

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: CYPRESS PALM MIDDLE SCHOOL

District Name: Collier

Principal: H. John Kasten

SAC Chair: Paul D'Agostino

Superintendent: Dr. Kamela Patton

Date of School Board Approval: November 16, 2012

Last Modified on: 10/20/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	H. John Kasten	School Principal (All Levels) PE (all grades) Specialst in Ed. Leadership Masters in Ed. Ldrshp	6	24	Outstanding Evaluations 'A' school 2008, 2009. 'B' school 2010, 2011, 2012 High Performing School 2008-2012
Assis Principal	Nancy Tarrete	Guidance(All levels) M.Ed in Ed. Ldrshp.	2	4	Outstanding Evaluations. Second year AP 'B' school 2011-2012 High Performing School 2012

### 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 Intervention Specialist	Belynda Williams	BA English. Eng (5-9) Eng. (6-12) M.Ed	6	6	Outstanding Evaluations. 'A' school 2007,08,09. 'B' school 2010-2012 High performing school 2007-2012
Intervention Support Specialist	Keri Hemrick	BA Elem. Ed. ESE (k-12) Math (5-9)	6	3	Outstanding Evaluations. 'A' school 2007,08,09. 'B' school 2010-2012 High performing school 2007-2012

## 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	PLC Participation	Principal, Asst. Principal	Ongoing	
2	Professional Growth / Staff Development	Principal, Asst. Principal	Ongoing	
3	Leadership Opportunities	Principal, Asst. Principal	Ongoing	
4	Mentor Teaching & Collaboration	Principal, Asst. Principal	Ongoing	
5	PBIS (Positive Behavior Intervention Support)	PBIS Team, RtI Coach	Ongoing	
6	CCPS policy is to hire only highly qualified teachers. Consequently, all teachers are certified and HQ in their area of assignment. Following the October FTE, we will update this document with the official list.	Administration	October 2012	
7	CTEM (Collier Teacher Evaluation System)	Administration	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
54	1.9%(1)	25.9%(14)	38.9%(21)	35.2%(19)	70.4%(38)	100.0%(54)	11.1%(6)	0.0%(0)	42.6%(23)

## 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
Belynda Williams	Kimberly Brown	Content area coaching, leadership experience	Monthly meetings, staff development training, content area coaching and the coaching cycle, classroom observations

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

H. John Kasten - Principal  
Nancy Tarrete - Asst. Principal  
Jay Fike - Dean  
Keri Hemrick - Intervention Support Specialist  
Connie Pollina - Head Counselor  
Cindy Snider - Counselor  
Belynda Williams - Reading Intervention Specialist  
Renee Hanson - Media Specialist

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 team developed a plan for training, implementation, and evaluation of MTSS Tiered process throughout the 2012-2013 school year and beyond. The Leadership team meets on a weekly basis to evaluate the process of MTSS Tiered process, analyze data, plan PLC meeting focus, and coordinate appropriate staff development in the areas of MTSS Tiered process.

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 Tiered process leadership team works together to analyze school data, assess student needs, build on strengths, and structure the SIP. Teams of teachers and staff will work to analyze the FCAT data and problem solve needs for CPM and review the areas of successes. Based on data, the MTSS Tiered process team will focus on specific strategies to meet the needs of all students.

### 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.

The MTSS Tiered process team will use Collier County Public School's Data Warehouse system to segregate data and monitor student progression through MTSS Tiered process including individual student Progress Monitoring Plans (PMP). The Data Warehouse system utilizes data from State Assessments (FCAT, FAIR, etc.), custom teacher-made assessments, CCPS district assessments, and school-wide assessments to assist the district, school, teachers, and students to monitor their achievement and development. The school's MTSS Tiered process team and the Professional Learning Communities (PLC) use both Data Warehouse for academic data retrieval as well as Student Pass for behavioral data retrieval to assess the various tiers of intervention and support necessary for individual targeted students.

Describe the plan to train staff on MTSS.

MTSS Tiered process was introduced to the CPM staff in January, 2009. The tiered approach to MTSS Tiered process is a direct reflection of the tiered approach to PBIS (Positive Behavior Intervention Support). Staff new to CPM and the district were provided an in-service training the week before school started where the leadership team presented the MTSS Tiered process model through the use of powerpoint presentations, current student data, current best-practice teaching strategies, and research-proven interventions. Using data, the staff was given the opportunity to use the problem-solving model and give feedback. The staff collaborated to discuss ways MTSS Tiered process will be beneficial to CPM and barriers that we must overcome to make MTSS Tiered process successful. CPM received a PBIS gold medal rating and has a complete record of the implementation process of MTSS Tiered process/PBIS Tiered process available. Ongoing training will be done within grade-level teams and through common planning time with subject area teams. All 2010-2011 staff members completed 3 courses through the Direct Step Professional Development website, and we are hopeful that the District will continue this type of Professional Development, so all 2012-2013 CPM staff members would have the training from Direct Step. The leadership team will work with each group of staff members to provide guidance, support, and

feedback on the MTSS Tiered process implementation. The team will provide opportunities for evaluating data, researching interventions, developing lessons, and monitor school-wide and student progression of MTSS Tiered process.

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).

Belynda Williams, Reading Intervention Specialist and Chair  
John Kasten, Principal  
Nancy Tarrete, Assistant Principal  
Jay Fike, Dean of Discipline, Co-Chair  
Belynda Williams - Co-Chair  
Martha Bantz  
Paxon Roan  
Dale Williams  
Deborah Williams  
Lisa Rivera-Scallan  
Michelle Condo  
Matt McMahon  
Susan Manuel

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

Monthly meetings to discuss strategies to improve literacy school-wide, based upon current school data and district parameters. The team has representatives from each grade level, subject area, administrations, and support personnel. The team references the book "Literacy Leadership Teams" to support professional development and guide the rest of the staff. The Chair will assume the responsibility of planning and implementation.

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

The major focus for the team will be to overcome the barriers listed in the Reading goals in order to improve student achievement in reading. This will result in an increase in fluency through improved instruction and monitoring, expanded vocabulary development, and guided professional development in the areas of Reading instruction and assessments.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Developmental Literacy Programs in use in Collier County Middle Schools center on an integrated language arts block that focuses on critical thinking and the use of writing, speaking, listening, and viewing to support reading comprehension and literature. The core resources used in both the developmental and advanced reading courses are SpringBoard, based on the College Board Standards for College Success, and Prentice Hall Language & Literature. Language arts themes, skills, and concepts integrate the rigor of higher-order thinking skills within a relevant exploration of real-world content. As a supplement to the curriculum teachers use Six Traits of Writing materials, Junior Great Books, PW Impact, Intertextual Triad Reading, and Reality Central during CPAC (Cypress Palm Advisory Communities)remediation time to support the integrated reading, writing, speaking, listening, and viewing State Standards-Based curriculum. Of special emphasis are instructional strategies and professional development that ensure adequate scaffolding and student collaborative learning to support the goal of critical thinking. Students will receive direct and explicit instruction in pre-, during, and post reading comprehension strategies focused on helping them make meaningful connections with texts, including content area textbooks. Student peer-supported reading and independent reading complements the teacher's explicit instruction, with students accessing classroom sets of tradebooks as well as classroom collections of fiction and nonfiction books. In addition, students will be required to complete an extensive research unit on a topic of interest that will incorporate information literacy skills including technology and published products that will be shared in a pre-Laureate presentation.

All classes will monitor students' progress toward grade-level benchmarks through district exams, required student portfolio-type assignments and assessments, and benchmark pre-and post- testing of units of study.

All students are enrolled in a double block of language arts, reading, and writing instruction.

CPM provides professional development through EASY trainings, Early Release Days trainings, PLC meetings, State and District trainings, CTEM training on instructional strategies (interactive word walls, AVID strategies, T.H.I.E.V.E.S, Cornell Notes, Bloom's Taxonomy, and Webb's Depth of Knowledge, VPort, the pre-Laureate program) and Content Reading Strategies to improve student literacy knowledge across the subject areas. CPM uses SOAR (Student Outside Area Reading), Reading Counts, Classroom Libraries, and provides students with choices in reading selections/ projects to ensure that teaching reading strategies is the responsibility of every teacher.

### \*High Schools Only

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

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

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

### Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Cypress Palm Middle School will increase the number of students achieving proficiency (FCAT Level 3) in Reading from 28%(210) to 29%(220).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(210)	29%(220)

#### 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	1a1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1a1. 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.  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.  During classroom observations administrators will determine that learning goal (LG) is specific to	Administration and School Based Leadership Team	1a1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM PLC Meeting Notes  DOK/NN iGoogle monitoring

		the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)			
2	1a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	1a2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Notebooking, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.  Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings. Lesson plan templates include differentiated instruction plans.  TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	Administration and School Based Leadership Team	1a2. Utilize agreed upon, research-based effective teaching strategies.  Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Conduct walkthroughs and observations and provide specific feedback to teachers.  Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.  Monitor students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM PLC Meeting Notes  DOK/NN iGoogle monitoring
3	1a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	1a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.  Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.	Administration and School Based Leadership Team	1a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.  Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	CTEM PLC Meeting Notes  DOK/NN iGoogle monitoring



	<p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers upon request.</p>		
--	--	--	--

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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>Cypress Palm Middle School will increase the number of students achieving above proficiency (FCAT Levels 4 &amp; 5) in reading from 27% (204) to 30%(227).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(204)	30%(227)

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
	2a1. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow	2a1. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks	Administrative and School Based Leadership Team	2a1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using	CTEM District Benchmarks and Assessments

1

an appropriate level of rigor for each standard/benchmark.

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.

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.

During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)

common formative assessments.

Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.

Conduct walkthroughs and observations and provide specific feedback to teachers.

2

2a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.

2a2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.

Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in

Administrative and school Based Leadership Team

2a2 .Utilize agreed upon, research-based effective teaching strategies.

Collect data using common formative assessments.

Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of

CTEM Benchmark Assessments

		<p>Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>		<p>key concepts/skills.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p>	
3	<p>2a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>2a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	Administration and School Based Leadership Team	<p>2a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	CTEM PLC Meeting Notes

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

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p> <p>Reading Goal #2b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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:	Cypress Palm Middle will increase the percentage of students making learning gains in reading from 63%(458) to 67%(486).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(458)	67%(486)

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	3a1. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	<p>3a1. 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.</p> <p>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.</p> <p>During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated</p>	Administrative and School Based Leadership Team	<p>3a1. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.</p> <p>Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p>	CTEM PLC Meeting Notes

		levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)			
2	3a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	3a2. Teachers will utilize agreed upon, research-based effective teaching strategies.  Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.  Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.  TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	Administration and School Based Leadership Team	3a2. Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Conduct walkthroughs and observations and provide specific feedback to teachers.  Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.  Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM PLC Meeting Notes
3					
4	3a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	3a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.  Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.  In all content areas when assessing student	Administration and School Based Leadership Team	3a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.  Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	CTEM PLC Meeting Notes

	<p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>		
--	--	--	--

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:

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>Cypress Palm will increase the percentage of students in the lowest quartile making learning gains in reading from 62% (117) to 66%(119).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(117)	66%(119)

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
	<p>4a1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow</p>	<p>4a1. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks</p>	<p>Administration and School Based Leadership Team</p>	<p>4a1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using</p>	<p>CTEM PLC Meeting Notes</p>

1

an appropriate level of rigor for each standard/benchmark.

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.

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.

During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)

common formative assessments.

Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.

Conduct walkthroughs and observations and provide specific feedback to teachers.

2

4a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.

4a2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.

Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in

Administration and School Based Leadership Team

4a2. Utilize agreed upon, research-based effective teaching strategies.

Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.

Conduct walkthroughs and observations and provide specific feedback to teachers.

Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.

Monitor students' level of

CTEM PLC Meeting Notes

		<p>Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>		<p>understanding through discussion and higher-order questioning; adjust instruction based on need.</p>	
3	<p>4a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>4a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	Administration and School Based Leadership Team	<p>4a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	CTEM PLC Meeting Notes

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 # In 6 years the achievement gap will be reduced by 50%. 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:	
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>Cypress Palm Middle School will increase the number of students achieving proficiency and/or making adequate gains in applicable subgroups of Ethnicity.</p>



2012 Current Level of Performance:

2013 Expected Level of Performance:

White: 59%(223)  
 Hispanic: 56% (168)  
 Black: 39% (15)  
 Asian: 78% (7)  
 Indian: 68% (25)

White: 63%(243)  
 Hispanic: 57% (146)  
 Black: 45% (20)  
 Asian: 80% (7)  
 Indian: 71% (31)

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	5b1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	5b1. 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.  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.  During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)	Administration and School Based Leadership Team	5b1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM PLC Meeting Notes
	5b2. Instructional: Lessons/activities are not appropriately differentiated to meet	5b2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of	Administration and School Based Leadership Team	5b2. Utilize agreed upon, research-based effective teaching strategies.	CTEM PLC Meeting Notes

2	the needs of all learners.	<p>students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>		<p>Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p> <p>Provide tiered interventions to assist in mastery of grade-level benchmarks, collect ongoing progress monitoring data weekly or bi-weekly.</p> <p>Monitor students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.</p>	
3	5b3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	<p>5b3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	Administration and School Based Leadership Team	<p>5b3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	CTEM PLC Meeting Notes

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

5C. English Language Learners (ELL) not making

satisfactory progress in reading. Reading Goal #5C:	Cypress Palm Middle School will increase the % of ELL students making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (73)	46% (41)

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	5c1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	5c1. 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.  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.  During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)	Administration and School Based Leadership Team	5c1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM PLC Meeting Notes
	5c2.	5c2.	Administration and	5c2.	CTEM

2	<p>Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.</p>	<p>Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>	School Based Leadership Team	<p>Utilize agreed upon, research-based effective teaching strategies.</p> <p>Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p> <p>Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.</p> <p>Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.</p>	PLC Meeting Notes
3	<p>5c3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>5c3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	Administration and School Based Leadership Team	<p>5c3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	CTEM PLC Meeting Notes

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Cypress Palm Middle School will increase the number of students achieving proficiency and/or making adequate gains in applicable subgroups of Students with Disabilities from 34% (42) to 41%(54).
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (42)	41% (54)

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	5d1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	5d1. 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.  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.  During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to	Administration and School Based Leadership Team	5d1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM PLC Meeting Notes

		determine understanding of the LG and scale. (See CTEM alignment.)			
2	5d2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	5d2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.  Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.  TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	Administration and School Based Leadership Team	5d2. Utilize agreed upon, research-based effective teaching strategies.  Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Conduct walkthroughs and observations and provide specific feedback to teachers.  Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.  Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM PLC Meeting Notes
3	5d3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	5d3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.  Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.  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.  Teachers will maintain student writing samples to demonstrate writing in the content. These will	Administration and School Based Leadership Team	5d3. Participate in a PLC Lesson Study to establish best practices for writing instruction.  Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	CTEM PLC Meeting Notes

	be available to observers upon request.		
--	---	--	--

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Cypress Palm Middle School will increase the number of students achieving proficiency and/or making adequate gains in applicable subgroups of Economically Disadvantaged.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (218)	54% (264)

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	5e1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	5e1. 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.  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.  During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating	Administration and School Based Leadership Team	5e1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM PLC Meeting Notes

		<p>mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)</p>			
2	<p>5e2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.</p>	<p>5e2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>	<p>Administration and School Based Leadership Team</p>	<p>5e2. Utilize agreed upon, research-based effective teaching strategies.</p> <p>Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p> <p>Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.</p> <p>Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.</p>	<p>CTEM PLC Meeting Notes</p>
3	<p>5e3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>5e3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p>	<p>Administration and School Based Leadership Team</p>	<p>5e3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	<p>CTEM PLC Meeting Notes</p>



	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.		
--	--	--	--

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
FCAT Writing 2013; Data Warehouse Reports/Decision Making/Benchmark Testing; Baseline Results/Reports; How to Build Your Classroom Library; Technology using Ginger, WYNN and Pearl Camera; Skills Tutor; PMP; Close Reading; Content Reading Strategies; Data Warehouse Conference Notes and Reports; ACHIEVE 3000; Analytical Writing; PW Impact; Question Stems; SpringBoard, Socratic Circles; Research Process Model/PARCC Model Content Framework-Digital Foot Print; Tier II Instruction; Literature Circles; Data Informed Instruction; Intertextual Triads/Balanced Literacy; Common Core Standards; Sharing Best Practices; Text Complexity	all grade levels/across the content areas	Administrative team members, Department Heads, Leadership team members, District leaders	School-Wide, all instructional staff	ERD Teacher In Services Faculty Meetings EASY trainings Best Practices sharing in PLCs	PLC notes in DW Surveys following trainings CTEM observations Review of Lesson Plans	Administrative Team and Leadership Team

and Close Reading; PARCC English Language Arts						
--	--	--	--	--	--	--

Reading Budget:

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

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:		Students scoring a level of proficiency on the CELLA listening/speaking assessment will increase to 55%.			
2012 Current Percent of Students Proficient in listening/speaking:					
Current: 50% (15) Expected: 55%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students have insufficient background knowledge of US cultural norms and content specific	1.1. TE will conference individually with students to determine needs relative to language acquisition	Administration, ELL contact, Classroom teachers, ELL tutor	Monitoring of quarterly benchmarks, interims and quarterly report cards.	Benchmark tests, midterms and finals, report cards, CELLA results.

1	vocabulary to fully understand oral language.	<p>and develop a language/vocabulary journal specific to student's needs.</p> <p>1.2 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.</p> <p>1.3 Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate.</p> <p>1.4 Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data to determine additional supports that may be needed to improve oral language skills of identified ELL learners.</p> <p>1.5 Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will access ANGEL when needed to find resources, particularly Marzano books.</p>			
---	---	--	--	--	--

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:	Students scoring a level of proficiency on the CELLA reading assessment will increase to 18%.
2012 Current Percent of Students Proficient in reading:	
Current: 16% (5) Expected: 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	2.1. ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home.	<p>2.1. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for reading on grade level/meeting grade level expectations.</p> <p>2.2 Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate.</p> <p>2.3 Monitor progress a minimum of once every 2 weeks using running records or mini-cloze reading assessments.</p> <p>2.4 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.</p> <p>2.5 Employ checks for understanding that include 1:1 questioning with the student or written responses to text dependent questions to determine student's level of understanding of what was read.</p>	Administration, ELL contact, Classroom teachers, ELL tutor	Progress monitoring of the tools used for evaluation results.	Quarterly benchmark tests, FAIR and SRI scores.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Students scoring a level of proficiency on the CELLA writing assessment will increase to 21%.

2012 Current Percent of Students Proficient in writing:

Current: 19% (6) Expected: 21%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	<p>3.1a As evidence of strategic and extended thinking in writing, TE will hold students accountable for producing an oral or written analysis of multiple genres of thematically connected texts a minimum of six times per year. Depending on students' writing skills, the process may be implemented through Read-Alouds.</p> <p>3.1b To develop strategic and extended thinking in regard to student writing, TE will provide opportunities for peer evaluation of students' writing based on the writing rubric. Students will be accountable for defending their thinking based on specific examples from the writing and their understanding of expectations for quality writing, providing recommendations for improving the writing.</p>	Administration, ELL contact, classroom teachers, ELL tutor	Monitoring the writing process across the content areas.	Monthly writing focus, mini-research papers, Comprehensive Reading Coherence Model

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*

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Cypress Palm Middle School will increase the number of students achieving proficiency (FCAT Level 3) in mathematics to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (212)	32% (242)

### 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	1a1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1a1. 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.  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.  During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is	Administration and School Based Leadership Team	1a1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM PLC Meeting Notes  DOK/NN iGoogle monitoring

		aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)			
2	1a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	1a2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Notebooking, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.  Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings. Lesson plan templates include differentiated instruction plans.  TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	Administration and School Based Leadership Team	1a2. Utilize agreed upon, research-based effective teaching strategies.  Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Conduct walkthroughs and observations and provide specific feedback to teachers.  Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.  Monitor students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM PLC Meeting Notes DOK/NN iGoogle monitoring
3	1a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	1a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.  Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.  In all content areas when assessing student responses, check for proper capitalization of	Administration and School Based Leadership Team	1a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.  Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	CTEM PLC Meeting Notes DOK/NN iGoogle monitoring



	<p>the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers upon request.</p>		
--	--	--	--

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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p> <p>Mathematics Goal # 1b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.</p> <p>Mathematics Goal # 2a:</p>	<p>Cypress Palm Middle School will increase the number of students achieving above proficiency (FCAT levels 4 &amp; 5) in mathematics to 21%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (139)	21% (159)

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
	<p>2a1. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.</p>	<p>2a1. 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</p>	<p>Administrative and School Based Leadership Team</p>	<p>2a1. Utilize agreed upon, research-based effective teaching strategies.</p> <p>Collect data using common formative assessments.</p> <p>Meet with grade level</p>	<p>CTEM District Benchmarks and Assessments</p>

1

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.

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.

During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)

data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.

Conduct walkthroughs and observations and provide specific feedback to teachers.

2

2a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.

2a2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.

Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional

Administrative and school Based Leadership Team

2a2 .Utilize agreed upon, research-based effective teaching strategies.

Collect data using common formative assessments.

Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.

Conduct walkthroughs and observations and

CTEM Benchmark Assessments

		<p>learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>		provide specific feedback to teachers.	
3	<p>2a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>2a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	Administration and School Based Leadership Team	<p>2a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	CTEM PLC Meeting Notes

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

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Cypress Palm Middle School will increase the percentage(# of students) making Learning Gains in Mathematics to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (436)	64% (465)

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	3a1. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	<p>3a1. 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.</p> <p>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.</p> <p>During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will</p>	Administrative and School Based Leadership Team	<p>3a1. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.</p> <p>Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p>	CTEM PLC Meeting Notes

		interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)			
2	3a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	3a2. Teachers will utilize agreed upon, research-based effective teaching strategies.  Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.  Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.  TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	Administration and School Based Leadership Team	3a2. Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Conduct walkthroughs and observations and provide specific feedback to teachers.  Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.  Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM PLC Meeting Notes
3					
4	3a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	3a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.  Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.  In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate	Administration and School Based Leadership Team	3a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.  Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	CTEM PLC Meeting Notes

	<p>punctuation at the end of the sentence, and that the response is a complete sentence.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>		
--	--	--	--

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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal # 3b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>Cypress Palm Middle School will increase the percentage of students in the lowest quartile making learning gains in mathematics.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (105)	60% (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
	<p>4a1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.</p>	<p>4a1. 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</p>	<p>Administration and School Based Leadership Team</p>	<p>4a1. Utilize agreed upon, research-based effective teaching strategies.</p> <p>Collect data using common formative assessments.</p> <p>Meet with grade level</p>	<p>CTEM PLC Meeting Notes</p>

1

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.

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.

During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)

data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.

Conduct walkthroughs and observations and provide specific feedback to teachers.

2

4a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.

4a2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.

Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional

Administration and School Based Leadership Team

4a2. Utilize agreed upon, research-based effective teaching strategies.

Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.

Conduct walkthroughs and observations and provide specific feedback to teachers.

Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.

Monitor students' level of understanding through discussion and higher-order questioning; adjust instruction based on

CTEM  
PLC Meeting Notes

		<p>learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>		need.	
3	<p>4a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>4a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	Administration and School Based Leadership Team	<p>4a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	CTEM PLC Meeting Notes

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # In 6 years achievement gap will be reduced by 50%.				
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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>Cypress Palm Middle School will increase the number of students achieving proficiency and/or making adequate gains in subgroups of Ethnicity.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: 51% (195) Black: 26% (10)</p>	<p>White: 56% (216) Black: 33% (15)</p>



Hispanic 46% (122)  
 Asian: 67% (6)  
 Indian: 58% (21)

Hispanic 51% (131)  
 Asian: 70% (6)  
 Indian: 62% (27)

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	5b1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	5b1. 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.  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.  During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)	Administration and School Based Leadership Team	5b1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM PLC Meeting Notes
	5b2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	5b2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative	Administration and School Based Leadership Team	5b2. Utilize agreed upon, research-based effective teaching strategies.  Utilize content area coach and the coaching cycle, designating time to debrief, discuss	CTEM PLC Meeting Notes

2		<p>and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>		<p>observations and plan for next steps.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p> <p>Provide tiered interventions to assist in mastery of grade-level benchmarks, collect ongoing progress monitoring data weekly or bi-weekly.</p> <p>Monitor students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.</p>	
3	<p>5b3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>5b3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	<p>Administration and School Based Leadership Team</p>	<p>5b3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	<p>CTEM PLC Meeting Notes</p>

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:

Cypress Palm Middle School will increase the number of ELL Students achieving proficiency and/or making adequate gains on the math statewide assessments.

2012 Current Level of Performance:

2013 Expected Level of Performance:

35% (63)

42% (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	5c1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	5c1. 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.  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.  During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)	Administration and School Based Leadership Team	5c1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM PLC Meeting Notes
	5c2. Instructional: Lessons/activities are not appropriately differentiated to meet	5c2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of	Administration and School Based Leadership Team	5c2. Utilize agreed upon, research-based effective teaching strategies.	CTEM PLC Meeting Notes

2	the needs of all learners.	<p>students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>		<p>Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p> <p>Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.</p> <p>Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.</p>	
3	5c3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	<p>5c3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	Administration and School Based Leadership Team	<p>5c3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	CTEM PLC Meeting Notes

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

5D. Students with Disabilities (SWD) not making

satisfactory progress in mathematics. Mathematics Goal #5D:	Cypress Palm Middle School will increase the number of Students with Disabilities achieving proficiency and/or making adequate gains on the math statewide assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (31)	33% (39)

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	5d1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	5d1. 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.  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.  During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)	Administration and School Based Leadership Team	5d1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM PLC Meeting Notes
	5d2.	5d2.	Administration and	5d2.	CTEM

2	<p>Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.</p>	<p>Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>	<p>School Based Leadership Team</p>	<p>Utilize agreed upon, research-based effective teaching strategies.</p> <p>Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p> <p>Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.</p> <p>Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.</p>	<p>PLC Meeting Notes</p>
3	<p>5d3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>5d3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	<p>Administration and School Based Leadership Team</p>	<p>5d3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	<p>CTEM PLC Meeting Notes</p>

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:	Cypress Palm Middle School will increase the number of Economically Disadvantaged Students achieving proficiency and/or making adequate gains on the math statewide assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (190)	49% (240)

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	5e1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	5e1. 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.  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.  During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to	Administration and School Based Leadership Team	5e1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM PLC Meeting Notes

		determine understanding of the LG and scale. (See CTEM alignment.)			
2	5e2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	5e2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.  Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.  TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	Administration and School Based Leadership Team	5e2. Utilize agreed upon, research-based effective teaching strategies.  Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Conduct walkthroughs and observations and provide specific feedback to teachers.  Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.  Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM PLC Meeting Notes
3	5e3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	5e3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.  Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.  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.  Teachers will maintain student writing samples to demonstrate writing in the content. These will	Administration and School Based Leadership Team	5e3. Participate in a PLC Lesson Study to establish best practices for writing instruction.  Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	CTEM PLC Meeting Notes



be available to observers upon request.

## Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percent of students scoring level 3 on the 2013 EOC in Algebra I will be 60%(68).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(49)	60%(68)

### 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	1a1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1a1. 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.  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.  During classroom observations administrators will determine that learning goal (LG) is specific to	Administration and School Based Leadership Team	1a1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM PLC Meeting Notes  DOK/NN iGoogle monitoring

		the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)			
2	1a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	1a2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Notebooking, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.  Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings. Lesson plan templates include differentiated instruction plans.  TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	Administration and School Based Leadership Team	1a2. Utilize agreed upon, research-based effective teaching strategies.  Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Conduct walkthroughs and observations and provide specific feedback to teachers.  Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.  Monitor students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM PLC Meeting Notes  DOK/NN iGoogle monitoring
3	1a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	1a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.  Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.	Administration and School Based Leadership Team	1a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.  Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	CTEM PLC Meeting Notes  DOK/NN iGoogle monitoring

	<p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers upon request.</p>		
--	--	--	--

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	Cypress Palm will increase the number of students scoring at or above Achievement Level 4 in Algebra on the EOC from 30% (25) to 33%(37)
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(25)	33%(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	2a1. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	<p>2a1. 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.</p> <p>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</p>	Administrative and School Based Leadership Team	<p>2a1. Utilize agreed upon, research-based effective teaching strategies.</p> <p>Collect data using common formative assessments.</p> <p>Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.</p> <p>Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p>	CTEM District Benchmarks and Assessments

		<p>goal and its embedded standards/benchmarks.</p> <p>During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)</p>			
2	<p>2a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.</p>	<p>2a2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>	Administrative and school Based Leadership Team	<p>2a2 .Utilize agreed upon, research-based effective teaching strategies.</p> <p>Collect data using common formative assessments.</p> <p>Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.</p> <p>Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p>	CTEM Benchmark Assessments
	<p>2a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>2a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses</p>	Administration and School Based Leadership Team	<p>2a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide</p>	CTEM PLC Meeting Notes

3		<p>and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>		<p>feedback for cross-content area journals/notebooks/exit tickets.</p>	
---	--	--	--	---	--

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # In 6 years the achievement gap will be reduced by 50%. 3A :					
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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	Satisfactory progress was made on AMO goals for all subgroups in 2012.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
White: 96%(45) Black: 100%(1) Hispanic: 97%(28) Asian: n/a American Indian: 100%(3)	White: 96% (58) Black: 100% (5) Hispanic: 97%(37) Asian: n/a American Indian: 100%(5)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5b1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	5b1. 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	Administration and School Based Leadership Team	5b1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention	CTEM PLC Meeting Notes

1

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.

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.

During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)

is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.

Conduct walkthroughs and observations and provide specific feedback to teachers.

2

5b2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.

5b2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.

Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.

TE use of differentiated instructional strategies

Administration and School Based Leadership Team

5b2. Utilize agreed upon, research-based effective teaching strategies.

Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.

Conduct walkthroughs and observations and provide specific feedback to teachers.

Provide tiered interventions to assist in mastery of grade-level benchmarks, collect ongoing progress monitoring data weekly or bi-weekly.

Monitor students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.

CTEM PLC Meeting Notes

		will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.			
3	5b3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	5b3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.  Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.  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.  Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Administration and School Based Leadership Team	5b3. Participate in a PLC Lesson Study to establish best practices for writing instruction.  Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	CTEM PLC Meeting Notes

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	AMO goals met in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89%(8)	90%(4)

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
	5c1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	5c1. 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	Administration and School Based Leadership Team	5c1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level	CTEM PLC Meeting Notes

1

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.

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.

During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)

data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.

Conduct walkthroughs and observations and provide specific feedback to teachers.

2

5c2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.

5c2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.

Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional

Administration and School Based Leadership Team

5c2. Utilize agreed upon, research-based effective teaching strategies.

Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.

Conduct walkthroughs and observations and provide specific feedback to teachers.

Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.

Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on

CTEM  
PLC Meeting Notes



		<p>learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>		need.	
3	<p>5c3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>5c3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	Administration and School Based Leadership Team	<p>5c3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	CTEM PLC Meeting Notes

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

<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</p> <p>Algebra Goal #3D:</p>	AMO goals met in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3)	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
	<p>5d1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow</p>	<p>5d1. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks</p>	Administration and School Based Leadership Team	<p>5d1. Utilize agreed upon, research-based effective teaching strategies.</p> <p>Collect data using</p>	CTEM PLC Meeting Notes

1

an appropriate level of rigor for each standard/benchmark.

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.

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.

During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)

common formative assessments.

Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.

Conduct walkthroughs and observations and provide specific feedback to teachers.

2

5d2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.

5d2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.

Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in

Administration and School Based Leadership Team

5d2. Utilize agreed upon, research-based effective teaching strategies.

Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.

Conduct walkthroughs and observations and provide specific feedback to teachers.

Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.

Check students' level of

CTEM PLC Meeting Notes

		<p>Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>		<p>understanding through discussion and higher-order questioning; adjust instruction based on need.</p>	
3	<p>5d3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>5d3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	Administration and School Based Leadership Team	<p>5d3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	CTEM PLC Meeting Notes

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

<p>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</p> <p>Algebra Goal #3E:</p>	AMO goals met in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97%(30)	97%(63)

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
	5e1. Instructional: Lessons do	5e1. Teachers will be	Administration and School Based	5e1. Utilize agreed upon,	CTEM PLC Meeting Notes

1

not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.

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.

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.

During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)

Leadership Team

research-based effective teaching strategies.

Collect data using common formative assessments.

Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.

Conduct walkthroughs and observations and provide specific feedback to teachers.

2

5e2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.

5e2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.

Teachers will be provided professional learning opportunities such as online classes, evening/Saturday

Administration and School Based Leadership Team

5e2. Utilize agreed upon, research-based effective teaching strategies.

Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.

Conduct walkthroughs and observations and provide specific feedback to teachers.

Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress

CTEM PLC Meeting Notes

		<p>classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>		<p>monitoring data weekly or bi-weekly.</p> <p>Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.</p>	
3	<p>5e3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>5e3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	Administration and School Based Leadership Team	<p>5e3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	CTEM PLC Meeting Notes

End of Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : <input style="width: 100%; height: 40px;" type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input style="width: 80%; height: 20px;" type="text"/>	<input style="width: 80%; height: 20px;" type="text"/>	<input style="width: 80%; height: 20px;" type="text"/>	<input style="width: 80%; height: 20px;" type="text"/>	<input style="width: 80%; height: 20px;" type="text"/>	<input style="width: 80%; height: 20px;" type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	
---	--

Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Geometry EOC Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Agile Mind (2 years), Glencoe math training, Understanding math, Mobile Mouse, Mangahigh, Using Clickers, Mimio, Graphing calculators, Livescribes and watermarking, INspire Connect to the classroom, Transitions grades 5-6, Planning for MCR	all grade levels/across the content	areas Administrative team members, Department Heads, Leadership team members, District leaders	School-Wide, all instructional staff	ERD Teacher In Services Faculty Meetings EASY trainings Best Practices sharing in PLCs	PLC notes in DW Surveys following trainings CTEM observations Review of Lesson Plans	Administrative Team and Leadership Team

Mathematics Budget:

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



Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$0.00</b>			

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:		Cypress Palm Middle School will increase the students achieving proficiency (FCAT level 3) in science to 44% (111)			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40%(99)		44%(111)			
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
	1a1. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a1. 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.	Administration and School Based Leadership Team	1a1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as	CTEM PLC Meeting Notes DOK/NN iGoogle monitoring

1		<p>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.</p> <p>During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)</p>		<p>well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p>	
2	<p>1a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.</p>	<p>1a2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Notebooking, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings. Lesson plan templates include differentiated instruction plans.</p>	<p>Administration and School Based Leadership Team</p>	<p>1a2. Utilize agreed upon, research-based effective teaching strategies.</p> <p>Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p> <p>Provide tiered interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.</p> <p>Monitor students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.</p>	<p>CTEM</p> <p>PLC Meeting Notes</p> <p>DOK/NN iGoogle monitoring</p>

		TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.			
3	1a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	<p>1a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers upon request.</p>	Administration and School Based Leadership Team	<p>1a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	CTEM PLC Meeting Notes DOK/NN iGoogle monitoring

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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:	Cypress Palm Middle School will increase the number of students achieving above proficiency (FCAT Levels 4 & 5) in science to 11%(28).
2012 Current Level of Performance:	2013 Expected Level of Performance:
10%(25)	11%(28)

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	2a1. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	2a1. 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.  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.  During classroom observations administrators will determine that learning goal (LG) is specific to the	Administrative and School Based Leadership Team	2a1. Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM District Benchmarks and Assessments

		standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)			
2	2a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.  Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.  TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	Administrative and school Based Leadership Team	2a2 .Utilize agreed upon, research-based effective teaching strategies.  Collect data using common formative assessments.  Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.  Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.  Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Benchmark Assessments
	2a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	2a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.  Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or	Administration and School Based Leadership Team	2a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.  Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area	CTEM PLC Meeting Notes

3	<p>course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	journals/notebooks/exit tickets.
---	--	----------------------------------

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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.</p> <p>Science Goal #2b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Discovery Education, Science Centers, Science Fair, Social Media use in Science (Edmodo), 5E training	all grade levels/across the content areas Best Practices sharing in PLCs	Administrative team members, Department Heads, Leadership team members, District leaders	School-Wide, all instructional staff	ERD Teacher In Services Faculty Meetings EASY trainings	PLC notes in DW Surveys following trainings CTEM observations Review of Lesson Plans	Administrative Team and Leadership Team
---	--	--	--------------------------------------	---	--	---

Science Budget:

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

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.		Cypress Palm Middle School will increase the number of students achieving (FCAT Level 3.0 or higher) in writing from 78% (195) to 86% (217)			
Writing Goal #1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
78%(195)			86%(217)		
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
	1a1. Instructional: Lessons do not routinely	1a1. Teachers will be supported by building	Administration and School Based Leadership Team	1a1. Utilize agreed upon, research-based	CTEM PLC Meeting Notes

1	<p>incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.</p>	<p>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.</p> <p>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.</p> <p>During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)</p>		<p>effective teaching strategies.</p> <p>Collect data using common formative assessments.</p> <p>Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.</p> <p>Compare Pre/Post Assessment results as well as Quarterly Benchmark results to identify students who may require reteaching of key concepts/skills.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p>	
	<p>1a2. Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.</p>	<p>1a2. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional</p>	<p>Administration and School Based Leadership Team</p>	<p>1a2. Utilize agreed upon, research-based effective teaching strategies.</p> <p>Utilize content area coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Conduct walkthroughs and observations and provide specific feedback to teachers.</p> <p>Provide tiered</p>	<p>CTEM PLC Meeting Notes</p>



2		<p>learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>		<p>interventions to assist in mastery of grade-level benchmarks, collecting ongoing progress monitoring data weekly or bi-weekly.</p> <p>Monitor students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.</p>	
3	<p>1a3. Instructional: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>1a3. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>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.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers upon request.</p>	<p>Administration and School Based Leadership Team</p>	<p>1a3. Participate in a PLC Lesson Study to establish best practices for writing instruction.</p> <p>Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.</p> <p>Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</p>	<p>CTEM PLC Meeting Notes</p>

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:

<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> <p>Writing Goal #1b:</p>	
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

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
FCAT Writing 2013; Baseline Results/Reports; PW Impact; SpringBoard; Research Process Model/PARCC Model Content Framework-Digital Foot Print; Intertextual Triads; Sharing Best Practices	all grade levels/across the content areas	Administrative team members, Department Heads, Leadership team members, District leaders	School-Wide, all instructional staff	ERD Teacher In Services Faculty Meetings EASY trainings Best Practices sharing in PLCs	PLC notes in DW Surveys following trainings CTEM observations Review of Lesson Plans	Administrative Team and Leadership Team

Writing Budget:

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

## Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.				
Civics Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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						

Civics Budget:

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

*End of Civics Goals*

## 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:	Cypress Palm Middle School will increase its daily attendance rate while decreasing the percentage of students incurring excessive absences of 10 days or more.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
70	65
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Tardies (10 or more)			Tardies (10 or more)		
0			0		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Student achievement is limited by those students who avoid school	1.1 Exploration of alternative disciplinary actions and resources, utilization of MTSS Tiered process to increase student motivation, PLC review of student data to provide proactive interventions with identified students, continue to develop open lines of communication with parents/guardians increase student attendance rates	1.1 All Staff Members	1.1 PBIS/MTSS to review, disciplinary and attendance data to identify areas of correlation	1.1 Daily attendance, truancy reports from district office

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
PBIS strategies and incentives; monthly drawings for perfect attendance	All grade levels/all subject areas	Administration and Leadership Team	School wide	Monthly drawings/quarterly incentives	Monitoring of Attendance Data at Leadership meetings and in PLCs.	Dean/InSS and PLC leaders

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:	Cypress Palm Middle School will decrease the number of In-School and Out of School Suspensions in both total number of days suspended as well as percentage of students incurring a suspension.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
429	400
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
19%(149)	17% (130)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
338	300
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
15% (122)	13% (100)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Student achievement is limited by those teachers/students who don't consistency operate within the school using PBIS system	1.1 Constant re-teaching of PBS expectations to promote positive school climate, utilization of behavioral data by behavior type, location, and time to identify areas of need, district provided PBIS infraction and referral template, create strong relationships through CPAC (Cypress Palm	1.1 All Staff Members	1.1 PBIS school and classroom walk through done by PBIS committee, survey students and staff to identify appropriate positive incentives and rewards	1.1 Use of PBIS committee to share data and monitor teacher-student feedback of the program, compare behavioral data based on behavior type, location, and quarterly charted percentage of students

		Advisory Committees) to decrease disciplinary rates			qualifying for incentives and recognition, use of Student Pass to calculate amount of ISS/OSS quarterly
2	1.2 Student achievement is limited by those students who engagement and experimentation involving high risk behaviors	1.2 Provide resources and information to parents and students on common high risk behavioral issues, use of multiple media sources to inform and educate stakeholders, teach social skills in order to decrease high risk behaviors and to decrease disciplinary rates	1.2 All Staff Members	1.2 Survey all stakeholders, create school PSA announcements, include articles on student issues in monthly student/parent newsletter, implement LEAPS curriculum, implement Character Education lessons through Social Studies curriculum, counselor peer group meetings for at risk students based on RtI data and PLC recommendations	1.2 Student and parent survey responses - percentage of students who complete LEAPS and character education curriculum, student referral data as recorded in Student Pass

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
PBIS strategies and incentives; classroom management training	All Grade levels and all subject areas	Administration, Leadership Team and Team Leaders	School wide	Montly and quarterly	Monitoring of Suspension data at leadership meetings and in PLCs.	Dean, InSS, PLC leaders

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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Cypress Palm Middle School will increase the percentage of parents involved in school-related activities during the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
8%	9%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Recruitment, time and economic availability of parent volunteers as well as proximity. 1.2 Not all parents are aware of the benefits of attending Curriculum Night, PTSO and SAC and their overall purposes.	1.1 Create more recruitment activities and the development of a regular volunteer activity list/schedule. 1.2 We will publicize Curriculum Night, PRSO and SAC on the school website, school marquee, school newsletter, autodialer, and on teacher websites.	1.1 Leadership and Volunteer Contact 1.2 Leadership, Volunteer Contact, and webmaster.	1.1 Monthly review of volunteerism. 1.2 Monthly review of volunteerism and attendance of events.	1.1 Volunteer list - Volunteer Activity Schedule 1.2 Volunteer Activity Schedule  - PTSO and SAC attendance rosters - Parent Surveys

## 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
					Regular monitoring of	



Community Volunteer Recruitment; Sharing the Commitment	all grade levels	Volunteer Coordinator	All Staff	monthly faculty meetings	number of volunteers in the data base compared to number of volunteers signing into volunteer logs and attending field trips.	Volunteer Coordinator Administrative Team
---	------------------	-----------------------	-----------	--------------------------	---	---

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		All secondary math teachers will receive two years of PD in Common Core State Standards content and pedagogy from Agile Mind to include group-face to face, co-teaching/coaching and individual effort, PLC lesson planning of CCSS STEM-focused lessons.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Teachers have not been trained in STEM-focused strategies.	2.1 Provide professional learning opportunities in STEM skills and strategies with a focus on both content and pedagogy.	Administrative Team School Based Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Monitor lesson plans to determine whether AGILE minds is included in daily lessons.	CTEM Lesson Plans

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
Agile Mind, STEM Conference	all grade levels/across the content areas	Administrative team members, Department Heads, Leadership team members, District leaders	School-Wide, all instructional staff	ERD Teacher In Services Faculty Meetings EASY trainings Best Practices sharing in PLCs	PLC notes in DW Surveys following trainings CTEM observations Review of Lesson Plans	Administrative Team and Leadership Team

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE					
CTE Goal # 1:		First time offering industry certification courses; this will be our baseline year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	<p>1.1. Teachers are not industry certified.</p> <p>1.1a Provide professional development and opportunities to complete industry certification testing for CTE and non CTE teachers.</p>	<p>1.1b Provide instructional tools and teacher if training for teachers to use in the classroom that will promote student success on industry certifications.</p> <p>1.2. Career Themed Courses have not been identified for each school. Consideration at each school must be teacher certifications, course requests, and computer lab accessibility.</p> <p>1.2a Administrative and teacher teams identify courses that meet statutory requirements as Career Themed Courses and develop support mechanisms to meet industry certification testing preparation and testing.</p> <p>1.2b Career and Technical Education Courses must include access to industry certification testing for all students in all CTE courses. Industry certification to be identified for each CTC that is offered.</p> <p>1.2c Increase the number of students in Career Themed Courses by training additional teachers in Content Area Reading teacher programs.</p> <p>1.2d Increase the number of Career Themed Academies (both CTE and non-CTE courses).</p> <p>1.2e Provide all 8th grade students at FCAT level 3 or above in reading the opportunity to complete a Career Themed Course or to begin a high school credit CTE course.</p>	Administrative Leadership Team	Successful completion of industry certification exam.	Industry certificate.

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

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

CTE Budget:

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

*End of CTE Goal(s)*

## Additional Goal(s)

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
---	-----------------------------	-------------------------------	--------------------------

Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 9/11/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
No projects are being funded by SAC for the 2012-2013 school year due to lack of state funding.	\$0.00

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

The SAC committee will meet monthly.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Collier School District CYPRESS PALM MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	62%	88%	40%	257	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	69%			127	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?	58% (YES)	66% (YES)			124	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					508	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Collier School District CYPRESS PALM MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	61%	84%	45%	259	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	61%	67%			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?	68% (YES)	67% (YES)			135	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					522	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested