FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SHADOWLAWN ELEMENTARY SCHOOL

District Name: Collier

Principal: Janice Messer

SAC Chair: Chandra Kandhai

Superintendent: Dr. Kamela Patton

Date of School Board Approval: Pending

Last Modified on: 10/18/2012

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

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K-12 Public Schools
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Janice Messer	B.A. Elementary Education M.S. Elementary Education Ed.D. Educational Leadership		12	According to State statute, the Superintendent has the authority to strategically place administrators within the school district.
Assis Principal	Reka Monoki	B.S./ Public Affairs M.S./ Special Education M.S./ School Administration	4	14	According to State statute, the Superintendent has the authority to strategically place administrators within the school district.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Paula Bryant	B.S./Early Childhood M.S./Administration and Supervision	5	11	Has a history of academic excellence and has worked with various populations of students, including special education students in Title I schools.
Mathematics	Stacie Hall	B.S. Organizational Communications	10	1	Has a history of academic excellence and has worked with various populations of students, including special education students in Title I schools.
Academic Coach/ MTSS	Nicole Imbriano	B.S. Sociology; M.S. Curriculum & Instruction			Has a history of academic excellence and has worked with various populations of students, including special education students in Title I schools.
Science	Elizabeth Kirschner	B.S. Criminal Justice; M.S. Elementary Education		2	Has a history of academic excellence and has worked with various populations of students, including special education students in Title I schools.

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	Utilize grade level and subject specific Professional Learning Communities to promote continuous dialogue of best instructional practices. To maximize student achievement, PLCs also focus on continuous data analysis.	Principal/A.P./Instructional Coaches	Weekly throughout the year	
2	Peer to Peer observations of best practice to further improve effective methods of instructional delivery and implementation of research based programs with fidelity.	Principal/A.P./Instructional Coaches	Ongoing throughout the course of the school year	
3	Use of Collier Teacher Evaluation System (CTEM) to identify, model and replicate effective instructional practices.	Principal/A.P./Instructional Coaches	Ongoing throughout the course of the school year	
4	Provide targeted professional development based on data collected through the CTEM evaluation model to be delivered at staff meetings, on Early Release Days and site based in-service days throughout the year.	Principal/A.P./Instructional Coaches	Ongoing throughout the course of the school year	
5	Strategically use coaching cycles to provide teachers with support and build upon their expertise in instructional delivery and best practices for classroom management.	Principal/A.P./Instructional Coaches	Ongoing throughout the course of the school year	
6	Use the data collected at PLCs to document student improvement and celebrate the successes of each team in the teaching and learning process.	Principal/A.P./Instructional Coaches	Weekly throughout the school year	

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
19 Teachers who are not yet ELL endorsed: 0% are NOT highly effective 4 Teachers who ar not yet Gifted Endorsed: 0% are NOT highly effective	Classes currently offered by the district throughout the year. Periodic updates are provided by the certification department to log course work towards ELL and Gifted Endorsement.

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
50	28.0%(14)	68.0%(34)	24.0%(12)	8.0%(4)	54.0%(27)	100.0%(50)	20.0%(10)	0.0%(0)	66.0%(33)

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
Paula Bryant	Jennifer Abbott	Highly qualified and successful Reading Coach working with rookie 3rd grade mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics
Lori Chamness	Alysha Spiller	Highly qualified, successful veteran 1st grade teacher working with rookie 1st grade mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics
Lori Chamness	Jessica Gereaux	Highly qualified, successful veteran 1st grade teacher working with rookie 1st grade mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics
Aimee Arcand	Teresa Myrmo	Highly qualified and successful 2nd grade teacher working with rookie 2nd grade mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics
Aimee Arcand	Kyle LaPaglia	Highly qualified and successful 2nd grade teacher working with rookie 2nd grade mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics
Aimee Arcand	Lori Howard	Highly qualified and successful 2nd grade teacher working with rookie 2nd grade mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics
Amanda Kubin	Andrea Palmatier	Highly qualified and successful 4th grade teacher working with rookie 4th grade mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics
Amanda Kubin	Gina Scialdone	Highly qualified and successful 4th grade teacher working with rookie 4th grade mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics

Stacie Hall	Amy Ogletree	Highly qualified and successful Math Coach working with rookie 5th grade mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics
Stacie Hall	Katherine Schuren	Highly qualified and successful Math Coach working with rookie 5th grade mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics
Susan Blacklidge	Melanie Boyd	Highly qualified and successful ELL teacher working with rookie ESE Resource mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics
Patty Shields	Kathryn Cartabuke	Highly qualified and successful ESE teacher working with rookie ESE Resource mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics
Sarah Bertrand-Zelaya	Ashtien Hausin	Highly qualified and successful ESE teacher/behavior Specialist working with rookie EBD Teacher mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics
Sarah Bertrand-Zelaya	Stacy Kentrus	Highly qualified and successful ESE teacher/behavior Specialist working with rookie EBD Teacher mentee	New Teacher Induction program, weekly PLC meetings, weekly team meetings, RTI and data analysis meetings, monthly New Teacher meetings encompassing various topics

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

• The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, the K-12 Comprehensive Reading Plan and District Collaborative Planning process. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:
• Title I Parts A, C, D, and School Improvement (1003a and 1003g), Title II Part A and Title III are managed out of the same Federal and State Grants and English Language Learner Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.
• Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.
• Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical Education.
• LEA, Title I Basic, Title I Migrant, Title X coordinate services to assist homeless parents of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

• Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I Part A funds to provide after school tutorials for homeless students in non-Title I schools.
• Title I Part A, Title II Part A and RTTT fund exam reimbursements to ensure staff meet HQT Requirements.
• Title I Part A funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund Academic Coaches at Elementary, Middle and High schools, depending on school DA status and professional learning needs of school faculty.
• As applicable, depending on school:
• District Resource Team meetings will provide forum for coordination and integration of resources to support unique needs of school sites.

Title I, Part C- Migrant

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

Title I, Part D

Title II

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

Title III

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

Title X- Homeless

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

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

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

The district, through the Safe and Drug Free Schools grant and based on gathered data, determined a list of needs. Target areas included lowering incidences of bullying (violence prevention) in the schools, lowering rates of alcohol, tobacco and other drug use among students, and the development of students' pro-social skills. To that end, programs such as Too Good for Drugs, Positive Behavior Support, Social Norming, and Guiding Good Choices have been selected for implementation in schools. Parents in the Title I schools are offered the Guiding Good Choices program led by the Title I Parent Involvement Specialist. Both Safe and Drug Free Schools and Drug Free Collier are working collaboratively to provide Guiding Good Choices classes for parents in the community. A Bullying Prevention Resource list is available on the district website.

Nutrition Programs

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

Housing Programs

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

Head Start

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

Adult Education

Career and Technical Education

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

Job Training

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

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Jan Messer - Principal
Reka Monoki - Assistant Principal
Paula Bryant – Reading Coach
Stacie Hall - Math Coach
Patty Shields – ESE
Brooke Vayda – School Counselor
Vicki Smith – School Psychologist
Nicole Imbriano – MTSS

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 RtI Leadership Team will meet with grade level PLCs every 6 weeks and utilize the problem solving model analyze the progress of students who are currently in Tier 2 and Tier 3 and make changes to the research based intervention strategies as needed.

The Intervention Support Specialist will provide leadership, support and resources in the implementation of RtI. All meetings will be logged through data warehouse and any changes to the instructional program will be noted in the students' PMPs.

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 RtI Leadership Team will meet monthly to review student PLC data and identify those students who are at risk in terms of their status in the AYP subgroups. The RtI Leadership Team through the problem solving model will then appropriate additional staff development, coaching cycles and instruction support as needed.

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.

School grade level PLCs meet weekly to monitor Tier 2 and 3 stduents. PLCs examine the standards to be taught, share best practices, and review data. Core teaching is a focus in order to meet the goal of 80% of students will reach grade level proficiency. As a proactive approach to instruction, re-teaching will occur when student performance on teacher made assessments, rubrics and checklists identify the need for additional instruction. Meeting logs will be posted in Data Warehouse to monitor student progress.

As students fail to meet with success in Tier I, the RtI team will meet to use the problem solving model and determine next steps in instruction and monitor progress over time. All areas of support are considered including helath, attendance, behavior and academics. Once the intervention is implemented, weekly progress is monitored. If the student fails to meet success in Tier 2, the RtI team will reconvene and continue with the problem solving process, considering different strategies, additional times, and increased intensity of intervention and support.

Data Management Systems:

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

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jan Messer - Principal
Reka Monoki - Assistant Principal
Paula Bryant - Reading Coach
Susan Blacklidge - ELL Inclusion Teacher
Fara Singer - Kindergarten Teacher
Lori Chamness- First Grade Teacher
Aimee Arcand - Second Grade Teacher
Patty Shields - ESE Teacher
Susie Rosabella - Third Grade Teacher
Gina Scialdone - Fourth Grade Teacher
Nicole Eastman - Related Arts Teacher

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

Meetings are held monthly. Then once a week either at 7:40 am or during respective grade level preparation periods. Leaders of each team facilitate discussion and set the agenda with team member input. Meetings consist of subject specific data analysis, effective instructional strategies, intervention of applications and thorough discussion of student achievement and development.

The school based LLT meets monthly to analyze grade level assessments as well as district quarterly benchmark assessments on AYP subgroups and lowest 25% as measured by FCAT READING. Master schedules governing resource personnel are monitored to ensure maximum support is provided. In addition, coaching cycles and peer to peer observations are scheduled based on data analysis.

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

Major initiatives will be the implementation of the CCSS, Close Reading and Rereading for deepening comprehension, critical questioning followed by text dependent responses and writing to a source across all areas of the curriculum.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the 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 nee of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	For the 2012-2013 school year, increase the percentage of students scoring Level 3 on FCAT READING by 1%. This will assist in narrowing the gap in FCAT READING between District and State average by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (59 students) scored a Level 3 on 2012 Reading FCAT	30% (71 students)will scored a Level 3 on 2013 Reading FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not held accountable for giving critical, independent and creative responses to higher order questions.	Utilize close reading and re-reading of complex texts to provide textual support for reasoning/conclusions in response to higher order questions.	Teachers Administration	Monitoring lesson plans for evidence of student tasks based on the higher levels of the DOK for readers' responses. Collect data using common formative assessments to determine next steps in instruction and for making PD decisions.	Common Formativ Assessments based on Writing Rubrics for reader responses. PLC Notes
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6) Lesson Plans
3	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)
	Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration	PLC Minutes Assessments

4		once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.		will monitor student growth during PLCs.	

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	For the 2012-2013 school year, increase the percentage of students scoring Level 4+ on FCAT READING by 3%. This will assist in narrowing the gap in FCAT READING between District and State average by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (58 students)scored a Level 4+ on 2012 FCAT READING.	31% (73 students) will score a Level 4+ on 2013 FCAT READING

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not consistently perform at the level of rigor at which they are capable.	Students will identify an individual goal for achieving a level 3 or 4 on the scale and write a contract for the work he/she will do to demonstrate successful mastery of the standard/benchmark.	Classroom Teachers Administration	Teachers will monitor goals based on formative assessments and make adjustments to instruction as needed.	PLC notes and data chat documentation Formative Assessments
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring qestioning techniques to determine professional development needed. Leadership Team monitors lesson plans to	CTEM Reports (CTEM: 1-10, 11, 13, 19; 2-1, 3; 3-2, 3; 4-5, 6).

				ensure that higher order questions are identified in the lesson plans.	
3	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)
4	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	For the 2012-2013 school year, increase the percentage of students making LEARNING GAINS on FCAT READING by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

68% (92 students)made learning gains on 2012 Reading FCAT	71% (110 students) will make learning gains on 2013 Reading FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 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.	Administration Academic Coaches	Using CTEM reports to measure students' understanding of the learning goal and performance scale.	CTEM Reports DQ1-1
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6) Lesson Plans
3	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)
	Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration	PLC Minutes Assessments

4		once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.		will monitor student growth during PLCs.	

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	For the 2012-2013 school year, increase the percentage of students in the lowest 25% making LEARNING GAINS on FCA READING by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (23 students)in the lowest 25% made learning gains on 2012 FCAT READING	71% (28 students) in the lowest 25% will make learning gain on 2013 FCAT READING

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	TE use of differentiated instructional strategies including phonetic components, leveld text, and QAR, will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	PLC Team Administration	Monitor tiered interventions which support mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly. Conduct CTEM observations to determine evidence of strategies for differentiation	PLC Notes CTEM Reports

2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Based on triangulation of multiple data, including frequent running records of reading behaviors, TE will determine appropriate leveled text and delivery of small group instruction to provide scaffolded support for struggling readers (Universal Design for Learning (UDL), gradual release, cooperative structures, Co-Teaching, reading and re-reading of text with increasing complexity).	Leadership Team Academic Coaches Administration	Monitoring lesson plans for strategies addressing differentiation collecting data on frequency of grouping strategies. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps based on strategies identified in lesson plans; Review classroom CTEM reports identifying strategies used for differentiation strategies for making PD decisions.	Frequency data o differentiation strategies CTEM Reports
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6) Lesson Plans
4	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)
5	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A : Over the next six years (FY2012-FY2016), All Shadowlawn Elementary subgroups will reduce their FCAT READING achievement gap 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 nee of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Over the next six years (FY2012-FY2016), Shadowlawn Elementary subgroups by ethnicity will reduce their FCAT READING achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 74% (32) students scored Level 3+ on 2012 FCAT READING Black: 47% (22) students scored Level 3+ on 2012 FCAT READING Hispanic: 55% (58) students scored Level 3+ on 2012 FCAT READING Asian: 33% (1) students scored Level 3+ on 2012 FCAT READING Am. Indian: 33% (1) students scored Level 3+ in 2012 FCAT READING	White: 77% (45) students will score Level 3+ on 2013 FCAT READING Black: 52% (24) students will score Level 3+ on 2013 FCAT READING Hispanic: 60% (71) students will score Level 3+ on 2013 FCAT READING Asian: 40% (2) students will score Level 3+ on 2013 FCAT READING Am. Indian: 40% (1) students will score Level 3+ in 2013 FCAT READING

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.	PLC Team Leadership Team	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 to track student growth.	Common Formativ Assessments PLC Notes
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6) Lesson Plans
	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)

3	prove reasoning aligned to the standards.	classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.			
4	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Over the next six years (FY2012-FY2016), English Language Learners (ELL students) will reduce their FCAT READING achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (34 students) scored a Level 3+ on 2012 FCAT READING	49% (44 students) will score a Level 3+ on 2013 FCAT READING

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	PLC Team Leadership Team	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 and student academic growth.	Common Formativ Assessments PLC Notes
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6) Lesson Plans

				the lesson plans.	
3	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)
4	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Over the next six years (FY2012-FY2016), Students with Disabilities (SWD students) will reduce their FCAT READING achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (6 students) scored Level 3+ on 2012 FCAT READING	34% (14 students) will score Level 3+ on 2013 FCAT READING

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. TE will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students to support improved reading skills(differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	PLC Team Administration	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.	PLC Notes CTEM
	Lessons do not routinely incorporate questioning strategies	Based on triangulation of multiple data, including frequent running records of reading behaviors, TE will determine	Leadership Team Academic	Monitoring lesson plans for strategies addressing	Frequency data on differentiation

2	designed to promote critical, independent, and creative thinking.	appropriate leveled text and delivery of small group instruction to provide scaffolded support for struggling readers (Universal Design for Learning (UDL), gradual release, cooperative structures, Co-Teaching, reading and re-reading of text with increasing complexity).	Coaches Administration	differentiation collecting data on frequency of grouping strategies. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps based on strategies identified in lesson plans; Review classroom CTEM reports identifying strategies used for differentiation strategies for making PD decisions.	strategies CTEM Reports
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3 4-5, 6) Lesson Plans
4	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3 4-5, 6)
5	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Over the next six years (FY2012-FY2016), Economically Disadvantaged Students (ED students) will reduce their FCA READING achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

55% (110 students) scored Level 3+ on 2012 FCAT READING	60% (130 students) will score Level 3+ on 2013 FCAT READING

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6) Lesson Plans
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)
3	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments

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 fo Monitoring
Shared inquiry with Jr. Great Books	Reading	Reading Coach	K-5 Teachers	Monthly PLCs	CTEM DQ4 #21-23	Administration
Guided Reading	K-5	Reading Coach	Targeted teachers based on data analysis	ER Day September 26, 2012	CTEM Reports on instructional practice for grouping, questioning and critical questioning techniques	Administration

					Progress reports on Reading levels	
FAIR Assessment	K-5	Reading Coach	Targeted teachers based on data analysis	August 16, 2012	FAIR Reports	Administration
FLKRS Training	K Teachers	Reading Coach	K Teachers	August 30, 2012	FLKRS Reports	Administration
Webb's DOK	Reading	Reading Coach	K-5 Teachers	ER Day, September 26, 2012	DOK Reports CTEM DQ4 #21-22	Administration
Close Reading and the CCSS for English, Language Arts	All content areas	Reading Coach	K-5 Teachers	August 15, 2012 Monthly PLCs	CTEM DQ2 11; DQ3 18-19; DQ4 21-23	Administration
Reading Benchmarks and the use of test item specifications to plan effectively for instruction	Reading	Reading Coach	Grades 3-5 Teachers	Monthly PLCs	PLC Meeting Minutes Lesson Plan evidence DOK Reports	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Developing an understanding of text dependent questions and writing to a source	Jr. Great Book Grade Level Samples K-1 Read Alouds 2-5 Sample texts with accompanying notebooks	District Title 1	$2,000.00
Exemplar Texts from Appendix A of the CCSS	A variety of both fiction and non-fiction texts for grades K-5 to serve as the mentor texts for text dependent questions and writing to a source	District Title 1	$8,200.00
Provide 50% of text as non-fiction to meet the requirements of both SSS and CCSS.	TIME FOR KIDS K-5 monthly magazines.	District Title 1	$1,500.00
To provide students with a wide variety of both fiction and non-fiction text for independent reading to improve students' comprehension	Guided reading non-fiction text; 100 Book Challenge Theme based class sets	School Based Title 1	$8,000.00
			Subtotal: $19,700.00
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
New Teacher Meetings will serve as the format for improving instructional practice in writing.	Guest teachers to provide temporary duty for the new teachers	School Based Title 1	$500.00
Coaching cycles	Provide opportunities in both reading and writing to new teachers and targeted experienced teachers based on data analysis of student test scores and CTEM observations.	Title 1-District	$70,000.00
Coaching Cycles and Planning for MTSS in meeting the needs of the students in AYP subgroups and providing scaffolding as needed	.5 Academic Coach	School Based Title 1	$29,000.00
			Subtotal: $99,500.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $119,200.00

End of Reading Goa

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:	For the 2012-2013 school year, increase the number of students proficient in LISTENING/SPEAKING from 33% (61 students) to 36% as measured by the Spring CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
The current level of proficient students in SPEAKING/LISTENING as measured by 2012 Spring CELLA is 33% (61 students).	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent and creative thinking.	Prepare questions and dialogues for students to participate in collaborative conversations with diverse partners about grade level topics in both small and large groups. Build on others' conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any doubts about key details in a text read aloud or information presented orally or through other media.	Classroom Teachers ELL Contact ELL Resource Teacher Administration	Monitor Lesson plans for evidence of prepared questions and dialogues as well as grouping strategies. Conduct CTEM observations to measure the effectiveness of DQ 3 & 4.	CTEM Reports

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:	For the 2012-2013 school year, increase the number of students proficient in READING from 18% (34 students) to 20% as measured by the Spring CELLA.
2012 Current Percent of Students Proficient in reading:	
The current level of proficient students in READING as measured by 2012 Spring CELLA is 18% (34 students).	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Use scaffolding stratagies as necessary to read for understanding and comprehension. Interpret words and phrases as they are used in a text; including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Identify key vocabulary words to connect meaning to comprehension.	Classroom Teachers ELL Contact ELL Resource Teacher Administration	CTEM Observations on DQ3	CTEM Reports

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	For the 2012-2013 school year, increase the number of students proficient in WRITING from 25% (46 students) to 27% as measured by the Spring CELLA.
2012 Current Percent of Students Proficient in writing:	
The current level of proficient students in WRITING as measured by 2012 Spring CELLA is 25% (46 students).	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have inadequate opportunities for writing outside of language arts instruction.	Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, role-play, comparing language uses for similar contexts.	Classroom Teachers ELL Contact ELL Resource Teacher Administration	CTEM Observations on DQ3	CTEM Reports

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	For the 2012-2013 school year, 35% (83 students) will achieve a performance level of 3. This will assist in narrowin the gap in FCAT MATH between District and State average by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (66 students) scored a Level 3 on the 2012 FCAT MATH.	35% (83 students) will score a Level 3 on the 2013 FCAT MATH

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses using the DE Teachbook, 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 Academic Coaches	Monitoring lesson plans for students' written response tasks for level of DOK. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps based on formative assessments of students' written responses. Student work will be collaboratively scored to determine the quality of the students' responses based on the teachers' common understanding of Webb's DOK.	Formative Assessments DOK Reports
	Students are not held accountable for giving critical, independent and creative responses to higher order questions.	Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students develop conceptual understandings and are	Leadership Team Academic Coaches Administration	Monitoring lesson plans for higher order questions collecting frequency and level of DOK data on student responses. Utilize content area coaches and the coaching cycle,	CTEM Reports DOK Reports

2		able to explain their thinking both orally and in writing.		designating time to debrief, discuss observations and plan for next steps based on students' responses. Review classroom CTEM reports on monitoring students' responses for making PD decisions.	
3	Checks for understanding are not used or used inappropriately In many classrooms.	Teachers will hold students accountable for responses used on exit tickets, journal responses and other checks for understanding by systematically providing students with systematic and regular feedback on written responses (minimum 2x per month).	Teachers Administration	Review classroom CTEM reports for monitoring checks for understanding for making PD decisions. Monitor student progress though the grade level PLCs	CTEM Reports PLC posted minutes
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6) Lesson Plans
5	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)
6	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	For the 2012-2013 school year, increase the percentage of students scoring Level 4+ on FCAT MATH by 2%. This will assist in narrowing the gap in FCAT READING between District and State average by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (46 students) scored a Level 4+ on the 2012 FCAT MATH	24% (57 students) will score a Level 4+ on the 2013 FCAT MATH

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not consistently perform at the level of rigor at which they are capable.	Students will identify an individual goal for achieving a level 3 or 4 on the scale and write a contract for the work he/she will do to demonstrate successful mastery of the standard/benchmark.	Classroom Teachers Administration	Teachers will monitor goals based on formative assessments and make adjustments to instruction as needed.	PLC notes and data chat documentation Formative Assessments
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring qestioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-10, 11, 13, 19; 2-1, 3; 3-2, 3; 4-5, 6).
3	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)
	Students have	Students will be	Administration	Student responses will be	PLC Minutes

4	inadequate opportunities for writing outside of language arts instruction.	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.		collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	For the 2012-2013 school year, increase the percentage of students making LEARNING GAINS on FCAT MATH by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (92 students) made gains on the 2012 FCAT MATH	71% (110 students) will make gains on the 2013 FCAT MATH

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful	Administration Academic Coaches	Using CTEM reports to measure students' understanding of the learning goal and performance scale.	CTEM Reports DQ1-1

1		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.			
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Teachers Administration	Teachers' use of cooperative structures/strategies will be monitored through CTEM using CTEM reports and Webb's DOK Reports	CTEM Reports Webb's DOK Reports
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6) Lesson Plans
4	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)
5	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments
	Lessons do not routinely	Students will identify a	Teachers	Teachers will utilize the	Student Data

6	incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	goal for achieving a level 3 or 4 on the scale and write a contract for the work he/she will do to demonstrate successful mastery of the standard/benchmark.	Administration	practice of monitoring student growth through the use of data Notebooks in which students record and track their progress in math.	Notebooks CTEM reports on student interviews

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	For the 2012-2013 school year, increase the percentage of students in the lowest 25% making LEARNING GAINS on FCA MATH by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (22 students) made gains on 2012 FCAT MATH	63% (25 students) will make gains on 2013 FCAT MATH

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)

		learnings.			
2	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize the intervention, practice, and extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5 which will be monitored through CTEM, particularly in the area of expectations and support for low- expectancy students.	PLC Team Administration	Provide tiered interventions to support mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly. Conduct CTEM observations to determine evidence of strategies for differentiation.	PLC Notes CTEM Reports DQ9 - 39,40,41
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Based on triangulation of multiple data,TE will determine appropriate delivery of small group instruction to provide scaffolded support for struggling math students using the Launch, Explore, Summary inquiry model of instruction.	Leadership Team Academic Coaches Administration	Monitoring lesson plans for strategies addressing differentiation by collecting data on frequency of grouping strategies. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps based on strategies identified in lesson plans; Review classroom CTEM reports identifying strategies used for differentiation strategies for making PD decisions.	Frequency data o differentiation strategies CTEM Reports

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : Over the next six years (FY2012-FY2016), ALL Shadowlawn Elementary subgroups will reduce their FCAT MATH achievement gap 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 nee of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Over the next six years (FY2012-FY2016), Shadowlawn Elementary subgroups by ethnicity will reduce their FCAT MATH achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: 72% (31 students) scored Level 3+ on 2012 FCAT MATH Black: 34% (16 students) scored Level 3+ on 2012 FCAT MATH Hispanic: 53% (56 students) scored Level 3+ on 2012 FCAT MATH Asian: 100% (3 students) scored Level 3+ on FCAT MATH Am. Indian: 67% (2 students) scored Level 3+ in 2012 FCAT MATH	White: 75% (44 students) will score Level 3+ on 2013 FCAT MATH Black: 41% (19 students) will score Level 3+ on 2013 FCAT MATH Hispanic: 58% (69 students) will score Level 3+ on 2013 FCAT MATH Asian: 100% (4 students) will score Level 3+ on 2013 FCAT MATH Am. Indian: 70% (1 student) will Level 3+ in 2013 FCAT MATH

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.	PLC Team Leadership Team	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 to track student growth.	Common Formativ Assessments PLC Notes
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6) Lesson Plans
3	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)
	Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration	PLC Minutes Assessments

4		once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.		will monitor student growth during PLCs.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Over the next six years (FY2012-FY2016), English Language Learners (ELL students) will reduce their FCAT MATH achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (34 students) scored Level 3+ on 2012 FCAT MATH	49% (44 students) will score Level 3+ the 2013 Math FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	PLC Team Leadership Team	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 and student academic growth.	Common Formativ Assessments PLC Notes
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6) Lesson Plans
3	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)

		implementing professional learnings.			
4	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Over the next six years (FY2012-FY2016), Students with Disabilities (SWD students) will reduce their FCAT MATH achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (9 students) scored Level 3+ on 2012 FCAT MATH	47% (19 students) will score Level 3+ on 2013 FCAT MATH

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3 4- 5, 6) Lesson Plans
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3 4- 5, 6)
3	Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments

		expectations for response writing will be displayed and used.			
4	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. TE will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students. Teachers will utilize the intervention, practice, and extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5. Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	PLC Team Administration	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.	PLC Notes CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Over the next six years (FY2012-FY2016), Economically Disadvantaged Students (ED students) will reduce their FCA MATH achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (100 students) scored Lvel 3+ on 2012 FCAT MATH	58% (125 students) will score Level 3+ on 2013 FCAT MATH

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6) Lesson Plans
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)

		accountable for implementing professional learnings.			
3	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments

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
Test Item Specifications	Math	Math Coach	Grades 3-5	Monthly PLCs	PLC Meeting Minutes Lesson Plan evidence DOK Reports	Administration
Constructing & scoring critical oral/ written Mathematical responses	Math	Math Coach	Grades K-5	Bi-monthly PLCs	PLC Meeting Minutes Lesson Plan evidence DOK Reports CTEM DQ4 #22 Reports	Administration
Incorporating Higher order questions in the launch, explore and summarize portions of the math lessons.	Math	Math Coach	Grades K-5	Monthly PLCs	CTEM DQ4 #21, 22 Reports Lesson Plan evidence	Administration
Webb's DOK for Math	Math	Math Coach	Grades K-5	ER Day, Sept 26, 2012	DOK Reports CTEM DQ4 #21-22 Reports	Administration
Develop proficiency in designing and scoring learning goals and scales for student work	Math	Math Coach	Grades K-5	Monthly PLCs	CTEM DQ1 #1-3 reports	Administration
Quarterly Pioneer Math Trainings offered for pioneer teachers in grade bands for K-1, 2-3, and 4-5.	Math	District Math Coordinator	Select Teachers (Math Points of Contact for gardes K-1, 2-3, 4-5.	Quarterly Meetings	PLC Meeting Minutes Lesson Plan evidence	Administration
Monthly Math Coaches' Meetings.	Math	District Math Coordinator	Math Coach	Monthly Meetings	PLC Meeting Minutes Lesson Plan	Administration

					evidence	

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize a monthly magazine to provide opportunities to apply mathematics in solving real world math problems.	DynaMath: Monthly publication for grades 3-5 with articles and real world math problems.	District Title 1	$600.00
Provide teachers with tools to monitor student progress and check for understanding.	Composition notebooks Whiteboards and markers	School Based Title 1	$3,000.00
			Subtotal: $3,600.00
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
Coaching Cycles	Math Coach	Title 1	$57,368.00
			Subtotal: $57,368.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $60,968.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	For the 2012-2013 school year, increase the percentage of students scoring Level 3 on FCAT SCIENCE by 4%. This will assist in narrowing the gap in FCAT READING between District and State average by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (24 students) scored a Level 3 on 2012 FCAT SCIENCE	41% (31 students) will score a Level 3 on 2013 FCAT SCIENCE

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have inadequate opportunities for writing outside of language arts	Students will be accountable for writing short and extended responses using the DE Teachbook, a minimum	Administration Academic Coaches	Monitoring lesson plans for students' written response tasks for level of DOK.	Formative Assessments DOK Reports

1	instruction.	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.		Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps based on formative assessments of students' written responses. Student work will be collaboratively scored to determine the quality of the students' responses based on the teachers' common understanding of Webb's DOK.	
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring questioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6) Lesson Plans
3	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)
4	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments

5	Students have inadequate opportunities for writing outside of language arts instruction.	TE will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will respond in SCIENCE NOTEBOOKS. TE will provide specific feedback a minimum of once every two weeks as a check for understanding and to provide growth opportunities for students.	Teachers Administration	Monitoring SCIENCE NOTEBOOKS for students' written responses for level of DOK.	Page Keeley Formative Assessments DOK Reports
6	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content providing scaffolded support as appropriate during science centers in grades 4-5.	Teachers Science Coach Administration	Monitoring lesson plans and CTEM data based on the 5E model.	CTEM Observation Data

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	For the 2012-2013 school year, increase the percentage of students scoring Level 4+ on FCAT SCIENCE by 1%. This will assist in narrowing the gap in FCAT READING between District and State average by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (9 students) scored a Level 4+ on 2012 FCAT SCIENCE	15% (11 students) will score a Level 4+ on 2013 FCAT SCIENCE

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not consistently perform at the level of rigor at which they are capable.	Students will identify an individual goal for achieving a level 3 or 4 on the scale and write a contract for the work he/she will do to demonstrate successful mastery of the standard/benchmark.	Classroom Teachers Administration	Teachers will monitor goals based on formative assessments and make adjustments to instruction as needed.	PLC notes and data chat documentation Formative Assessments
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Review classroom CTEM reports for monitoring qestioning techniques to determine professional development needed. Leadership Team monitors lesson plans to ensure that higher order questions are identified in the lesson plans.	CTEM Reports (CTEM: 1-10, 11, 13, 19; 2-1, 3; 3-2, 3; 4-5, 6).
3	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Administration	Use of cooperative structures/strategies will be monitored through CTEM.	CTEM Reports (CTEM: 1-21, 22; 2-1, 2; 3-2, 3; 4-5, 6)
4	Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administration	Student responses will be collaboratively scored and discussed based on rubrics. Administration will monitor student growth during PLCs.	PLC Minutes Assessments
5	Students are not held accountable for giving critical, independent and creative responses to higher order questions.	TE will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will respond in science notebooks. TE will provide specific feedback a minimum of once every two weeks as a check for understanding and to	Teachers Administration	Collect and analyze data from common formative assessments.	Common Formative Assessments

		provide growth opportunities for students. TE will provide challenge opportunities for advanced learners to demonstrate exemplary mastery of standard/benchmark.			
6	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content. TE will a variety of curriculum resources to provide enrichment activities for advanced learners.	Teachers Science Coach Administration	Monitoring lesson plans and CTEM data based on the 5E model.	CTEM Observation Data

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

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

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
Science Notebooking	K-5	Science Coach	K-5	Monthly PLC meetings	Analyze student progress data on content area written responses	Administration
Developing scales for text						

dependent responses and collaborative scoring for consistency of criteria of content area objectives.	K-5	Science Coach	All Teachers	Bi-weekly collaborative planning	CTEM observation data on Learning Goals and Scales for text dependent responses	Administration
Discovery Ed Resources	K-5	Science Coach	Targeted new and returning teachers	Bi-monthly meetings with new teachers. Bi-weekly collaborative planning sessions for grade level teams	CTEM observation data on resources used during science lessons	Administration
Science Centers for Differentiating Instruction	K-5	Science Coach	All Teachers	Early Release Day, November	Monitor the grouping strategies for science instruction using CTEM Observation DQ4 #21	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Conduct science experiments at least twice a month	Consumables and materials for hands on activities and science experiments	District	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Probes for experiments and recoding data	Vernier Probes for specific units of study	School Based Title 1	$1,000.00
Use of Science Notebooking to deepen and extend students' thinking in science and the connections to students' lives	Composition Notebooks and school supplies for documenting and recording students responses	School Based Title 1	$2,500.00
Use of informational text to deepen students' knowledge of science units.	Science - Picture Perfect Books	District Funding	$0.00
Use of informational text to deepen students' knowledge of science units.	Science - Picture Perfect Books	District Funding	$0.00
Use of informational text to deepen students' knowledge of science units.	Science - Picture Perfect Books	District Funding	$0.00
			Subtotal: $3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Conduct Coaching Cycles and demonstrations of science concepts and instructional strategies to improve students' content knowledge	.5 Science Coach	District Title 1	$28,000.00
			Subtotal: $28,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $32,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percent of students achieving proficiency on 2013 FCAT writing (3.0 or higher) will increase from 76% (52 Students) to 84% (68 Students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (52 students) achieved a Level 3 or above on the 2012 FCAT Writing	84%(68 students) will achieve a Level 3 or above on the 2013 FCAT Writing

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent and creative thinking.	L3+: 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. To ensure rigorous expectations for student writing, Baseline, End of Quarter 1, End of Quarter 2, and EOY writing assessments will be administered with opportunity for and focus on revision based on teacher feedback.	Teachers Reading Coach Administration	Bi-monthly PLCs for both the writing process and content area responses.	Student improvement data from school and district prompts
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	L 4+: Students will work with a partner to evaluate each other's prompt and text-dependent written responses based on the writing rubric. Following the evaluation, partners will discuss the evaluations and reach agreements as to how the writing could be improved/strengthened.	Teachers Reading Coach Administration	By-monthly PLCs for both the writing process and content area responses.	Student improvement data from school and district prompts

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

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Book Study: WRITING MATTERS	K-5	Academic Coaches	Resource teachers Grade level representatives	9-26-2012 10-17-2012 11-7-2012 12-5-2-2012 1-6-2013 1-30-2012	Book Study Participants will act as trainers for other team members, will serve as facilitators at their PLCs and lead the analysis of student responses during PLCs	Administration
Collaborative scoring of student work	K-5	Reading Coach	All Teachers	Monthly Writing PLCs	Data Analysis of student writing and tracking student progress	Administration
Grade level analysis of the new writing rubrics for text dependent responses	K-5	Reading Coach	All Teachers	Monthly Content Writing PLCs	Data Analysis of student writing and tracking student progress	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Book Study: WRITING MATTERS, by Angela Peery		Title 1	$500.00
Student Composition Notebooks	for science notebooking, informational text dependent writing and math summaries and processes.	Title 1	$3,000.00
			Subtotal: $3,500.00
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
New Teacher Meetings will serve as the format for improving instructional practice in writing.	Guest teachers	Title 1	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Create and maintain a safe, caring learning environment with minimal disruptions where all students have a sense of belonging, and are respected and accepted by teachers, peers and the community
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2011-2012 attendance rate was 95%	2012-2013 attendance rate will increase by 1%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
25% (153 students)	24% (129 students)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
8% (41 students)	7% (38 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unaware of how much instructional time is lost when students do not arrive on time.	Increase written communication. RtI meetings, address verifications, parent conferences, and referrals to truancy court.	AP School Counselor	Leadership Team will review monthly attendance data and determine the percent of students with excessive tardies and check that conferences, phone calls home, and letters have been sent.	Monthly attendance data.
	Students are not provided with positive reinforcement for	"Check In/Check Out" will be implemented to support students who	School Counselor	Leadership Team will review attendance data quarterly and determine	Monthly attendance data.

2	attendance and arrival to school.	accrue more than 5 absences within a one quarter period. Parent conference will be held quarterly to gain parental support.		the percent of students with excessive absences. This will be compared to the same quarter of the 2010-11 school year to determine progress toward goal.	
3	Leadership and classroom teachers are unaware of the number of students with excessive absences (25% for 2012).	Analyze weekly attendance reports to identify students with excessive absences. Set up parent meetings to discuss attendance of students with 5 or more absences and involve the truancy officer when attendance does not imporve.	Data Entry School Counselor Assistant Principal Classroom Teachers	Report to Leadership at weekly meetings to monitor improvement in attendance of targeted students.	Weekly attendance data.

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
PBS Data Review	Grade Level PBS Representatives	School Counselor	PBS Committee	Monthly SIP Committee Meetings (Last Tuedsday of each month)	Monitor the attendance for improvement trends	Leadership Team

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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

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June, 2013 the number of in-school suspensions will be decreased by 1%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
22 In-School Suspensions	11 In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3% (17 Students)	2% (11 Students)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2 (Out-of-School Suspensions)	1 (Out-of-School Suspensions)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0% (2 Students)	0% (1 Student)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is inconsistent implementation of PBS in the classrooms.	Review the PBS monthly Data Reports from student pass. Implement Tier 1 behavior support in the classrooms needed.	Principal, Assistant Principal, PBS Committee, Guidance Counselor	Analyze monthly PBS reports from Student Pass to determine times and areas where additional support and training is needed.	Student Pass Data
2	First year teachers are not consistent with the implementation of routines and procedures as identified in CTEM	Utilize peer to peer observations and coaching cycles as needed to improve the consistency of classroom management.	Academic Coaches Mentor Teachers Administration	New teachers will complete Peer to Peer observation forms with Academic Coaches to identify areas of need and strategies for improvement.	CTEM Observation reports: DQ2 #7 DQ3 #15 DQ4 #21 DQ6 #4-5

(PLC) or PD Activity

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Build a positive connection between school and home that overcomes cultural and language barriers while increasing participation in school wide events by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
60% (262 out of 437 families)	70% (283 out of 405 families)
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	Parents may not attend events due to conflicting work schedules.	Increase parent inservice offerings at varied times of the day. Add increase number of family activities offered.	Principal Assistant Principal	Monthly monitoring of sign in sheets and volunteer hours logged. Monitor scheduled offerings for parent participation. Monthly monitoring of sign in sheet and comparing them to the level of participation for the same month last year. Monitoring scheduled events for parents to be sure there are a variety of times of day offered.	Data Warehouse reports Sign-in logs volunteer reports
2	Parents may not receive information about upcoming events.	Increase frequency of the auto dialer system. Increase frequency the number of media releases. Increase the number of fliers announcing school wide events.	Principal, Assistant Principal	Monthly monitoring of sign in sheets, volunteer hours logged, Family Literacy Program participation Monthly monitoring of sign in sheets and comparing them to the level of participation for the same month the previous year.	Data Warehouse reports Sign-in logs volunteer reports
3	Parents may not attend because of language barriers and are unsure if information will be shared in their native language.	Provide Spanish and Creole translators and have materials to be shared translated.	Principal Assistant Principal	Monthly monitoring of sign in sheet and comparing them to the level of participation for the same month/activity from last year.	Sig-in Sheets
4	Parents do not fully understand the FCAT measures and the levels of FCAT performance which may affect student placement.	Host Parental involvement events such as FCRR, FCAT Night, Math Night, Science Night and our Vocabulary Gallery event.	Reading Coach Math Coach Administration	Monitoring attendance at events and comparing it to improvement on quarterly benchmark tests.	Sign in sheets
5	Parents are unsure of how to assist their students at home for higher achievement	Conduct Student Goal Setting Conferences and subsequent 2 progress conferences in January and March.	Teachers Administration	Monitor the number of students making their quarterly goals whose parents have participated in student led-conferences in September, January and March.	Sign-in Sheets and quarterly grade reports.

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

Strategies to ensure parent participation in their student's education. Documenting Conferences on Data Warehouse	All Teachers	School Counselor	All Teachers	Pre-School Week, August 15, 2012	Monitor the conference logs to ensure that all parents participate at lease once in a stduent led conference. Adjust times and schedules as needed.	Administration
Goal Setting and Progress Monitoring Conferences for students and parents	All Grades	Academic Coaches	All Teachers	Pre-School Week, August 15, 2012	Monitor the conference logs to ensure that all parents participate at least once in a student led conference. Adjust times and schedules as needed. Monitor academic performace to ensure students are moving towards goal attainment.	Administration
Goal Setting and Progress Monitoring Conferences for students and parents	All Grades	Academic Coaches	All Teachers	Pre-School Week, August 15, 2012	Monitor the conference logs to ensure that all parents participate at least once in a student led conference. Adjust times and schedules as needed. Monitor academic performace to ensure students are moving towards goal attainment.	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Parents with Monthly Tips on how to help at home in Spanish and English	Parents in the Know Newsletter	School Based Title 1	$200.00
			Subtotal: $200.00
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
Improve communication and strengthen the connection with Parents.	Supplies to include but not limited to materials for Parent Trainings, Thursday Envelopes, parent letters, Compacts and Surveys, newsletters, take home library books.	School Based Title 1	$2,812.27
			Subtotal: $2,812.27
			Grand Total: $3,012.27

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:	Grade 3-5 Teachers will receive professional learning designed to develop pedagogical skills in integrating technology and math to solve inquiry-based science questions.

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	Science lessons and student tasks do not routinely incorporate both math and technology.	Facilitate a Science Fair for Grades 3-5	Science Coach Grade 3-5 Teachers Administration	Use of a rubric to score the science projects based on their integration of math and technology skills.	Rubric for student projects DQ4 #23 CTEM Observations Reports
2	Science lessons and student tasks do not routinely incorporate both math and technology.	include activities that support science and technology integration including vernier probes, graphing and comparing data to make inferences and draw conclusions.	Science Coach Grade 3-5 Teachers Administration	Conduct CTEM walkthroughs to tally the frequency of CTEM Domain 1: Elements 21-23.	CTEM Classroom Reports

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
Integrating technology and math with science	Science	Science Coach Administration	Grade 3-5 Teachers		DQ4 #21-23 CTEM Observations	Administration
IR teacher will participate in professional learning during quarterly meetings and obtain best practices through Edmodo collaboration.	Science	IR Teacher	Grades 3-5	Early Release Days: Second Semester	Monitor the frequency of use of Edmodo in the classrooms	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of STEM Goal(s)

Additional Goal(s)

Community Partnerships Goal Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Community Partnerships Goal Goal Community Partnerships Goal Goal #1:	Shadowlawn will continue to foster partnerships within the community to improve the academic growth and citizenship of our students.
2012 Current level:	2013 Expected level:
45 Active Partnerships currently support Shadowlawn students with time and/or financial support.	We will strive to increase the number of partnerships by 1 by forming a mentoring team of community volunteers to assist our students in meeting their quarterly academic goals.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unfamiliar with setting goals for both improved academics and citizenship.	To conduct individual goal setting conferences with students following the administration of diagnostic benchmark assessments in early September. Work with our community partners to form a mentoring team to assist with idenitifed students as needing support with goal attainment.	Classroom Teachers Volunteer Coordinator Administration	Use student data notebooks to track progress towards meeting end of year goals and share with parents in September, January and March.	Goal setting conference logs in Data Warehouse CTEM DQ1 #1-3 Reports.

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
Organizing Mentors to work with targeted students on setting and reaching goals	All Teachers	Guidance Counselor	All Teachers	Early Release Day, November	Monitor the Mentor volunteer hours and the students' progress towards' goal attainment	Administration

Budget:

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

End of Community Partnerships Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Developing an understanding of text dependent questions and writing to a source	Jr. Great Book Grade Level Samples K-1 Read Alouds 2-5 Sample texts with accompanying notebooks	District Title 1	$2,000.00
Reading	Exemplar Texts from Appendix A of the CCSS	A variety of both fiction and non-fiction texts for grades K-5 to serve as the mentor texts for text dependent questions and writing to a source	District Title 1	$8,200.00
Reading	Provide 50% of text as non-fiction to meet the requirements of both SSS and CCSS.	TIME FOR KIDS K-5 monthly magazines.	District Title 1	$1,500.00
Reading	To provide students with a wide variety of both fiction and non-fiction text for independent reading to improve students' comprehension	Guided reading non-fiction text; 100 Book Challenge Theme based class sets	School Based Title 1	$8,000.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Utilize a monthly magazine to provide opportunities to apply mathematics in solving real world math problems.	DynaMath: Monthly publication for grades 3-5 with articles and real world math problems.	District Title 1	$600.00
Mathematics	Provide teachers with tools to monitor student progress and check for understanding.	Composition notebooks Whiteboards and markers	School Based Title 1	$3,000.00
Science	Conduct science experiments at least twice a month	Consumables and materials for hands on activities and science experiments	District	$1,000.00
Writing	Professional Book Study: WRITING MATTERS, by Angela Peery		Title 1	$500.00
Writing	Student Composition Notebooks	for science notebooking, informational text dependent writing and math summaries and processes.	Title 1	$3,000.00
Parent Involvement	Provide Parents with Monthly Tips on how to help at home in Spanish and English	Parents in the Know Newsletter	School Based Title 1	$200.00
				Subtotal: $28,000.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A	N/A	N/A	$0.00
Science	Use of Probes for experiments and recoding data	Vernier Probes for specific units of study	School Based Title 1	$1,000.00
Science	Use of Science Notebooking to deepen and extend students' thinking in science and the connections to students' lives	Composition Notebooks and school supplies for documenting and recording students responses	School Based Title 1	$2,500.00
Science	Use of informational text to deepen students' knowledge of	Science - Picture Perfect Books	District Funding	$0.00

	science units.			
Science	Use of informational text to deepen students' knowledge of science units.	Science - Picture Perfect Books	District Funding	$0.00
Science	Use of informational text to deepen students' knowledge of science units.	Science - Picture Perfect Books	District Funding	$0.00
				Subtotal: $3,500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	New Teacher Meetings will serve as the format for improving instructional practice in writing.	Guest teachers to provide temporary duty for the new teachers	School Based Title 1	$500.00
Reading	Coaching cycles	Provide opportunities in both reading and writing to new teachers and targeted experienced teachers based on data analysis of student test scores and CTEM observations.	Title 1-District	$70,000.00
Reading	Coaching Cycles and Planning for MTSS in meeting the needs of the students in AYP subgroups and providing scaffolding as needed	.5 Academic Coach	School Based Title 1	$29,000.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Coaching Cycles	Math Coach	Title 1	$57,368.00
Science	Conduct Coaching Cycles and demonstrations of science concepts and instructional strategies to improve students' content knowledge	.5 Science Coach	District Title 1	$28,000.00
Writing	New Teacher Meetings will serve as the format for improving instructional practice in writing.	Guest teachers	Title 1	$500.00
				Subtotal: $185,368.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A	N/A	N/A	$0.00
Parent Involvement	Improve communication and strengthen the connection with Parents.	Supplies to include but not limited to materials for Parent Trainings, Thursday Envelopes, parent letters, Compacts and Surveys, newsletters, take home library books.	School Based Title 1	$2,812.27
				Subtotal: $2,812.27
				Grand Total: $219,680.27

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority Focus Prevent NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Awards, Giveaways, books for students families, printing costs, materials & supplies for game nights	$2,000.00

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

Increase Parent Involvement.
Establish student recognition programs for students meeting goals
Conduct Student Led Conferences – Held 3 times this year to promote parent interest and commitment to student learning and academic improvement
Promote Learning Community Wide Literacy Development
Prioritize School Safety
Schedule family game and fun events – family oriented fun activities

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 SHADOWLAWN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	63%	90%	44%	270	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	66%	56%			122	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?	57% (YES)	57% (YES)			114	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					506	
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 SHADOWLAWN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	67%	70%	24%	233	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	64%	62%			126	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?	48% (NO)	68% (YES)			116	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					475	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested