Co-teach and modeling of lessons Monthly New Teacher Orientation meetings
Kathrene Pitt	Amy McCormish	Mrs. Pitt is a fifth grade teacher, has received clinical education training, and has successfully mentored teachers in her career.	Weekly meetings to review lesson plans, instructional strategies, and differentiation of instruction Monthly New Teacher Orientation meetings
Nancy Crosby	Jennifer Damasco	Mrs. Crosby is a school counselor, has received clinical education training, and has successfully mentored teachers in her career.	Weekly meetings to review lesson plans, instructional strategies, and differentiation of instruction Monthly New Teacher Orientation meetings
Tawnie Bligh	Hope Cliff	Mrs. Bligh is a third grade teacher, has received clinical education training, and has successfully mentored teachers in her career.	Weekly meetings to review lesson plans, instructional strategies, and differentiation of instruction Monthly New Teacher Orientation meetings

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

Principal – Beverly Budzynski
Assistant Principal – Mitchell Kinstler
Intervention Support Specialist – Edward Schreiber
Reading Coach – Mary Jarrett
School Psychologist – Julie Cosgrove
School Counselor – Nancy Crosby
Speech – Margaret Froitzheim, Stephen Cosgrove

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 Core team meets twice a month and as needed. These meetings will include the intervention support specialist, classroom teacher, administration, reading coach, school counselor and other involved staff. The intervention support specialist will serve as the school coordinator. The team analyzes and desegregates benchmark testing, informal and formal assessments and assessments from interventions to make sure all students are making gains. If a student is not making gains, we will adjust the intervention to meet the needs of that student.

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?

The MTSS leadership team takes an active role in developing and implementing the School Improvement Plan (SIP). The team met and analyzed and desegregated the data from FCAT 2.0. Through this process we developed targeted areas of need and are implementing strategies through the SIP to meet the needs of our learners. We are looking at the Common Core State Standards and addressing these changes through the school improvement process.

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.

Data Sources (Tier 1):
* FAIR
* Quarterly Reading Benchmarks
* Quarterly Mathematics Benchmarks
* Quarterly Science Benchmarks
* Quarterly Writing Benchmarks
* FCAT
* TERMS - Behavior Data
* Student Pass - Attendance / Discipline

Data Sources (Tier 2):
* FAIR
* Quarterly Reading Benchmarks
* Quarterly Mathematics Benchmarks
* Quarterly Science Benchmarks
* Quarterly Writing Benchmarks
* TERMS - Behavior Data
* Student Pass - Attendance / Discipline

Data Sources (Tier 3):
* FAIR
* Quarterly Reading Benchmarks
* Quarterly Mathematics Benchmarks
* Quarterly Science Benchmarks
* Quarterly Writing Benchmarks
* TERMS - Behavior Data
* Student Pass - Attendance / Discipline

Data Warehouse, a district program, is used to house multiple forms of student assessment information. It includes universal data as well as places to input formative and custom assessment progress monitoring data. Individual, small group, class and school-wide data can be accessed and graphed. Data can be graphed in a multitude of ways (bar, line pie, scatter plot) to monitor student growth. Additionally, qualitative information is available. PLC notes and parent conferences can be recorded and accessed as needed.

TERMS, both a district and state data-base, is a repository of students' current and historic demographic and academic data. TERMS "talks" to Data Warehouse so that district student data are always current.

Student Pass, a district-developed program, tracks student attendance and discipline. Data are entered in Student Pass enabling reports on attendance, excessive tardiness, office discipline referrals, ISS and OSS.

School teams meet in grade level teams as Professional Learning Communities (PLC). Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. Quarterly benchmark tests will be analyzed during PLC time. We will specifically look at individual students, as well as, teachers strengths/areas that need improvement. As a team they have strengthened their core teaching and have established that 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 the progress of groups and individual students. This Tier 1 data will be used during PLCs to follow the rate of student progress over time. Teachers share results and best practices.
If students fail to meet with success in Tier 1, students are referred to the school's MTSS team and Tier 2 strategies. The Data Warehouse data management system continues to follow the student's progress as monitored by the PMP. Online assessments and other data points are tracked on the charts and graphs in the Data Warehouse.

Describe the plan to train staff on MTSS.

A variety of methods will be used to train staff on MTSS. Job embedded coaching will be used to train PLC teams in the following processes that support instruction and intervention: problem-solving, developing progress monitoring plans, data collection and data analysis. Online self-paced modules are available through our ANGEL online learning platform. ANGEL also houses a variety of resources including video clips, intervention ideas, behavior management techniques, data collection tools, etc. to support the professional growth of staff. In addition, live trainings in differentiated instruction and utilizing MTSS/RtI in the classroom are available.

Describe the plan to support MTSS.

MTSS is supported in multiple ways. The master schedule is designed to provide common planning time for PLCs to plan and discuss core instruction, progress monitoring plans and data collection and analysis. Time is also allotted for professional learning opportunities. Data Warehouse reports and tools support PLCs in monitoring the fidelity of the implementation. These reports, along with teacher surveys and other data sources, are utilized to determine the types of professional learning opportunities and targeted supports that staff will need to effectively implement MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mary Jarrett--Chairperson
Beverly Budzynski, Mitchell Kinstler, Edward Schreiber, Nancy Crosby

Reading Resource Committee ~
Mary Jarrett--Chairperson
Mary Meyer, Isabel Liria, Deborah Marino, April White, Tawnie Bligh, Doreen Pagnotto, Kathy Pitt, Pete Ferrante

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

In the weekly LLT meetings, the Reading Coach updates the team in any concerns in the area of reading. She relays information that was brought forth from the Reading Resource Committee to the LLT.
The Reading Resource Committee meets monthly with the Reading Coach. The committee is made up of one representative from each grade level, related arts, Exceptional Student Education and Pupil Services. The Reading Coach shares state, county and school level information regarding reading curriculum and instruction. This information is then shared back to the teams as a result of the meetings. Members also present their ideas, needs and concerns regarding reading instruction. The meetings provide an opportunity for grade level to grade level articulation and problem solving. The committee provides input for in-service topics, instructional material needs and opinions on initiatives. Members of the Reading Resource committee are also contacted individually to discuss grade level specific issues.

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

A major initiative this year is analysis of data (FCAT, FAIR, quarterly benchmarks, district assessments) to provide differentiated instruction at all grade levels.
Implementation of LLI (Leveled Literacy Interventions) with targeted Tier 2 students and identified Tier 3 students.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

*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.

*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?

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?

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

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:	To increase the number and percentage of students reaching proficiency (FCAT Level 3) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 24% (104) of students achieved proficiency (FCAT Level 3) in reading.	In 2013, it is expected that 24% (104) of students will achieve proficiency (FCAT Level 3) in 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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Data Chats
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
	4. Use of Informational	4a. Content area	Principal	Teachers use of reading	Quarterly

4	Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
5	see 1. Rigor	1b. Students will identify an individual 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. Teachers will be provided training in implementing and analyzing Running Records to help students set their goal.	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Running Records, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Notebooks, Student-led Conferences, Student Data Chats
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. Identify clear collaborative grouping strategies and expectations that hold individuals within groups accountable for specific tasks/talk/written responses. Level 3 students should easily move to independent practice when groups have followed a specific structure, enabling individuals to successfully demonstrate mastery of the specific benchmark.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Student Interviews, Student Notebooks
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. 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 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans

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:	Due to movement of students from Levels 4 - 6 to 7 and above we expect the current percentage of 8% to be reduced to 0%. We currently have no students that scored below a Level 4 in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FAA Reading Test indicate that 8% (1) of students with significant cognitive disabilities received a level 4, 5 or 6 in reading proficiency.	In 2013, it is expected that 0% (0) of students with significant cognitive disabilities will receive a level 4, 5 or 6 in reading proficiency.

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	1b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	1b.1. Provide Universal Design Lessons (UDL) based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation.	1b.1. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	1b.1. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1b.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) Raz Kids Discrete Trial Trainer My Reading Coaches CTEM
2	1b.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	1b.2. Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	1b.2. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	1b.2. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	1b.2. Assistive Technology Evaluation ULS: AT Decision Guide CTEM
3	1b.3. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	1b.3. Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	1b.3. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	1b.3. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1b.3. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	To increase the number and percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 59% (257) of students achieved above proficiency (FCAT Levels 4 and 5) in reading.	In 2013, it is expected that 65% (280) of students will achieve above proficiency (FCAT Levels 4 and 5) in 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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. Teachers will utilize appropriate cooperative structures/strategies (Kagan) 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
5	see 1. Rigor	1b. 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.	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans,

					Student Interviews, Student Notebooks, Student-led Conferences, Student Data Chats
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. During independent practice, ask learners to develop higher order questions to be used to lead a Socratic seminar based on the text. Over time, give all L 4&5 learners opportunities to lead the class in a Socratic discussion using the questions they've developed. Implementation of Junior Great Books.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Webb's Depth of Knowledge and C & I Non-negotiables electronic form, Student Notebooks, Student Inteviews
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. 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.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Student Interviews, Student Notebooks, Student-led Conferences

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:	Our goal for the 2012-2013 school year is to increase FAA Reading proficiency from 85% (11) to 93% (15).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FAA Reading Test indicate that 85% (11) of students with significant cognitive disabilities received a level 7, 8 or 9 in reading proficiency.	In 2013, it is expected that 93% (15) of students with significant cognitive disabilities will receive a level 7, 8 or 9 in reading proficiency.

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
	2b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	2b.1. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive	2b.1. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	2b.1. Progress Monitoring Data-collected through Pre-and Post-test Monthly Benchmark Assessments	2b.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals,

1		information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation			Preferences, Skills (GPS) CTEM
2	2b.2. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	2b2. Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	2b.2. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	2b.2. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2b.2. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
3	2b.3 Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	2b.3 Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	2b.3 Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	2b.3 Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	2b.3 Assistive Technology Evaluation ULS: AT Decision Guide 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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase the percentage and number of students making Learning Gains in reading from 81% (214) to 83% (225).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 81% (214) of students made Learning Gains in reading.	In 2013, 83% (225) of students will be expected to make Learning Gains in 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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats

		an appropriate level of rigor for each standard/benchmark.			
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
5	see 1. Rigor	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.	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Webb's Depth of Knowledge and C & I Non-negotiables electronic form, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Student Interviews, Student Notebooks
	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. Maintain high expectations for all students to participate in collaborative activities	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity

7		and to appropriately fulfill specified role within groups.			rating, Administrator's Observations, CTEM, Student Interviews, Student Notebooks
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Student Interviews, Student Notebooks

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:	To increase the number and percentage of students making learning gains in reading from 67% (4) to 70% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FAA Reading Test indicate that 67% (4) of students with significant cognitive disabilities made learning gains in reading proficiency.	In 2013, it is expected that 70% (1) of students with significant cognitive disabilities will make learning gains in reading proficiency.

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	3b.1. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	3b.1. Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	3b.1. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team , IEP Team Members	3b.1. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	3b.1. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
2	3b.2. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	3b.2. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	3b.2. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	3b.2. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	3b.2. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
	3b.3. Students lack practice in	3b.3 Teachers will provide	3b.3. Principal, Assistant	3b.3. Progress Monitoring	3b.3. Unique Learning

3	utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Data collected through Pre and Post-tests Monthly Benchmark Assessments	System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	To increase the percentage of number of students in Lowest 25% making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 92% (53) of students in the Lowest 25% made learning gains in reading.	In 2013, 93% (63) of students in Lowest 25% will be expected to make learning gains in 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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans
3	3. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently,	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data

	instruction, interventions and enrichment are not driven by data and do not address individual student needs.				Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
5	see 1. Rigor	1b. During small group guided practice (GRM) 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 (OPM)	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Notebooks, Student-led Conferences, Student Data Chats
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Notebooks, Student Data Chats
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Notebooks, Student Data Chats
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student

					Interviews, Student Notebooks, Student Data Chats

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:	To increase the number and percentage of students making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on state FCAT data the current level of performance in reading is: White: 93% (272) Black: 65% (13) Hispanic: 66% (64) Asian: 100% (4) American Indian: 90% (9)	Based on state FCAT data the expected level of performance for the 2012-2013 school year in reading is: White: 94% (283) Black: 69% (12) Hispanic: 69% (63) Asian: 100% (9) American Indian: 91% (8)

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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Data Chats

		plans.			
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
5	see 1. Rigor	1b. 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.	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. 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.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
7	see 3. Interactive Learning Strategies and Differentiated 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.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating,

8		group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	and Strategies		Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats

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:	To increase the number and percentage of ELL students making satisfactory progress in reading from 61% (49) to 65% (44).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 61% (49) of ELL students made satisfactory progress in reading.	In 2013, it is expected that 65% (44) of ELL students will make satisfactory progress in 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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each testing standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each tested standard/benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Data Chats
3	3. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes

	driven by data and do not address individual student needs.				
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
5	see 1. Rigor	1b. TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs.	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Notebooks, Student Data Chats, PLC Notes
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks

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:	To increase the number and percentage of Students with Disabilities (SWD) students making satisfactory progress in reading from 71% (34) to 74% (37).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 71% (34) of Students with Disabilities (SWD) students made satisfactory progress in reading.	In 2013, it is expected that 74% (37) of Students with Disabilities (SWD) students will make satisfactory progress in 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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Data Chats
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led

		analytic and evaluative thinking and comprehension strategies.			Conferences, Student Data Chats
5	see 1. Rigor	1b. TE will accommodate/adapt classroom work to be consistent with IEP accommodations, 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.	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. TE will accommodate/adapt classroom work to be consistent with IEP accommodations, 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.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. TE will accommodate/adapt classroom work to be consistent with IEP accommodations, 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.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. TE will accommodate/adapt classroom work to be consistent with IEP accommodations, 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.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks

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:	To increase the number and percentage of Economically Disadvantaged (ED)students making satisfactory progress in reading from 69% (97) to 72% (96).
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 69% (97) of Economically Disadvantaged (ED) students made satisfactory progress in reading.	In 2013, it is expected that 72% (96) of Economically Disadvantaged (ED) students will make satisfactory progress in 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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Data Chats
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats

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
Cooperative structures and strategies - Kagan	K-5	Leadership Team	school-wide	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes, attendance rosters, classroom observations, student interviews, CTEM	Leadership Team
Goals and contracts with students	K-5	Leadership Team	school-wide	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes, attendance rosters, student interviews, CTEM	Leadership Team
Data chats - Leadership Team to Teacher (PLC - 2x a month) - Teacher to Student (1x quarlerly) - Student to Parent (minimum formally 1x - informally quarterly)	K-5	Leadership Team	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes, attendance rosters, student-led conference sign-in sheets, data binders	Leadership Team
Test Item Specifications	K-5	Leadership Team	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes, attendance rosters, classroom observations, CTEM	Leadership Team
1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks	K-5	Leadership Team	school-wide	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes, attendance rosters, classroom observations, CTEM, student interviews	Leadership Team
Differentiated Instruction	K-5	Leadership Team	school-wide	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes, attendance rosters, classroom observations, CTEM, data binders	Leadership Team
Collaborative Comprehension Strategies (CCS), Reciprocal Teaching (RT) and Reading Coherence Model (RCM), - Comprehension Connections, Close Reading	K-5	Leadership Team	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes, attendance rosters, classroom observations, CTEM	Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase Brain Pop program for student use at school and home	Brain Pop Program	School funds	$1,780.00
			Subtotal: $1,780.00
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
Data binders	Binders used house item specifications, quarterly assessment data and common formative assessment data	school funds	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,280.00

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 2012-13 academic year, the percentage of ELL students proficient in Listening/Speaking will be 54% (40) as measured by spring CELLA scores.
2012 Current Percent of Students Proficient in listening/speaking:	
49% (41) students are proficient in Listening/Speaking in grade K-5 at Sea Gate Elementary School.	

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 have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	1.1. TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs. 1.2 TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for	Language Arts and/or ELL teacher, ELL contact, Reading coach, Principal, Assistant Principal, INSS Teacher, Counselor	Classroom Walk Throughs from Administrators and coaches to observe: Teachers and coaches will provide students with opportunities to write short/long dialogues using key vocabulary learned and present orally using different settings and scenarios. Students will have oral dialogue presentations	Teacher created rubrics - keeping in mind various readability levels- and Spring CELLA assessment.

1		participation in oral language opportunities. 1.3 Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate. 1.4 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. 1.5 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.		and the teachers will use the rubrics created to determine students' effectiveness. Students can also evaluate other students on their presentations and the teacher may consider the students' evaluations as part of the overall evaluation process.	

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 LY students proficient in Reading will be 32% (24) as measured by spring CELLA scores.
2012 Current Percent of Students Proficient in reading:	
29% (24) of students are proficient in Reading in grade K-5 at Sea Gate Elementary School.	

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
	2.1. 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.	Through the implementation of common core standards, ELL students will be exposed to rigorous grade level expectations in the area of Reading to: Teachers will make sure that students: Interpret words and phrases as they are used in a text; including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Language Arts and/or ELL teacher ELL contact Reading coach Principal Assistant Principal INSS Teacher Counselor	Classroom Walk Throughs from administrators and coaches to observe: Teachers explaining prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding. Teaching specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text & graphics.	Teacher-made test, Fluency rubric spring CELLA assessment and /or FACT test results

1		Identify key vocabulary words to connect meaning to comprehension. Use Reading for comprehension strategies such as: Guided reading, completing chapter pre-reading guides, reciprocal teaching, Directed Reading/ Thinking Activity (DRTA), anticipation and double entry journals. Use scaffolding strategies necessary for students to read for understanding and comprehension. Utilize paraphrasing and fluency activities to improve reading comprehension.		Reading coaches monitor teachers' implementation of opportunities for students to read aloud, to respond to comprehension questions and to talk about their responses writing short dialogues. Teachers utilize fluency rubrics to determine the effectiveness of strategy. Coaches monitor teachers' utilization of rubrics.	

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 2012-13 academic year, the percentage of LY students proficient in writing will be 37% (27) as measured by the spring CELLA assessment.
2012 Current Percent of Students Proficient in writing:	
34% (28) of LY students are proficient in Writing in K-5 at Sea Gate Elementary School.	

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	3.1. Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	3.1a 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. 3.1b 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	Language Arts and/or ELL teacher ELL contact Reading coach Principal Assistant Principal INSS Teacher Counselor	Classroom walkthroughs to observe: Structure of multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills and Support language interactions with review/preview of language forms, use of graphic organizers or other types of modeling.	Teacher created rubrics and spring CELLA assessment

		writing, providing recommendations for improving the writing.			

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:	To increase the number of students achieving proficiency (FCAT Level 3) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 27% (119) achieved proficiency (FCAT Level 3) in mathematics.	In 2013, 27% (116) of students will be expected to achieve proficiency (FCAT Level 3) in mathematics.

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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Data Chats
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and	4a. Content area teachers will routinely utilize Collaborative Comprehension	Principal Assistant Principal Reading Coach INSS Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom	Quarterly Assessment Data – Disaggregated by item complexity

4	Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	observations and study of lesson plans.	rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
5	see 1. Rigor	1b. 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.	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. Learners will be expected to demonstrate understanding of problems or algorithms by explaining the concept or producing and explaining a model drawing of the problem.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Student Interviews, Student Notebooks, Student-led Conferences
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. 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.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats

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:	To decrease the number and percentage of students with significant cognitive disabilities reaching Levels 4 - 6 in mathematics from 42% (5) to 0% (0).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FAA Mathematics Test indicate that	In 2013, it is expected that 0% (0) of students with

42% (5) of students with significant cognitive disabilities received a level 4, 5 or 6 in mathematics proficiency.	significant cognitive disabilities will receive a level 4, 5 or 6 in mathematics proficiency.

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	1b.1. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	1b.1. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation.	1b.1. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.1. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	1b.1. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
2	1b.2. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	1b.2. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	1b.2. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.2. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1b.2. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
3	1b.3. Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving and interpreting information.	1b.3. a) Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP goals into lesson plans to support remediation, differentiation, and accommodations in daily math instruction.	1b.3. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.3. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1b.3. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)

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:	To increase the percentage and number of students achieving above proficiency (FCAT Levels 4 and 5) in mathematics from 54% (235) to 59% (254).

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 54% (235) of students achieved above proficiency (FCAT Levels 4 and 5) in mathematics.	In 2013, 59% (254) of students will be expected to achieve above proficiency (FCAT Levels 4 and 5) in mathematics.

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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. Teachers will utilize appropriate cooperative structures/strategies (Kagan) 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
	see 1. Rigor	1b. Students will be	see 1. Rigor	see 1. Rigor	Quarterly

5		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.			Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Notebooks, Student-led Conferences, Student Data Chats
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. Learners will create a new problem using the same mathematics concept. High achieving learners will exchange the problems they've developed and will solve using a minimum of two strategies. Pairs of students will explain their work and thinking.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Notebooks, Student-led Conferences, Student Data Chats
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. 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.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Student Interviews, Student Notebooks, Student-led Conferences

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:	Our goal for the 2012-2013 school year is to increase FAA Math proficiency from 25% (3) to 28% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FAA Mathematics Test indicate that 25% (3) of students with significant cognitive disabilities received a level 7, 8 or 9 in mathematics proficiency.	In 2013, it is expected that 28% (4) of students with significant cognitive disabilities will receive a level 7, 8 or 9 in mathematics proficiency.

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	2b.1. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	2b.1. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation.	2b.1. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	2b.1. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	2b.1. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
2	2b.2. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	2b2. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	2b.2. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	2b.2. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2b.2. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
3	2b.3 Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving, and interpreting information.	2b.3 a) Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP goals into lesson plans to support remediation, differentiation, and accommodations in daily math instruction.	2b.3 Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	2b.3 Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2b.3 Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) 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:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	To increase the percentage of students making Learning Gains in mathematics from 82% (215) to 84% (228).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 82% (215) of students made Learning Gains in mathematics.	In 2013, 84% (228) will be expected to make Learning Gains in mathematics.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor ~ Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
5	see 1. Rigor	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	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Webb's Depth of Knowledge and C & I Non-negotiables electronic form, Administrator's Observations, CTEM,

		practice, students will chart their progress toward the goal. Students' graphing their progress provides a check for understanding to inform instruction.			Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Student Interviews, Student Notebooks
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Student Interviews, Student Notebooks
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Student Interviews, Student Notebooks

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:	To increase the number or percentage of students with significant cognitive disabilities making learning gains in mathematics from 20% (1) to 28% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FAA Mathematics Test indicate that 20% (1) of students with significant cognitive disabilities made learning gains in mathematics proficiency.	In 2013, it is expected that 28% (3) of students with significant cognitive disabilities will receive a level 7, 8 or 9 in mathematics proficiency.

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	3b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	3b.1. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge	3b.1. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	3b.1. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	3b.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

		c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation.			
2	3b.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	3b.2. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation.	3b.2. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	3b.2. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	3b.2. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
3	3b.3. Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving and interpreting information.	3b.3. a) Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP accommodations into lesson plans to support remediation, differentiation, and accommodations in daily math instruction.	3b.3. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	3b.3. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	3b.3. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	To increase the percentage of students in Lowest 25% making learning gains in mathematics from 91% (52) to 93% (63).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 91% (52) of students in Lowest 25% made learning gains in mathematics.	In 2013, 92% (63) of students in Lowest 25% will be expected to make learning gains in mathematics.

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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM,

1	an appropriate level of rigor for each tested standard/ benchmark.	rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	ESE Teachers ELL Teacher	that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
5	see 1. Rigor	1b. 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	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Notebooks, Student-led Conferences, Student Data Chats

		minimum of once every two weeks (OPM).			
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations. Teachers will utilize the intervention, practice, and extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Notebooks, Student Data Chats
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations. Teachers will utilize the intervention, practice, and extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Notebooks, Student Data Chats
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations. Teachers will utilize the intervention, practice, and extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Notebooks, Student Data Chats

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:	To increase the number and percentage of students making satisfactory progress in mathematics from: White: 86% (253) Black: 60% (12) Hispanic: 74% (72) Asian: 75% (3) American Indian: 100% (10) to White: 87% (260) Black: 64% (11) Hispanic: 77% (69) Asian: 78% (7) American Indian: 100% (9)
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on state FCAT data the current level of performance in mathematics is: White: 86% (253) Black: 60% (12) Hispanic: 74% (72) Asian: 75% (3) American Indian: 100% (10)	Based on state FCAT data the expected level of performance for the 2012-2013 school year in mathematics is: White: 87% (260) Black: 64% (11) Hispanic: 77% (69) Asian: 78% (7) American Indian: 100% (9)

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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Data Chats
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats

5	see 1. Rigor	1b. 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.	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. 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.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
7	see 3. Interactive Learning Strategies and Differentiated 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.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. 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.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats

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:	To increase the number and percentage of ELL students making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 65% (52) of ELL students made satisfactory progress in mathematics.	In 2013, it is expected that 69% (47) of ELL students will make satisfactory progress in mathematics.

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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each testing standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each tested standard/benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Data Chats
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
5	see 1. Rigor	1b. TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs.	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Notebooks, Student Data Chats,

					PLC Notes
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks

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:	To increase the number and percentage of Students with Disabilities (SWD) students making satisfactory progress in mathematics from 72% (34) to 75% (38).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 72% (34) of Students with Disabilities (SWD) students made satisfactory progress in mathematics.	In 2013, it is expected that 75% (38) of Students with Disabilities (SWD) students will make satisfactory progress in mathematics.

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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews,

		(LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.		levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Data Chats
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
5	see 1. Rigor	1b. TE will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students to support improved mathematics skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/ differentiation/ accommodation opportunities in daily instructional practices.	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks
	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. TE will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students to support improved mathematics skills	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans,

6		(differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/ differentiation/ accommodation opportunities in daily instructional practices.			Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. TE will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students to support improved mathematics skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/ differentiation/ accommodation opportunities in daily instructional practices.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. TE will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students to support improved mathematics skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/ differentiation/ accommodation opportunities in daily instructional practices.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats, Student Notebooks

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:	To increase the number and percentage of Economically Disadvantaged (ED)students making satisfactory progress in mathematics from 70% (98) to 73% (98).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 70% (98) of Economically Disadvantaged (ED) students made satisfactory progress in mathematics.	In 2013, it is expected that 73% (98) of Economically Disadvantaged (ED) students will make satisfactory progress in mathematics.

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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led

		learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.		mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Data Chats
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats

End of Elementary School Mathematics 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
Based on triangulation multiple data, teacher will differentiate instruction and intervention as appropriate	K-5	Leadership Team	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes attendance rosters classroom observations student interviews CTEM	Leadership Team
1b. Teachers will use						

learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/ benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/ benchmarks	K-5	Leadership Team	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes attendance rosters classroom observations student interviews data notebooks CTEM	Leadership Team
Professional Development in model drawings to comprehend, represent and solve word problems.	K-5	Leadership Team	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes attendance rosters classroom observations CTEM	Leadership Team
Quarterly Pioneer Math Trainings offered for pioneer teachers in grade bands for K-1, 2-3, and 4-5.	K-5	Leadership Team / District Level	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes attendance rosters classroom observations CTEM	Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FASTT Math Program	Computer-based program	District funds	$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:	To increase the number of students achieving proficiency (FCAT Level 3) in science from 28% (39) to 28% (39).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 28% (39) achieved proficiency (FCAT Level 3) in science.	In 2013, 28% (39) of students will achieve proficiency (FCAT Level 3) in science.

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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student Data Chats
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching	Principal Assistant Principal Reading Coach INSS Teacher Media Center	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study	Quarterly Assessment Data – Disaggregated by item complexity rating,

4	Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	(RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Specialist Classroom Teachers ESE Teachers ELL Teacher	of lesson plans.	Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
5	see 1. Rigor	1b. 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.	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Webb's Depth of Knowledge and C & I Non-negotiables electronic form, 5E Lesson Plans, Observations, CTEM, Student Interviews, Student Notebooks, Student-led Conferences
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. Using the science 5E model, complete the exploration and explanation "Es" in small groups. In advance of this work, students must be taught the various roles and responsibilities of the particular structure being used.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Webb's Depth of Knowledge and C & I Non-negotiables electronic form, 5E Lesson Plans, Observations, CTEM, Student Interviews, Student Notebooks, Student-led Conferences
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. 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	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Webb's Depth of Knowledge and C & I Non-negotiables

		interface with the content area reading.			electronic form, Observations, CTEM, Student Interviews, Student Notebooks, Student-led Conferences

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:	To increase the number and percentage of students with significant cognitive disabilities reaching Levels 4 - 6 in science from 25% (1) to 25% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FAA Science Test indicate that 25% (1) of students with significant cognitive disabilities received a level 4, 5 or 6 in science proficiency.	In 2013, it is expected that 25% (1) of students with significant cognitive disabilities received a level 4, 5 or 6 in science proficiency.

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	1b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	1b.1. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	1b.1. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.1 Progress Monitoring Data-Collected through Pre-test, Post-test Benchmark Assessments	1b.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	1b.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	1b.2. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for scientific exploration.	1b.2. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.2. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	1b.2. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
	1b.3. Students lack practice in utilizing informational text as it applies to	1b.3. Provide scaffolded instruction with the use of pictures and	1b.3. Principal, Assistant Principal,	1b.3. Progress Monitoring Data collected through Pre and Post-tests	1b.3. Unique Learning System (ULS): Monthly

3	gaining information from reading, and interpreting information.	text features to support comprehension in the areas of scientific inquiry, such as: asking questions, making predictions and communicating findings.	Academic Coaches, PLC Teams, IEP Team	Monthly Benchmark Assessments	Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	To increase the number of students achieving above proficiency (FCAT Levels 4 and 5) in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 39% (55) achieved above proficiency (FCAT Levels 4 and 5) in science.	In 2013, 43% (61) will achieve above proficiency (FCAT Levels 4 and 5) in science.

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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. Teachers will utilize appropriate cooperative structures/strategies (Kagan) 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM
	3. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Data-driven planning, instruction and communication have	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences)	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student

	3	not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.		ESE Teachers ELL Teacher		Interviews, Student-led Conferences, Student Data Chats, PLC Notes
	4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
	5	see 1. Rigor	1b. 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 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.	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Webb's Depth of Knowledge and C & I Non-negotiables electronic form, Observations, CTEM, Student Interviews, Student Notebooks, Student-led Conferences
	6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. Ask advanced learners to work in pairs to evaluate each other's work. Following oral evaluations, students will rate each other's logic and completion based on the scale for the learning goal.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Webb's Depth of Knowledge and C & I Non-negotiables electronic form, Observations, CTEM, Student Interviews, Student Notebooks, Student-led Conferences
	7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes

8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. 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.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Webb's Depth of Knowledge and C & I Non-negotiables electronic form, Observations, CTEM, Student Interviews, Student Notebooks, Student-led Conferences

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:	Our goal for the 2012-2013 school year is to increase FAA Science proficiency by 8 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FAA Science Test indicate that 75% (3) of students with significant cognitive disabilities received a level 7 or above in science proficiency.	In 2013, it is expected that 83% (2) of students with significant cognitive disabilities will receive a level 7 or above in science proficiency.

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	2b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	2b.1. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	2.1. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	2b.1. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2b.1. UNIQUE: Monthly Benchmark Assessments UNIQUE: Checkpoints and Profile Comparisons CTEM
2	2b.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	2b.2. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and	2b.2. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	2b.2. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	2b.2. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM

		engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for scientific exploration.			
3	2b.3. Students lack practice in utilizing informational text as it applies to gaining information from reading, and interpreting information.	2b.3. Provide scaffolded instruction with the use of pictures and text features to support comprehension in the areas of scientific inquiry, such as: asking questions, making predictions and communicating findings.	2b.3 Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	2b.3 Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2b.3 Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) 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
1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks	K-5	Leadership Team	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes attendance rosters classroom observations student interviews CTEM	Leadership Team
Professional Development in 5E model - Engage, Explore, Explain, Elaborate, Evaluate - emphasizing hands-on opportunities, notebooking and vocabulary development.	K-5	Leadership Team	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes attendance rosters classroom observations student notebooks CTEM	Leadership Team
Text-dependent written responses to questions from quadrants 3 or 4 of Webb's Depth of Knowledge				Ongoing	PLC notes attendance	

(DOK) using outside resources to either support or refute the student's conclusions. Focus on applying scientific thinking and inquiry in performing these tasks.	K-5	Leadership Team	K-5 Teachers	throughout the year during Early Dismissal, Staff training days and PLCs	rosters classroom observations student notebooks CTEM	Leadership Team

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:	To increase the number and percentage of students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing from 88% (130) to 97% (149).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 88% (130) of students achieved Adequate Yearly Progress (FCAT Level 3.0 and higher) and higher in writing.	In 2013, it is expected that 97% (149) of students will achieve Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing.

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: Lessons do not routinely incorporate tasks, opportunities for student discourse	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to	Principal Assistant Principal Reading Coach INSS Teacher	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark,	Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Rubrics, Quarterly Writing Prompts, Writing Samples,

1	and assessments that follow an appropriate level of rigor for each tested standard/ benchmark.	determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Teacher scored writing samples/exemplars, FCAT/Collier Writes, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
2	2. Interactive Learning Strategies and Differentiated Instruction ~ Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	2a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Rubrics, Quarterly Writing Prompts, Writing Samples, Teacher scored writing samples/exemplars, FCAT/Collier Writes, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats
3	3. Interactive Learning Strategies and Differentiated Instruction ~ 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.	3a. 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.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary and AVID) (Student-Led Conferences) are held routinely.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, Rubrics, Quarterly Writing Prompts, Writing Samples, Teacher scored writing samples/exemplars, FCAT/Collier Writes, PLC Notes
4	4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Principal Assistant Principal Reading Coach INSS Teacher Media Center Specialist Classroom Teachers ESE Teachers ELL Teacher	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, CTEM, Lesson Plans, Student Interviews, Student-led Conferences, Student Data Chats Rubrics, Quarterly Writing Prompts, Writing Samples, Teacher scored writing samples/exemplars, FCAT/Collier Writes, PLC Notes
	see 1. Rigor	1b. 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. 1c. In all content areas when assessing student responses, check for proper	see 1. Rigor	see 1. Rigor	Quarterly Assessment Data – Disaggregated by item complexity rating, Webb's Depth of Knowledge and C & I Non-negotiables electronic form, Observations, CTEM, Student Interviews, Student Notebooks, Student-led Conferences, Lesson Plans, Rubrics, Quarterly Writing Prompts, Writing Samples, Teacher scored writing

5		capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 1d. 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.			samples/exemplars, FCAT/Collier Writes, PLC Notes
6	see 2. Interactive Learning Strategies and Differentiated Instruction	2b. Students will work with a partner to evaluate each other's prompt and text-dependent written responses based on the writing rubric. Following the evaluation, partners will discuss the evaluations and reach agreements as to how the writing could be improved/strengthened. 2c. 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.	see 2. Interactive Learning Strategies and Differentiated Instruction	see 2. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Webb's Depth of Knowledge and C & I Non-negotiables electronic form, Observations, CTEM, Student Interviews, Student Notebooks, Student-led Conferences, Lesson Plans, Rubrics, Quarterly Writing Prompts, Writing Samples, Teacher scored writing samples/exemplars,FCAT/Collier Writes, PLC Notes
7	see 3. Interactive Learning Strategies and Differentiated Instruction	3b. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	see 3. Interactive Learning Strategies and Differentiated Instruction	see 3. Interactive Learning Strategies and Differentiated Instruction	Quarterly Assessment Data – Disaggregated by item complexity rating, Administrator's Observations, Student Interviews, Student-led Conferences, Student Data Chats, PLC Notes
8	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	4b. 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.	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	see 4. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Quarterly Assessment Data – Disaggregated by item complexity rating, Webb's Depth of Knowledge and C & I Non-negotiables electronic form, Observations, CTEM, Student Interviews, Student Notebooks, Student-led Conferences, Lesson Plans, Rubrics, Quarterly Writing Prompts, Writing Samples, Teacher scored writing samples/exemplars,FCAT/Collier Writes, PLC Notes

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:	To increase the number of students with significant cognitive disabilities reaching Levels 4 or higher in writing proficiency from 50% (2) to 50% (5).

2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FAA Writing Test indicate that 50% (2) of students with significant cognitive disabilities received a level 4 or higher in writing proficiency.	In 2013, it is expected that 50% (5) of students with significant cognitive disabilities will receive a level 4 or higher in writing proficiency.

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	1b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	1b.1. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	1b.1. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.1. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1b.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	1b.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	1b.2. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction.	1b.2. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.2. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	1b.2. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
3	1b.3. Students lack practice in utilizing informational text as it applies to gaining information for a structured approach to support writing and representing/interpreting information.	1b.3. Teachers will provide explicit instruction in the use of text features focused on: writing conventions of spelling, punctuation and grammar.	1b.3. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.3. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1b.3. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) 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
1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks	K-5	Leadership Team	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes attendance rosters classroom observations student notebooks CTEM	Leadership Team
Training in synthesizing complex ideas from multiple genres of thematically connected texts, citing sources to substantiate established claims and introduce and refute counter arguments.	K-5	Leadership Team	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes attendance rosters writing samples classroom observations student notebooks student interviews CTEM	Leadership Team
Professional Development Webb's Depth of Knowledge (DOK) text dependent written responses with multiple texts; Capitalization, punctuation, complete sentences	K-5	Leadership Team	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes attendance rosters writing samples classroom observations student notebooks student interviews CTEM	Leadership Team
Training on rubric and text dependent written response anchor papers	K-5	Leadership Team	K-5 Teachers	Ongoing throughout the year during Early Dismissal, Staff training days and PLCs	PLC notes attendance rosters writing samples classroom observations student notebooks student interviews CTEM	Leadership Team

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

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:	To decrease the number of students with excessive absences and tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2011-12, the attendance rate was 97%.	In 2012-13, it is expected that the attendance rate will be 99%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2011-12, 18% (168) of students had excessive absences (10 or more).	In 2012-13, it is expected that no more than 16% (127) of students will have excessive absences (10 or more).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2011-12, 12% (99) of students had excessive tardies (10 or more).	In 2012-13, it is expected that no more than 10% (79) of students will have excessive tardies.

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	Students who are absent due to parent's misunderstanding of Attendance Laws / importance of daily attendance miss instructional time	Assistant Principal runs reports of excessive absences weekly. Assistant Principal, School Counselor and District's Attendance Office conduct conferences with parents and students to discuss solutions. Discuss the issue of attendance and absences during curriculum night, in newsletter articles, and through phone links.	Assistant Principal School Counselor District's Attendance Office	Weekly attendance reports	Weekly attendance data, Student Pass
	Students who are tardy due to parent's inability to habitually get them to school on time miss instructional time	Assistant Principal runs reports of excessive tardies weekly. Assistant Principal, School Counselor and District's Attendance	Assistant Principal School Counselor District's Attendance Office	Weekly attendance reports	Weekly attendance data, Student Pass

2		Office conduct conferences with parents and students to discuss solutions. Discuss the issue of attendance and tardies during curriculum night, in newsletter articles, and through phone links.			

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
Student Pass	Attendance/Discipline program	CCPS	$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:	To continue having 0 In-School Suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

Sea Gate Elementary had 0 In-School Suspensions during the 2011-12 school year.	Sea Gate Elementary expects to have 0 In-School Suspensions during the 2012-13 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Sea Gate Elementary had 0 Students Suspended In School during the 2011-12 school year.	Sea Gate Elementary expects to have 0 Students Suspended In School during the 2012-13 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Sea Gate Elementary had 0 Out of School Suspensions during the 2011-12 school year.	Sea Gate Elementary expects to have 0 Out of School Suspensions during the 2012-13 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Sea Gate Elementary had 0 Students Suspended Out of School during the 2011-12 school year.	Sea Gate Elementary expects to have 0 Students Suspended Out of School during the 2012-13 school year.

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	Student's lack of prior success with reward systems	Implement the Red Brick Pizza Program to reward positive behavior. This supports our Positive Behavior Support Program.	Assistant Principal	Behavior reports	Behavior reports, teacher and administrative observation
2	School-wide consistency is necessary	Positive Behavior Support Committee meets monthly to discuss strategies.	School Counselor	Behavior reports	Committee observations, survey
3	School-wide consistency is necessary	PBS school coach will attend monthly district PBS meetings and share information with school team.	School Counselor	Implementation of strategies	Observation

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

Student Pass	Attendance/Discipline program	CCPS	$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
Provide a line item amount for the PBS Committee to determine school needs throughout the year.	School budget line item--PBS	locational funds	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Suspension 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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	For the 2012-2013 school year, our collaboration with families will increase from 90% (738) to 100% (787) by all students having a parent participate in student-led conferencing.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
90% (738) of students (K-5) had a parent/guardian participate in student-led conferencing.	100% (787) of students (K-5) will have a parent/guardian participate in student-led conferencing.

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	Students' ability to understand their own progress	Train students and schedule time (Early Release Day) for student led conferencing in all grades (K-5).	Principal Assistant Principal Classroom Teacher Counselor	Participation rates student/parent interviews data notebooks	Student portfolios/data notebooks Sign-in sheets
2	Students' ability to understand their own progress	Teachers will participate in "data chats" with students to enhance knowledge of individual goals.	Principal Assistant Principal Classroom Teacher Counselor	Observation student interviews data notebooks	CTEM data notebooks
3	Overcome cultural and language barriers to help build a positive school connection with families and parents.	All communication will meet the needs of our parents, and interpreters will be provided for any meetings / events.	Principal Assistant Principal Classroom Teacher ELL Resource Hearing Impaired Interpreters Counselor	Observations discussions with parents	Call-out reports, meeting notes, school related communication
4	Involvement of families and parents in understanding the importance of data in the student learning process	Students will be able to communicate their progress to their families through student-led conferencing, data notebooks and quarterly reports.	Principal Assistant Principal Classroom Teacher Counselor	Participation rate Observations data notebooks	Sign-in sheets Student-led conference feedback forms data notebooks

5	Parents and families unable to attend school events.	Provide various opportunities to attend activities / meetings.	Principal Assistant Principal Classroom Teacher Counselor	Observations, Participation rate	Sign-in sheets
6	1.1. A small number of our students have non-English speaking parents. They feel uncomfortable linguistically in the school setting. They also prefer printed materials in their native language sent home from the school.	1.1a.Provide all printed material in English, Spanish, and Creole. 1.1b.Provide translation in Spanish and Creole at all parent functions, meetings, and trainings. 1.1c.Utilize bilingual staff and students to assist parents in navigating around the school and for translations	Principal, Assistant Principal, Classroom Teacher, ELL Resource	Observations, discussions with parents	Call-out reports, meeting notes, school related communication
7	1.2. A small number of our 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.	1.2a.Serve food at evening events. 1.2b.Plan teacher/parent conferences to meet all stakeholders' needs. 1.2c.Provide child-care services at parent training events. 1.2d.Promote community involvement to provide transportation to school functions.	Principal Assistant Principal Classroom Teacher ELL Resource Counselor	Observations, discussions with parents	Call-out reports, meeting notes, school related communication
8	1.3. A small number 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.	1.3a.Organize and conduct various parent training sessions. 1.3b.Present various training sessions for staff in regards to effective communication with immigrant families.	Principal, Assistant Principal, Classroom Teacher, ELL Resource	Observations, discussions with parents	Call-out reports, meeting notes, school related communication

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
PLC groups will create process to implement Student-led Conferencing, Data Notebooking and Data Chats	K-5	Principal Assistant Principal Reading Coach Team Leaders	All Instructional Staff	Early release PLC meetings	Implementation of Student-led Conferencing, Data Notebooking Data Chats	Leadership Team Team Leaders

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:	90% of teachers will receive professional development designed t increase skills in integrated inquiry-based teaching and understanding 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 may not understand the importance of STEM and how this connects to higher order thinking.	1.1. Through collaborative PLCs, provide training to educate and infusing STEM skills and strategies across all content.	Principal Assistant Principal Science Points of Contact	CTEM observations, Science Projects and the quality of Science Fair entries will be analyzed to determine the infusion of STEM concepts.	PLC Agendas, Science notebooks, Lesson Plans, CTEM observations, school-wide science projects

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 Responsib for Monitorin
STEM PD	All instructional staff	Principal Assistant Principal Coaches/POCs District staff	All instructional staff	TBD	TBD	Site-Based Administrat
						Principal

Odyssey of the Mind http://odysseyofthemind.com	K-5 Teachers	Parent Volunteer	K-5 Teachers	TBD	TBD	Assistant Principal Reading Coach Counselor Classroom Teachers Parent Volunteer
Existing Programs - Organic Garden / worm bin / compost The Habitat	K-5 Teachers	Classroom Teachers	K-5 Teachers	thoughout the year	classroom observations student interviews data notebooks	Principal Assistant Principal Reading Coach Counselor Classroom Teachers
Invention Convention Participation http://www.ehow.com/list_6459433_invention-convention-ideas-kids.html or http://just-think-inc.com/ or http://www.eduplace.com/science/invention/overview.html	4th Grade Teachers	4th Grade Teachers	Principal Assistant Principal 4th Grade Teachers K-5 classrooms District personnel	Spring 2013	classroom observations data notebooks	Principal Assistant Principal Reading Coach Counselor Classroom Teachers
Projects already in existence ~ Conservancy Panther Posse CREW Corkscrew Swamp and Sanctuary Echo Farms. These are all accompanied by preparatory and follow-up lessons.	K-5 Teachers	Classroom Teachers	K-5 Teachers	thoughout the year	classroom observations data notebooks student interviews	Principal Assistant Principal Reading Coach Counselor Classroom Teachers
Enrichment with 10,000 Island Dolphin Research and Study Program	4th and 5th Grade	Parent Volunteer Administration	4th and 5th Grade Teachers and Students	October 2012 - December 2012	student notebooks student interviews	Principal Assistant Principal

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
Enrichment with 10,000 Island Dolphin Research and Study Program	Skype camera materials	Internal Budget	$300.00
			Subtotal: $300.00
			Grand Total: $300.00

End of STEM Goal

Additional Goal(s)

Community Partnerships Goal:

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. Community Partnerships Goal Community Partnerships Goal #1:	To nurture and engage an active community of families, organizations and volunteers who will work with the district to help all students succeed; Ensure that all schools have the needed level of community support to help all students succeed; Create partnerships that will work toward overcoming cultural, language and other barriers in this diverse community.
2012 Current level:	2013 Expected level:
Sea Gate currently has 540 active volunteers.	10% (54) of our volunteers will commit to helping other schools within the community.

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	Willingness of volunteers to commit to attending other schools.	Principal / Assistant Principal will connect with same admin. from other schools to determine volunteer needs and make initial contact for volunteer.	Principal, Assistant Principal	Volunteer hours	Fast Pass System, Volunteer hours

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 Community Partnerships Goal(s)

Quailty Learning Experiences Goal:

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. Quailty Learning Experiences Goal Quailty Learning Experiences Goal #1:	To provide a safe, caring, rigorous learning environment, for a diverse student body, that offers multiple opportunities for success and supports student achievement and development. Create and maintain a safe, caring environment with minimal disruptions where all students have a sense of belonging, and are respected and accepted by teachers, peers and the community. Create and maintain a teacher guided instructional program focused on advancement through the levels of Bloom's Taxonomy and the interactive engagement of students with teachers, peers and resources. Ensure all students are immersed in data-driven, evidence-based curricular programs that provide diverse learning experiences and multiple opportunities to master the Florida educational standards.
2012 Current level:	2013 Expected level:
Sea Gate earned 672 points and an "A" grade for the state of Florida.	Sea Gate will increase its total points earned by 5% (707 points) to maintain an "A" grade from the state of Florida.

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	Staff continues to be in the developing stages of fully implementing the strategies by Marzano in The Art and Science of Teaching.	Professional development time will be spent training staff in the strategies of highly effective instruction.	Principal Assistant Principal Reading Coach	CTEM	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
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 Quailty Learning Experiences Goal(s)

FINAL BUDGET

Evidence-based Program(s) / Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase Brain Pop program for student use at school and home	Brain Pop Program	School funds	$1,780.00
Mathematics	FASTT Math Program	Computer-based program	District funds	$0.00
				Subtotal: $1,780.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Student Pass	Attendance/Discipline program	CCPS	$0.00
Suspension	Student Pass	Attendance/Discipline program	CCPS	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data binders	Binders used house item specifications, quarterly assessment data and common formative assessment data	school funds	$500.00
				Subtotal: $500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Provide a line item amount for the PBS Committee to determine school needs throughout the year.	School budget line item--PBS	locational funds	$500.00
STEM	Enrichment with 10,000 Island Dolphin Research and Study Program	Skype camera materials	Internal Budget	$300.00
				Subtotal: $800.00
				Grand Total: $3,080.00

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.

No Attachment (Uploaded on 10/15/2012)

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

The intended use of funds is to be used for the after school FCAT Club.	$682.24

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

The School Advisory Council (SAC) serves in an advisory capacity to the school principal and assists in the preparation, implementation, monitoring and evaluation of the School Improvement Plan. Professional development, materials, technology, staffing, student support services, and other matters of resource allocation are addressed by the SAC. The SAC assists in the preparation of the school's annual budget. Other areas of interest to our school community are addressed.

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
SEA GATE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	91%	90%	76%	350	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	81%	68%			149	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?	73% (YES)	73% (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					645	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Collier School District
SEA GATE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	87%	95%	74%	346	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	71%	62%			133	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?	68% (YES)	63% (YES)			131	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					610	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested