FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GOLDEN TERRACE ELEMENTARY SCHOOL

District Name: Collier

Principal: Terri Lonneman

SAC Chair: Jessica Vieira

Superintendent: Dr. Kamela Patton

Date of School Board Approval: pending

Last Modified on: 10/16/2012

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	Mrs. Terri Lonneman	BA – Elementary Education, University of South Florida; Masters of Science – Educational Leadership, University of South Florida; Principal Certification – State of Florida	2	13	Golden Terrace Elementary 11-12: School Grade: C (up from a D) 68% Reading Learning gains 78% Math Learning gains Corkscrew Elementary 10-11: School Grade: B AYP: 95% 09-10: School Grade: A AYP: 97% 08-09: School Grade: A AYP: 100% 07-08: School Grade: A AYP: 100% 06-07: School Grade: A AYP: 100% 05-06: School Grade: A AYP: 92% 04-05: School Grade: A AYP: 100% 03-04: School Grade: A AYP: 100% 02-03: School Grade: A
Assis Principal	Dean: Mr. Chris Turnbull	BA – Elementary Education and History. St Martins University College, UK. Masters of Education M.Ed. in Educational	6	1	Golden Terrace Elementary - Math Coach School Grade: C 78% Math Learning gains 77% Lowest 25% Math Learning Gains

		Leadership, American College of Education, Indianapolis			
Assis Principal	Mr. Hugh Casey	Education, West Virginia Wesleyan; Masters of Science – Educational Leadership, Nova Southeastern University;	2	12	Golden Terrace Elementary 11-12: School Grade: C (up from a D) 68% Reading Learning gains 78% Math Learning gains Corkscrew Elementary 10-11: School Grade: B AYP: 95% 09-10: School Grade: A AYP: 97% 08-09: School Grade: A AYP: 100% 07-08: School Grade: A AYP: 100% 06-07: School Grade: A AYP: 100% 05-06: School Grade: A AYP: 92% 04-05: School Grade: A AYP: 100% 03-04: School Grade: A AYP: 100%

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 Coach	Lynnette Swosinski	BA – Physical Education, UW-Milwaukee; Masters in Reading K-12, Florida Gulf Coast University; Elementary Ed Certification, Florida Gulf Coast University	2	7	Has a history of academic excellence at Corkscrew Elementary School for five years and at Golden Terrace Elementary School where the school has raised the school grade to a C with 68% of students making learning gains in reading in 2012.
Math Coach	Cathy Honiball	BA - Fine Arts, Barry University, Miami Shores, FL Elementary Ed. Certification, Florida Gulf Coast University, Ft. Myers, FL Masters in Educational Leadership, American College of Education, Chicago, IL Gifted Certified	9	1	Has a history of academic excellence at Golden Terrace Elementary School where the school has raised the school grade to a C with 78% of students making learning gains in math in 2012.
Science Coach	Kristine Woronowski	B.A. in Elementary Ed Florida Gulf Coast University, Ft. Myers, FL Gifted Certified	10	2	Has a history of academic excellence at Golden Terrace Elementary School where the school has raised the school grade to a C with 40% of students scoring proficient in Science; an increase of 6% in 2012.

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	Collaborative culture with teams meeting in Professional Learning Communities	Principal	Ongoing	
2	Regular meetings of new or struggling teachers with Principal.	Principal	Ongoing	
3	Partnering new or struggling teachers with veteran staff.	Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
85	3.5%(3)	36.5%(31)	37.6%(32)	22.4%(19)	44.7%(38)	100.0%(85)	9.4%(8)	0.0%(0)	62.4%(53)

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
Bejal Mistry	Kathryn Moore	Bejal has several years of experience in the primary grades. Both are 1st grade teachers with classrooms in close proximity. Kathryn is new to teaching.	Monthly meetings with administrators on assigned topics; Weekly meetings with Mentor on topics as needed
Rachel Heimberger	Jennifer Green	Rachel has several years of experience in the intermediate grades. Both are 5th grade teachers with classrooms in close proximity. Jennifer is new to teaching.	Monthly meetings with administrators on assigned topics; Weekly meetings with Mentor on topics as needed
Cathy Honiball	Edith Arpaia	Cathy has several years of experience in the intermediate grades. Edith is new to Collier County Public Schools.	Monthly meetings with administrators on assigned topics; Weekly meetings with Mentor on topics as needed
		Christina has several years of experience in the	

		intermediate grades. Both are 4th grade teachers with classrooms in close proximity. Cameron is new to teaching.	Monthly meetings with administrators on assigned topics; Weekly meetings with Mentor on topics as needed
Christina Kingston	Cameron Decorrevont		
Melissa Winner	Maria Ruiz	Melissa has several years of experience in the primary grades Both are 1st grade teachers with classrooms in close proximity. Maria is new to teaching.	Monthly meetings with administrators on assigned topics; Weekly meetings with Mentor on topics as needed

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

Title II

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

Title III

Title I and Title III administrators have met to collaborate by providing Title I schools the optimum resources necessary to bring improve academic instruction. This has allowed them to maximize productivity while also eliminating duplicity of services, use of personnel and instructional materials. There are five major areas of collaboration: 1) tutoring, 2) teacher training, 3) parental involvement activities, 4) highly qualified personnel and 5) before and after school programs to address the needs of our most needy students in order to improve student achievement and development while meeting the Annual Measurable Achievement Objectives (AMAOs). Upon reviewing and analyzing the English Language Learners' (ELLs) data, found key factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs). Among those factors are included two groups:
Group 1 presented the following challenges:
1) Lack of previous education or limited education,
2) Lack of literacy in heritage language
3) Lack of academic skills in ELLs' heritage language,
4) Lack of consistency in attending school in home country and/or in the United States, and
5) Lack of parental support in the home.
Group 2 presented the following challenges:
1) Uninterrupted education.
2) Average literacy in heritage language.
3) Less than average academic proficiency in heritage language.
4) Consistency in attending school, and
5) Some parental support in the home.
(See District School Improvement Plan for English Language Learners.)

Title X- Homeless

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.

The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

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

Housing Programs

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

Head Start

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

Adult Education

Career and Technical Education

Career Education students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students. Students also have the opportunity to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills.

Job Training

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

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Terri Lonneman Principal
Hugh Casey Assistant Principal
Chris Turnbull Dean

Sue Eliason Intervention Support Specialist
Cathy Honiball Math Coach
Lynne Swosinski Reading Coach
Kristina Woronowski Science Coach
Shannon Slusher School Counselor
George Malless School Counselor
Katy Alkhabbaz ELL Contact
Cara Denny School Counselor

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students.

The Leadership Team will meet once a month with grade level teachers and, in addition, the Administrative Team will meet weekly to engage in the following activities: Review universal screening data and link to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The Leadership Team will also oversee and encourage parent communication, grade level collaboration, problem solving, and sharing effective practices at grade level meetings. These problem solving teams will evaluate implementation, make decisions, and practice new processes and skills. Problem solving grade level teams will report back to the Leadership Team twice a month.

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 was directly involved with the School Advisory Council and principal to help develop the SIP. All teachers and members of the MTSS Leadership Team sat on a School Improvement Committee (Reading, Writing, Math or Science) to analyze data, review trends and develop new goals for the school. These committees addressed specific academic areas of improvement, developed strategies for improvement, and identified and evaluated intervention strategies for their subject area. These School Improvement teams will continue to meet monthly for the implementation and evaluation of progress of the School Improvement Plan.

FCAT and FAA eligible students with disabilities: the Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, provide levels of support and interventions to students based on data and the individual need of the student.

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,FCAT
Tier 2 - Running Records, Fluency Testing, End of unit exams, custom assessment data
Tier 3 - Leveled Literary Instruction, Running Records, End of unit exams, custom assessment data

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

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).

Terri Lonneman Principal
Hugh Casey Assistant Principal
Chris Turnbull Dean
Lynnette Swosinski Reading Coach
Jessica Vieira Reading Resource
Joyce Cordell Media Specialist/Instructional Resource
Tiffany Weeks Media Specialist/Instructional Resource

FAA eligible students with disabilities: The LLT will provide opportunities to extend the six components of reading in differentiated literacy centers for the Unique Learning System's monthly thematic instructional unit. Literacy materials will be made accessible, not only for physical manipulation, but by adding pictures and objects along with print, or by modifying the cognitive demands of text content.

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

The Literacy Leadership Team meets monthly with teacher representatives from all grade levels. This team reviews the School Improvement Plan goals and progress, reading curriculum implementation and reading resources. This team also analyzes current formal and informal assessment data to continuously review reading intervention strategies and student progress through the MTSS process.

The LLT will conduct a needs assessment and analysis of the school data for all students taking the FAA in order to make decisions on how to implement the delivery of instruction to target the unique needs of students. The LLT will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies based on instructional targets in daily lesson and the student profile and checkpoint comparison. The team will meet on a monthly basis to monitor progress of all students scoring a Level 1, 2, and 3 on the FAA in the areas of math, reading, writing, or science, and, use the data from district and classroom assessments to determine mastery of access points for each student's level of academic functioning. The use of differentiated instructional delivery strategies will also be evident within the teacher's lesson plans, as well as, throughout professional learning. Based on all information gathered above, the LLT will determine the professional learning and resources needed to optimize instructional and intervention supports to improve instruction in the modified curricula classrooms.

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

The main goal of the LLT is to monitor the strategies and implementation of the Reading section of the School Improvement Plan. A major initiative of the LLT this year is to refine the MTSS intervention process. Interventions will be reviewed and evaluated according to their effectiveness. Grade level teams will be encouraged to keep detailed records of intervention progress and other MTSS data. The Literacy Leadership Team will concentrate efforts to provide identified students with appropriate progress monitoring and small group (tier 2 and 3) instruction.

The district Reading scores for students with significant cognitive disabilities are below the proficient level on the FAA. Improved instruction in Reading through direct systematic instruction is our primary focus. The district will require the use of Discrete Trial Trainer for students at the Emergent Level (FAA 1-3) in grades K-12; RAZ Kids for students at the Achieved Level (FAA 4-6) in grades K-12; and My Reading Coach for students at the Commended Level (FAA7-9) in grades K-12. Additionally, using small group instruction to target specific needs is a major component of our Reading program. Each school's leadership team will assist in this process by monitoring lesson plans and analyzing benchmark data. The LLT will

utilize classroom walkthrough data in order to make midcourse adjustments in instruction. This data will be also analyzed by the instructional coaches to drive coaching practices by modeling, planning, and professional learning communities.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/21/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.
At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school.
Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.
The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.
FAA eligible students with disabilities: Emphasis, training, and support in Universal Design for Learning (UDL) will provide focal points for considering effective strategies and technologies to empower educators to become creative instructional designers of their classrooms (Rose and Meyer, 2002). An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*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 <u>High School Feedback Report</u>

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percent of students scoring level 3 on the 2013 FCAT in reading will increase from 23% (92) to 27% (109); an increase of 4% (17) of students currently at either level 1 or 2 will move to level 3 resulting in 27% (109) of students scoring level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(92)	27%(109)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.	Principal Assistant Principal Dean Academic Coaches	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Teacher reflections Classroom observations and checklists
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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 Dean Academic Coaches	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Teacher reflections Classroom observations and checklists
3	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Principal Assistant Principal Dean Academic Coaches	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Observation checklists Student response journals CTEM
	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Provide teachers with professional development and opportunities to observe others to increase capacity for implementation of	Principal, Assistant Principal, Dean, Reading Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness	Teacher reflections Lesson Plans

		instructional rigor. Provide on-going recognition of best practices of rigorous, higher order activities to motivate, sustain and improve advanced instructional practices.		of strategies.	
4					

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:	Our goal for the 2012-2013 school year is to increase FAA Reading proficiency from 0 to 10%(1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 (0)	10% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	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 reading. Reading Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in reading will increase from 19% (75) to 21% (85).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(75)	21%(85)

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	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	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, Dean, Reading Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	TE will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts such as Junior Great Books. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels.	Principal, Assistant Principal, Dean, Reading Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating
3	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Students will identify an individual goal for achieving a level 4 or 5 and track their progress toward exemplary standard/benchmark success.	Principal, Assistant Principal, Dean, Reading Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating
4	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	TE will infuse Intertextual Triads into instructional units, scaffolding as needed until students are able to analyze and evaluate multiple texts independently.	Principal, Assistant Principal, Dean, Reading Coach	Ongoing classroom observations using learning goals and scales along with checklists to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 FAA Reading Test indicate that (1)100% of students with significant cognitive disabilities received a level 7, 8 or 9 in reading proficiency. Our goal is to maintain that 100 (6) student at the 7,8 or 9 proficiency level.
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (1)			100% (6)	

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	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data-collected through Pre-and Post-test Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	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.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students achieving learning gains on the 2013 FCAT in reading will increase from 68%(166) to 71%(190).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(166)	71%(190)

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	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand	Principal, Assistant Principal, Dean, Reading Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data CTEM

		what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.			
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal, Assistant Principal, Dean, Reading Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data CTEM
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	TE will infuse Intertextual Triads into instructional units, scaffolding as needed until students are able to analyze and evaluate multiple texts independently.	Principal, Assistant Principal, Dean, Reading Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data CTEM

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in Lowest 25% making learning gains on the 2013 FCAT reading will increase from 71%(44) to 74% (50).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(44)	74%(50)

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
Lessons/activities are not appropriately	Utilize a variety of strategies to enhance	Principal, Assistant Principal, Dean,	Ongoing classroom observations using	Quarterly Assessment Data

			Reading Coach	learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	
1	differentiated to meet the needs of all learners.	students' understanding of text through reading, re-reading, asking and answering text dependent questions and discussion of text with increasing complexity, including specific vocabulary/syntax tasks, and written responses to text.			
2	Checks for understanding are not used or are used inappropriately in many classrooms.	TE will closely monitor low-expectancy students for understanding of content, providing immediate interventions as appropriate.	Principal, Assistant Principal, Dean, Reading Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data
3	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Principal, Assistant Principal, Dean, Reading Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data

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:	The percent of students achieving level 3 or higher on the 2013 FCAT in reading will increase in each ethnicity subgroup: White from 53%(18) to 58%(20); Black from 35% (26)to 42%(38); and Hispanic from 42%(119)to 48%(131)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 53%(18) Black 35%(26) Hispanic 42%(119)	White 58%(20) Black 42%(38) Hispanic 48%(131)

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	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	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.	Principal, Assistant Principal, Dean, Reading Coach, ELL Contact	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Student Goal Sheets Quarterly Assessment Data – Disaggregated by item complexity rating

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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.	Principal, Assistant Principal, Dean, Reading Coach, ELL Contact	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Student Goal Sheets Quarterly Assessment Data – Disaggregated by item complexity rating
3	Content instruction often does not include specific strategies for accessing the text to build comprehension	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.	Principal, Assistant Principal, Dean, Reading Coach, ELL Contact	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Student Goal Sheets Quarterly Assessment Data – Disaggregated by item complexity rating

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		The percent of ELL students achieving level 3 or higher on the 2013 FCAT in reading will increase from 32%(53) to 39% (58).
2012 Current Level of Performance:		2013 Expected Level of Performance:
32%(53)		39%(58)

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	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal, Assistant Principal, Dean, Reading Coach, ELL Contact	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Student Goal Sheets Quarterly Assessment Data – Disaggregated by item complexity rating
2	Content instruction often does not include specific strategies for accessing the text to build comprehension	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal, Assistant Principal, Dean, Reading Coach, ELL Contact	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Student Goal Sheets Quarterly Assessment Data – Disaggregated by item complexity rating
3	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal, Assistant Principal, Dean, Reading Coach, ELL Contact	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Student Goal Sheets Quarterly Assessment Data – Disaggregated by item complexity rating

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percent of students with disabilities achieving level 3 or higher on the 2013 FCAT in reading will increase from 28% (16) to 35%(18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(16)	35%(18)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.</td><td>TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction).</td><td>Principal, Assistant Principal, Dean, Reading Coach, Intervention Support Specialist</td><td>Regular RtI meetings with grade level teams to review student progress</td><td>Quarterly Assessment Data – Disaggregated by item complexity rating</td></tr>
<tr><td>2</td><td>Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.</td><td>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) .</td><td>Principal, Assistant Principal, Dean, Reading Coach, Intervention Support Specialist</td><td>Regular RtI meetings with grade level teams to review student progress</td><td>Quarterly Assessment Data – Disaggregated by item complexity rating</td></tr>
<tr><td>3</td><td>Content instruction often does not include specific strategies for accessing the text to build comprehension.</td><td>TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) .</td><td>Principal, Assistant Principal, Dean, Reading Coach, Intervention Support Specialist</td><td>Regular RtI meetings with grade level teams to review student progress</td><td>Quarterly Assessment Data – Disaggregated by item complexity r</td></tr>
</table>

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:	The percent of economically disadvantaged students achieving level 3 or higher on the 2013 FCAT in reading will increase from 40%(146) to 46%(170).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(146)	46%(170)

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	Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	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.	Principal, Assistant Principal, Dean, Reading Coach	Conduct ongoing progress monitoring on all students to determine growth	Quarterly Assessment Data – Disaggregated by item complexity rating
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Principal, Assistant Principal, Dean, Reading Coach	Conduct ongoing progress monitoring on all students to determine growth	Quarterly Assessment Data – Disaggregated by item complexity rating
3	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Principal, Assistant Principal, Dean, Reading Coach	Conduct ongoing progress monitoring on all students to determine growth	Quarterly Assessment Data – Disaggregated by item complexity rating

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
Kagan Cooperative Learning	PK-5	Reading Coach	All instructional staff	Early Release Days Targeted Staff to attend 10/6/2012	Classroom Observations	Principal, Assistant Principal, Dean
ANGEL	PK-5	School based trainer	All instructional staff	Faculty Meeting	Requirements to use Angel for school wide documentation	Principal, Assistant Principal, Dean
Close Reading and Intertextual Triads	PK-5	Reading Coach	All instructional staff	August Pre-service day Faculty meetings PLC meetings	Classroom observations	Principal, Assistant Principal, Dean, Reading Coach
Common Core	PK-5	Reading Coach, Leadership Team	All instructional staff	Early Release Days	Classroom observations	Principal, Assistant Principal, Dean, Reading Coach
Webb's Depth of Knowledge	PK-5	Reading Coach, Leadership Team	All instructional staff	Early Release Days	Classroom observations	Principal, Assistant Principal, Dean, Reading Coach
Item specification training	PK-5	Reading Coach	All instructional staff	Early Release Day	PLC meetings	Principal, Assistant Principal, Dean, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Progress Monitoring	Literacy Benchmark Assessment Kits	Title I funds SAC funds	$2,200.00
Provide Tiered Intervention support to struggling students	Leveled Literacy Intervention	Title 1 funds SAC funds	$4,000.00
			Subtotal: $6,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide additional technology resources to aid in student achievement.	Raz-Kids Reading Counts Reading A-Z TumbleBook Mimio Vote	Title I	$1,200.00
			Subtotal: $1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase language development through Kagan strategies	Kagan training	Title I funds	$3,800.00
			Subtotal: $3,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Tier 2 and 3 reading interventions for struggling readers	TSA Reading Resource Teacher	Title I funds	$61,696.78
			Subtotal: $61,696.78
			Grand Total: $72,896.78

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:	The percent of students proficient in listening/speaking on CELLA assessment 2013 will increase from 37%(81) to 41%(116).
2012 Current Percent of Students Proficient in listening/speaking:	
37% (81)	
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 have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for participation in oral language opportunities. Provide scaffolded	Principal, Assistant Principal, Dean, ELL Contact	Ongoing Progress Monitoring	Quarterly Assessment Data

			support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate.			

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:	The percent of students proficient in reading on CELLA assessment 2013 will increase from 17%(37) to 19%(55).

2012 Current Percent of Students Proficient in reading:

17% (37)

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	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.	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, Dean, ELL Contact, Reading Coach	Ongoing Progress Monitoring	Quarterly Assessment Data

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The percent of students proficient in writing on CELLA assessment 2013 will increase from 17%(38) to 19%(54).

2012 Current Percent of Students Proficient in writing:

17% (38)

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
	Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	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	Principal, Assistant Principal, Dean, ELL Contact	Ongoing Progress Monitoring	Quarterly Assessment Data

1		will be accountable for defending their thinking based on specific examples from the writing and their understanding of expectations for quality writing, providing recommendations for improving the writing.			
2	Students have not developed proficiency in editing and improving their own writing as a way to develop their thinking and use of appropriate vocabulary.	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.	Principal, Assistant Principal, Dean, ELL Contact	Ongoing Progress Monitoring	Quarterly Assessment Data

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percent of students scoring level 3 on the 2013 FCAT in math will increase from 23%(92)to 27%(110); an increase of 4% (18) of students currently at either level 1 or 2 will move to level 3 resulting in 27%(110) of students scoring level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(92)	27%(110)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.	Principal Assistant Principal Dean Academic Coaches	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Teacher reflections Classroom observations and checklists
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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 Dean Academic Coaches	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Teacher reflections Classroom observations and checklists
3	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Principal Assistant Principal Dean Academic Coaches	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Observation checklists Student response journals 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Our goal for the 2012-2013 school year is to increase FAA Math proficiency from 0 to 10%(1).

2012 Current Level of Performance:	2013 Expected Level of Performance:
0 (0)	10% (1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	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:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in math will increase from 17%(69) to 19%(77)
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(69)	19%(77)

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	Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students demonstrate their conceptual understandings both orally and in writing. Provide challenge opportunities for advanced learners to demonstrate mastery of the standard/benchmark	Principal, Assistant Principal, Dean, Math Coach	Ongoing classroom observations using Math Notebooks, learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating

		at exemplary levels. Teachers will utilize the extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5.			
2	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate.	Principal, Assistant Principal, Dean, Math Coach	Ongoing classroom observations using Math Notebooks, learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating
3	Students have inadequate opportunities for writing outside of language arts instruction.	Learners will write to explain their reasoning on mathematical tasks.	Principal, Assistant Principal, Dean, Math Coach	Ongoing classroom observations using Math Notebooks, learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 FAA Reading Test indicate that 1 student 100% of students with significant cognitive disabilities received a level 7, 8 or 9 in math proficiency. Our goal is to maintain that 100% (6) student at the 7,8 or 9 proficiency level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (6)

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	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data-collected through Pre-and Post-test Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving, and interpreting	Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and

| | | | | | Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) |
| information. | skills | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percent of students achieving learning gains on the 2013 FCAT in math will increase from 78% (188) to 80%(214).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(188)	80%(214)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Maintain high expectations for all students to appropriately respond to higher order questions, providing scaffolded support and structure as appropriate for low-expectancy students, enabling their success in meeting rigorous expectations.	Principal, Assistant Principal, Dean, Math Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	During inquiry phase of lesson, provide scaffolded support as needed by lower achieving learners. The support does not lower expectations, but provides a means for low expectancy learners to meet high expectations.	Principal, Assistant Principal, Dean, Math Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal, Assistant Principal, Dean, Math Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students in Lowest 25% making learning gains on the 2013 FCAT in math will increase from 77%(49) to 79% (53).
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(49)	79%(53)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Maintain high expectations for all students to appropriately respond to higher order questions, providing scaffolded support and structure as appropriate for low-expectancy students, enabling their success in meeting rigorous expectations.	Principal, Assistant Principal, Dean, Math Coach	Ongoing classroom observations using Math Journals, learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	During inquiry phase of lesson, provide scaffolded support as needed by lower achieving learners. The support does not lower expectations, but provides a means for low expectancy learners to meet high expectations.	Principal, Assistant Principal, Dean, Math Coach	Ongoing classroom observations using Math Journals, learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Based on triangulation of multiple data, TE will differentiate instruction and intervention as appropriate.	Principal, Assistant Principal, Dean, Math Coach	Ongoing classroom observations using Math Journals, learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	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:	The percent of students achieving level 3 or higher on the 2013 FCAT in math will increase in each ethnicity subgroup: White from 50%(17)to 55%(19); Black from 33%(25)to 40% (36); and Hispanic from 42%(117)to 48%(131).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 50%(17) Black 33%(25) Hispanic 42%(117)	White 55%(19) Black 40%(36) Hispanic 48%(131)

	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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal, Assistant Principal, Dean, ELL Contact, Math Coach	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Quarterly Assessment Data – Disaggregated by item complexity rating
2	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	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.	Principal, Assistant Principal, Dean, ELL Contact, Math Coach	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Quarterly Assessment Data – Disaggregated by item complexity rating
3	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Principal, Assistant Principal, Dean, ELL Contact, Math Coach	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Quarterly Assessment Data – Disaggregated by item complexity rating

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percent of ELL students achieving level 3 or higher on the 2013 FCAT in math will increase from 32%(53) to 39% (58).
2012 Current Level of Performance:	2013 Expected Level of Performance:

32%(53)		39%(58)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal, Assistant Principal, Dean, ELL Contact, Math Coach	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Quarterly Assessment Data – Disaggregated by item complexity rating
2	Students have inadequate opportunities for writing outside of language arts instruction.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal, Assistant Principal, Dean, ELL Contact, Math Coach	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Quarterly Assessment Data – Disaggregated by item complexity rating
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal, Assistant Principal, Dean, ELL Contact, Math Coach	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Quarterly Assessment Data – Disaggregated by item complexity rating

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percent of students with disabilities achieving level 3 or higher on the 2013 FCAT in reading will increase from 28% (16) to 35%(18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(16)	35%(18)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) .	Principal, Assistant Principal, Dean, Math Coach	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Quarterly Assessment Data – Disaggregated by item complexity rating

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	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) . Teachers will utilize the intervention, practice, and extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5.	Principal, Assistant Principal, Dean, Math Coach	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Quarterly Assessment Data – Disaggregated by item complexity rating
3	Students have inadequate opportunities for writing outside of language arts instruction.	Learners will write to explain their reasoning on mathematical tasks.	Principal, Assistant Principal, Dean, Math Coach	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Quarterly Assessment Data – Disaggregated by item complexity rating

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percent of economically disadvantaged students achieving level 3 or higher on the 2013 FCAT in math will increase from 40%(145) to 46%(170).
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(145)	46%(170)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Maintain high expectations for all students to appropriately respond to higher order questions, providing scaffolded support and structure as appropriate for low-expectancy students, enabling their success in meeting rigorous expectations.	Principal, Assistant Principal, Dean, Math Coach	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Quarterly Assessment Data – Disaggregated by item complexity rating
2	Students have inadequate opportunities for writing outside of language arts instruction.	Learners will write to explain their reasoning on mathematical tasks.	Principal, Assistant Principal, Dean, Math Coach	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Quarterly Assessment Data – Disaggregated by item complexity rating
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Principal, Assistant Principal, Dean, Math Coach	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports for all students.	Quarterly Assessment Data – Disaggregated by item complexity rating

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
Item specification training	3-5	Math Coach	All instructional staff	Early Release Day	PLC meetings	Principal, Assistant Principal, Dean, Math Coach
District Math Pioneer and Math Coach meetings	PK-5	District Math Coordinators	K-5 Math Pioneer teachers and Math Coach	Quarterly as provided by District	PLC meetings to share information	Principal, Assistant Principal, Dean, Math Coach
8 CCSS Standards for Mathematical Practice	PK-5	Math Coach	All instructional staff	Early Release Day	Classroom Observations	Principal, Assistant Principal, Dean, Math Coach
Webb's Depth of Knowledge	PK-5	Math Coach, Leadership Team	All instructional staff	Early Release Day	Classroom Observations	Principal, Assistant Principal, Dean, Math Coach
Common Core	PK-5	Math Coach, Leadership Team	All instructional staff	Early Release Day	Classroom observations	Principal, Assistant Principal, Dean, Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide math intervention for struggling students	Moby Math	SAC Title I	$300.00
			Subtotal: $300.00
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 Tier 2 and 3 math interventions for struggling students through the assistance of the Math Coach modeling strategies for teachers and identifying targeted students	Math Coach	Title I funds	$61,696.78
			Subtotal: $61,696.78
			Grand Total: $61,996.78

End of Mathematics Goals

Elementary and Middle School Science Goals

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percent of students scoring level 3 on the 2013 FCAT in science will increase from 29%(40) to 34% (44); an increase of 5%(5) of students currently at either level 1 or 2 will move to level 3 resulting in 34% (44)of students scoring level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(40)	34%(44)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.	Principal Assistant Principal Dean Academic Coaches	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Teacher reflections Classroom observations and checklists
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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 Dean Academic Coaches	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Teacher reflections Classroom observations and checklists
3	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Principal Assistant Principal Dean Academic Coaches	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Observation checklists Student response journals 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	n/a

2012 Current Level of Performance:		2013 Expected Level of Performance:		
n/a		n/a		

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in science will increase from 11%(15) to 12%(16).
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(15)	12%(16)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	TE will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will use text to support responses and will appropriately apply scientific thinking and inquiry in performing these tasks. TE will provide challenge opportunities for advanced learners to demonstrate exemplary mastery of standard/benchmark.	Principal, Assistant Principal, Dean, Science Coach	Ongoing classroom observations using Science Notebooks, learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating
2	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content. TE will use a variety of curriculum resources to provide enrichment activities for advanced learners.	Principal, Assistant Principal, Dean, Science Coach	Ongoing classroom observations using Science Notebooks, learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Assessment Data – Disaggregated by item complexity rating
	Students have inadequate opportunities for	Students will extend their learning by writing in a science	Principal, Assistant Principal, Dean,	Ongoing classroom observations using Science Notebooks,	Quarterly Assessment Data –

3	writing outside of language arts instruction.	notebook as a matter of routine to organize their authentic thoughts about labs and content learning. This habit will encourage student's original thoughts and beliefs about science in their world. The science notebook can serve as an end-of-year portfolio of essential learning.	Science Coach	learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Disaggregated by item complexity rating

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	n/a

2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

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	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data-collected through Pre-and Post-test Monthly Benchmark Assessments	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
Picture Perfect Science and Reading Integration	PK-5	District facilitator	All instructional staff	Early Release Day	Classroom observations PLC meetings	Principal, Assistant Principal, Dean, Science Coach
Webb's Depth of Knowledge	PK-5	Science Coach, Leadership Team	All instructional staff	Early Release Day	Classroom observations, PLC meetings	Principal, Assistant Principal, Dean, Science Coach
Common Core	PK-5	Science Coach, Leadership Team	All instructional staff	Early Release Days	Classroom observations	Principal, Assistant Principal, Dean, Reading Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Integration of Science and Reading based on Common Core standards	Picture Perfect	SAC funds	$1,000.00
			Subtotal: $1,000.00
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
Provide Tier 2 and 3 science interventions for struggling students through the assistance of the Science Coach modeling strategies for teachers and identifying targeted students	.5 Science Coach	Title I	$27,938.06
			Subtotal: $27,938.06
			Grand Total: $28,938.06

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percent of students achieving proficiency on 2013 FCAT 2.0 writing (3.0 or higher) will increase from 49% (57) to 54%(73).
2012 Current Level of Performance:	2013 Expected Level of Performance:

	49%(57)		54%(73)		

	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	Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	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.	Principal, Assistant Principal, Dean, Reading Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Writing Prompt
2	Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	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. Students will be taken through the writing process with regular conferencing with teacher.	Principal, Assistant Principal, Dean, Reading Coach	Ongoing classroom observations using observation checklists, learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Writing Prompt
3	Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	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.	Principal, Assistant Principal, Dean, Reading Coach	Ongoing classroom observations using observation checklists, learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Quarterly Writing Prompt

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	na/

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Process with focus on editing and rewriting	PK-5	Reading Coach, Writing Leadership Team	All instructional staff	Early Release	Classroom observations Quarterly Writing Prompts	Principal, Assistant Principal, Dean, Reading Coach
Common Core	PK-5	Reading Coach, Leadership Team	All instructional staff	Early Release	Classroom Observations	Principal, Assistant Principal, Dean, Reading Coach

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:	By July 2013, the Average Daily Attendance (ADA) will increase from 96% to 97%.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
25% (278)	23% (226)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
12% (124)	10% (96)

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	Due to economic issues some students may have limited home resources and limited school readiness	Attendance incentives through Positive Behavior Support Impress the importance of attendance in school during School Advisory Council meetings, family nights and school newsletter	Assistant Principal and Dean Instructional staff	Monthly Review of Attendance Records Communication/conference with parents of students missing 5 or more days	Attendance records

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

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

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

Attendance Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By July 2013, the percent of students receiving in-school or out-of-school suspensions will remain at 0.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	There is a lack of consistency with expectations (acceptable behaviors) in all environments	Teachers will implement and instruct PBS expectations and utilize PBS incentive processes in their classrooms.	Staff MTSS Team School Counselor	MTSS meetings. PBS meetings Analyzing referral records and data	Referral records Student Pass Terms data

	1		Utilizing the problem-sovling process, we will implement targeted or intensive support for identified students using interventions such as one-to-one mentoring, Check-in/out, etc.			

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

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.*	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
IR teacher participates in quarterly training meetings.						
2013 Stem Conference						

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

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:	The CCSS for Mathematical Practice involving STEM thinking and processing skills will be integrated into all content areas on a daily basis (as applicable).

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	Many teachers have not been trained and may be uncomfortable integrating STEM thinking and processing skills into their content.	Provide training in the 8 CCSS Standards for Mathematical Practice with follow-up support from building academic coaches.	Principal, Assistant Principal, Dean, Math Coach, Science Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Professional Development Attendance Records PLC minutes
2	Teachers have not been trained in STEM-focused strategies.	Provide professional learning opportunities in STEM skills and strategies with a focus on both content and pedagogy. Train teachers in the integration of science and technology using vernier probes, etc.	Principal, Assistant Principal, Dean, Math Coach, Science Coach	Ongoing classroom observations using learning goals and scales along with higher level questions and activities to review effectiveness of strategies.	Professional Development Attendance Records PLC minutes

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
IR teachers monthly meetings to obtain best practices in science & technology integration	K-5	District	K-5 Instructional Resource Teachers	Monthly	CTEM	Administration
					Classroom	

| Venier Probes | K-5 | IR teachers | K-5 teachers | Early Release Day Spring | observations CTEM | Administration |

STEM Budget:

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

End of STEM Goal(s)

STEM Budget:

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Progress Monitoring	Literacy Benchmark Assessment Kits	Title I funds SAC funds	$2,200.00
Reading	Provide Tiered Intervention support to struggling students	Leveled Literacy Intervention	Title 1 funds SAC funds	$4,000.00
Science	Integration of Science and Reading based on Common Core standards	Picture Perfect	SAC funds	$1,000.00
				Subtotal: $7,200.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide additional technology resources to aid in student achievement.	Raz-Kids Reading Counts Reading A-Z TumbleBook Mimio Vote	Title I	$1,200.00
Mathematics	Provide math intervention for struggling students	Moby Math	SAC Title I	$300.00
				Subtotal: $1,500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase language development through Kagan strategies	Kagan training	Title I funds	$3,800.00
				Subtotal: $3,800.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Tier 2 and 3 reading interventions for struggling readers	TSA Reading Resource Teacher	Title I funds	$61,696.78
Mathematics	Provide Tier 2 and 3 math interventions for struggling students through the assistance of the Math Coach modeling strategies for teachers and identifying targeted students	Math Coach	Title I funds	$61,696.78
Science	Provide Tier 2 and 3 science interventions for struggling students through the assistance of the Science Coach modeling strategies for teachers and identifying targeted students	.5 Science Coach	Title I	$27,938.06
				Subtotal: $151,331.62
				Grand Total: $163,831.62

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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
Leveled Literacy Intervention Leveled Benchmark Assessments Kits Educational software licenses	$7,000.00

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

The SAC reviews and analyzes state testing data. FCAT scores, School Grade and AYP were discussed and analyzed at the September SAC meeting. Input was given by members of the SAC as to the development of the School Improvement Plan.

Monthly progress review of the School Improvement Plan will be conducted by reviewing the minutes of each School Improvement Committee.

The SAC will review the SAC budget and the school's annual budget and assesses the needs of the school to determine how funds should be spent. Recommendations for resources are presented to the SAC from teachers and discussions will take place to determine where and if funds will be allocated for these requests.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Collier School District
GOLDEN TERRACE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	53%	55%	34%	196	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	62%	50%			112	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?	62% (YES)	60% (YES)			122	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					430	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Collier School District
GOLDEN TERRACE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	65%	70%	36%	237	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	68%	60%			128	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?	65% (YES)	60% (YES)			125	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					490	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested