

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PELICAN MARSH ELEMENTARY SCHOOL

District Name: Collier

Principal: Dr. James Gasparino

SAC Chair: Mrs. Dawn Montecalvo

Superintendent: Dr. Kamela Patton

Date of School Board Approval: pending

Last Modified on: 10/16/2012

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

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

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	Dr. James Gasparino	MS - Special Education, Fordham University; M.Ed. - Educational Administration, Columbia University; Ed.D. - Educational Leadership, University of Miami; Principal Certification - State of Florida	10	27	Recognized as an "A" school through the state accountability system According to statute, the Superintendent has the authority to strategically place administrators within the school district
		BS - Exercise and Sports Sciences, University of			

Assis Principal	Mrs. Beth Coryell	Florida; M.Ed. - Elementary Education, Florida Gulf Coast University; M.Ed.- Educational Leadership, American College of Education	1	1	Recognized as an "A" school through the state accountability system legislation According to statute, the Superintendent has the authority to strategically place administrators within the school district
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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	Lianne Elliott	BS-Elementary Education, University of South Florida; MS - Reading, Nova University; Professional Educator's Certification: Elementary Education and Reading; Endorsements: ELL, Gifted	8	7	Recognized as an "A" school through the state accountability system Has a history of academic excellence in working with lowest quartile students

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	Orientation meeting for new teachers, peer/mentor teachers with leadership team	Principal	August 2012	
2	Meetings throughout the year with new teachers, peer/mentor teachers, support staff and leadership team	Principal	ongoing	
3	Assignment of peer/mentor teachers	Principal	August 2012	
4	Attend district recruitment and transfer fairs	Leadership Team	April 2013	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
63	3.2%(2)	17.5%(11)	33.3%(21)	42.9%(27)	22.2%(14)	100.0%(63)	6.3%(4)	9.5%(6)	100.0%(63)

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
Segal Sanchez	Liza Carini	As a veteran Fifth Grade teacher, Mrs. Sanchez will be working closely with this teacher.	Activities will include general orientation to school community, Angel program, Data Warehouse, co-teaching, individual student plans, PBS/RTI and other topics as needed.
Judy Teach	Stephanie Twar	As Second Grade Team Leader, Mrs. Teach will be working closely with this teacher.	Activities will include general orientation to school community, Angel program, Data Warehouse, co-teaching, individual student plans, PBS/RTI and other topics as needed.
Cindy Dehnart	Erin Porter	As Third Grade Team Leader, Mrs. Dehnart will be working closely with this teacher.	Activities will include general orientation to school community, Angel program, Data Warehouse, co-teaching, individual student plans, PBS/RTI and other topics as needed.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal – Provides leadership and verbalizes support of the MTSS/RtI process; ensures that professional development and resources are available to staff to support MTSS/RtI implementation; allows for scheduling that supports team meetings as well as implementation of interventions; regularly attends meetings to support the process as well as identify needs of the team; communicates with parents and community regarding the RtI process

Assistant Principal – Assists the principal in providing leadership and support of the MTSS/RtI process; regularly attends meetings to support the process as well as identify needs of the team; communicates with parents and community regarding the RtI process

Intervention Support Specialist – Identifies appropriate, evidence-based intervention strategies as related to the needs of ELL, ESE, and other at-risk student populations; assists in the design and implementation of progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; provides direct instructional support for ELL, ESE and other at-risk students in individual or small group settings and models best practices for teachers working with those students

Reading Coach – Regularly attends MTSS/RtI meetings; provides guidance for the implementation of the core reading program, administration of formative and summative assessments and development/implementation of core, targeted, and intensive interventions as needed; assists with the collection and analysis of reading data; provides professional development and instructional support

School Counselor – Regularly attends MTSS/RtI meetings; provides guidance and resources for the development of social, emotional and behavioral interventions; ensures implementation of social, emotional and behavioral interventions; assists with the collection and analysis of social, emotional and behavioral assessment data; assists parents with referrals and contact information for community agencies as needed

School Psychologist – Regularly attends MTSS/RtI meetings; provides guidance in the interpretation and analysis of data; assists with the development and implementation of interventions; administers assessments as needed

Speech/Language Pathologist – Attends MTSS/RtI meetings when students with speech/language concerns are involved; provides guidance in the identification of speech/language needs; assists in the selection, administration and interpretation of screening measures; provides support for the development and implementation of speech/language interventions

ELL Teacher –Attends MTSS/RtI meetings when English Language Learner (ELL)students are involved; provides guidance in the identification of the special needs of ELL students; assists with the administration and interpretation of ELL assessments; provides resources and support for the development and implementation of ELL interventions

Classroom Teachers -Each grade level has a representative who regularly attends MTSS/RtI Leadership meetings and facilitates their grade level RtI/PLC meetings

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

The MTSS/RtI Leadership Team will meet once a week to monitor individual, grade-level and school-wide student progress. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction as well as targeted and more intensive interventions will be monitored and the team will collaborate to evaluate effectiveness, problem solve, and make instructional decisions. Leadership team members will also attend weekly grade-level PLC meetings to facilitate further discussion regarding individual student progress, data analysis and grade-level concerns. The entire team will also meet with grade-levels on a quarterly basis to analyze universal screening data and evaluate the effectiveness of core instruction and interventions.

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

The MTSS/RtI Leadership Team collected and analyzed both aggregate and disaggregated student performance data. This information was presented to faculty and the School Advisory Council who provided input in the development of a needs assessment. Academic as well as social, emotional, and behavioral needs were considered in the development of the SIP. Appropriate objectives and action plans were formulated as a result of these efforts.

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.

For core instruction we utilize historical FCAT and/or SAT 10 data, FAIR data points, and district-created quarterly benchmark assessments. For students in need of intensive instruction additional data sources include common formative assessments by grade level, state-created ongoing progress monitoring assessments, and running records.

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.

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

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.

The PLC team leaders and key leadership personnel are charged with the responsibility to move MTSS/RTI practices forward at the school level. In addition, the District Coordinator of MTSS/PBS will provide monthly follow-up trainings with School-Based Instructional Support Specialists. Teachers meet with PLCs once a week to analyze data and discuss MTSS/RTI implementation at their grade level. Finally, mini workshops on MTSS/RTI-related topics, such as differentiating instruction, data analysis, and specific intervention training are available through district personnel throughout the school year upon the request of a school administrator. In addition to district face-to-face training, a variety of online tools are available for use in the schools. ANGEL is being used as an online facilitator for MTSS/RTI related documents, video clips, training materials and power points, research links, intervention tools, and has a district Problem Solving/Response to Intervention manual. The PLC teams will continue to monitor progress for all students throughout the year, through the use of the Data Warehouse resources.

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.

Leadership team and instructional staff meet to discuss progress of individual students. From these discussions, watchlists are created to identify students in need of additional support and interventions. Members of the leadership team attend weekly PLC meetings for ongoing progress monitoring. Additionally, quarterly progress monitoring meetings are scheduled with individual teachers to monitor student progress on benchmark assessments. Staff members are trained on the use of Data Warehouse as an effective tool to support the MTSS/RTI process. Instructional resource staff are scheduled to support learning in the classroom.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Reading Coach - Schedules and facilitates monthly meetings of the Literacy Leadership Team; Works with teams and individual teachers to ensure quality literacy instruction

Principal - Provides leadership of the school's literacy program; Monitors literacy instruction, PMRN Reading Coach log; Ensures school environment is conducive to supporting readers

Assistant Principal - Provides leadership of the school's literacy program; Monitors literacy instruction; Ensures school environment is conducive to supporting readers; Works with individual teachers to ensure quality literacy instruction

Instructional Staff - Instructional staff members from all grade levels and teams are members of the Literacy Leadership Team and facilitate communication with their teams and the reading school improvement cadre regarding literacy initiatives

Instructional members include: Michelle Nash (kindergarten), Patricia Cunningham (1st grade), Karen Hancock (2nd grade), Suzanne Kofler (3rd grade), Colleen Steel (4th grade), Kristin Cipolla (5th grade), Gail Ellis (media specialist), Lianne Elliot (reading coach), and Colleen Fletcher (ESE).

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

The Literacy Leadership Team will meet once a month to target specific areas of professional development, focus on continuously improving the literacy climate of the school, collect and utilize assessment data to determine areas of growth and intervention support needs, and monitor progress in the School Improvement plan.

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

The major initiatives of the Literacy Leadership Team will be to monitor the development and implementation of the activities set forth in the School Improvement Plan's reading objective; Ensure that the district reading program is implemented with

fidelity; Analyze student performance data in reading (i.e. FAIR, SAT 10, FCAT, online benchmark assessments); Identify and implement appropriate reading interventions; Identify professional development opportunities; Examine all instructional activities and materials used during the literacy block to increase the level of rigor and ensure instructional activities are aligned to standards and benchmarks.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.O: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Based on analysis of our students' performance on the 2012 FCAT Reading, the percentage of students scoring at level 3 on the 2013 FCAT Reading will maintain proficiency at 22% (98).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (94) of our students scored at level 3.	22% (98) of our students will score at level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Principal; Assistant Principal; Reading Coach	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation. The coaching cycle will be used to support instructional staff.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text.	Principal; Assistant Principal	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. Minutes from PLC meetings will delineate the strategies used in instruction.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; PLC meeting notes
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks	Principal; Assistant Principal; Reading Coach	During classroom observations administrators will determine that the learning goal (LG) is	CTEM observations and reports (Look-for Result Count and Look-for Scoring by

3	an appropriate level of rigor for each standard/benchmark.	and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG) and essential question and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.		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. Minutes from PLC meetings will delineate the strategies used in instruction.	Learner); Lesson Plans; PLC minutes
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	TE will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.	Principal; Assistant Principal; Reading Coach	Use of text dependent, higher order (DOK) questions will be monitored through observation of planning and instruction and noted in lesson plans. PLC meetings will be used to create and document questions.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; PLC minutes
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Utilize a variety of strategies to enhance students' understanding of text through reading, re-reading, asking and answering text dependent questions and discussion of text with increasing complexity, including specific vocabulary/syntax tasks, and written responses to text.	Principal; Assistant Principal; Reading Coach; Intervention Support Specialist	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation. The coaching cycle will be used to support instructional staff.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
6	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.	Principal; Assistant Principal; Reading Coach	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. The coaching cycle will be used to support instructional staff. PLC meeting minutes will document strategies utilized.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; PLC meeting notes

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Based on analysis of our students' performance on the 2012 FCAT Reading, the percentage of students scoring at levels 4 and 5 on the 2013 FCAT Reading will increase from 55% (230) to 60% (267).
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (230) of our students scored at levels 4 and 5.	60% (267) of our students will score at levels 4 and 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Principal; Assistant Principal; Reading Coach	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation. The coaching cycle will be used to support instructional staff. PLC meetings will be used.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; PLC meeting minutes
2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text.	Principal; Assistant Principal	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
	Lessons do not routinely incorporate tasks, opportunities for student	Teachers will be supported by building coaches and district staff	Principal; Assistant Principal	During classroom observations administrators will	CTEM observations and reports (Look-for Result Count

3	discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential questions, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.		determine that the 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.	and Look-for Scoring by Learner); Lesson Plans
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	TE will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels.	Principal, Assistant Principal, Reading Coach	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. The coaching cycle will be used to support instructional staff. PLC meetings will be used to determine rigor.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; PLC minutes
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Utilize a variety of strategies to enhance students' understanding of text (Literature Circles, Socratic Seminars using Junior Great Books, cooperative structures, reading and re-reading of text with increasing complexity). Advanced readers will be given leadership opportunities within a variety of cooperative structures.	Principal, Assistant Principal, Reading Coach	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for high-expectancy students. Leadership team will review lesson plans to ensure differentiation. PLC meetings will be held to support this. The coaching cycle will be used to support instructional staff.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; PLC minutes
6	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.	Principal, Assistant Principal, Reading Coach	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. PLC meetings will be held to support this. The coaching cycle will be used to support instructional staff.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; PLC minutes

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Based on analysis of our students' performance on the 2012 FCAT Reading, the percentage of students making learning gains on the 2013 FCAT Reading will increase from 68% (178) to 71% (209).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (178) of our students made learning gains.	71% (209) of our students will make learning gains.

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.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when	Principal; Assistant Principal	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. PLC meetings will be document utilized strategies.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; PLC minutes

		the recommended strategy/benchmark is not appropriate to the text.			
3	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential question, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal; Assistant Principal	During classroom observations administrators will determine that the 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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Maintain high expectations for all students to appropriately respond to higher order questions, providing scaffolded support and structure as appropriate for low-expectancy students, enabling their success in meeting rigorous expectations.	Principal; Assistant Principal; Reading Coach	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal; Assistant Principal; Reading Coach	TE use of differentiated instructional strategies will be monitored through CTEM. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
6	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with content area texts. TE will use "close reading" and other tools to prepare students for complex text reading.	Principal; Assistant Principal; Reading Coach	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Based on analysis of our students' performance on the 2012 FCAT Reading, the percentage of students making learning gains on the 2013 FCAT Reading will increase from 54% (30) to 59% (44).
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% of our lowest 25% (30) made learning gains.	59% of our lowest 25% (44) will make learning gains.

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.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text.	Principal; Assistant Principal	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
	Lessons do not routinely incorporate tasks, opportunities for student discourse and	Teachers will be supported by building coaches and district staff to utilize	Principal; Assistant Principal	During classroom observations administrators will determine that the	CTEM observations and reports (Look-for Result Count and Look-for

3	assessments that follow an appropriate level of rigor for each standard/benchmark.	standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential question, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.		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.	Scoring by Learner); Lesson Plans
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	During small group guided practice (Gradual Release Model-GRM) TE will explain the learning goal and scale to students and assist in setting individual goals to demonstrate successful mastery of the standard/benchmark.	Principal; Assistant Principal; Reading Coach	Teachers use of the gradual release model and learning goals and scales will be monitored during CTEM classroom observations	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner)
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Principal; Assistant Principal; Reading Coach; Intervention Support Specialist	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
6	Content instruction often does not include specific strategies for accessing the text to build comprehension.	TE will model and provide direct instruction in the use of a variety of reading strategies to access a variety of content and genres.	Principal; Assistant Principal; Reading Coach; Intervention Support Specialist	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

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 : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of White students making satisfactory progress will increase from 82% (235) to 84% (251). The percentage of Black students making satisfactory progress will increase from 56% (14) to 60% (17). The percentage of Hispanic students making satisfactory progress will increase from 63% (50) to 67% (56). The percentage of Asian students making satisfactory progress will increase from 86% (12) to 87% (13). The percentage of American Indian students making satisfactory progress will maintain 100% (3).
2012 Current Level of Performance: White: 82% (235)	2013 Expected Level of Performance: White: 84% (251)

Black: 56% (14)
 Hispanic: 63% (50)
 Asian: 86% (12)
 American Indian 100% (2)

Black: 60% (17)
 Hispanic: 67% (56)
 Asian: 87% (13)
 American Indian 100% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text.	Principal; Assistant Principal	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential questions, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal; Assistant Principal	During classroom observations administrators will determine that the 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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
	Lessons do not routinely incorporate tasks, opportunities for student discourse and	Monitor progress a minimum of once every 2 weeks by collecting students' notebooks,	Principal; Assistant Principal; Reading Coach	During observations, administrators will note the work students are doing, determining level	CTEM observations and reports (Look-for Result Count and Look-for

4	assessments that follow an appropriate level of rigor for each standard/benchmark.	reading and providing feedback on the quality of responses to higher order questions. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.		of Webb's DOK into which the work falls.	Scoring by Learner); Lesson Plans
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Principal; Assistant Principal; Reading Coach	Disaggregated data will be collected and analyzed during PLC meetings with members of the leadership team in attendance. Lesson plans will be reviewed for monitoring of differentiated strategies.	PLC notes; Lesson plans
6	Content instruction often does not include specific strategies for accessing the text to build comprehension.	TE will maintain data regarding content area assessments by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Principal; Assistant Principal; Reading Coach	Disaggregated data will be collected and analyzed during PLC meetings with members of the leadership team in attendance; Analyze disaggregated assessment data	PLC notes; Lesson plans; Disaggregated benchmark assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Based on analysis of our students' performance on the 2012 FCAT Reading, the percentage of ELL students making satisfactory progress will increase from 48% (14) to 53% (19).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (14) of our ELL students were proficient on FCAT Reading.	53% (19) of our ELL students will be proficient on 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.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text.	Principal; Assistant Principal	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential question, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal; Assistant Principal	During classroom observations administrators will determine that the 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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Use formative assessments to monitor progress and disaggregate data to determine additional supports needed for ELL learners.	Principal; Assistant Principal; ELL Teacher; Reading Coach	During observations, administrators will monitor for the use of ELL strategies; Lesson plans will be reviewed for inclusion of ELL strategies	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal; Assistant Principal; ELL Teacher; Reading Coach	During observations, administrators will monitor for the use of ELL strategies and formative assessments; Lesson plans will be reviewed for inclusion of ELL strategies	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
6	Content instruction often does not include specific strategies for accessing the text to build comprehension.	TE will utilize multiple ELL strategies in content instruction to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal; Assistant Principal; ELL Teacher; Reading Coach	During observations, administrators will monitor for the use of ELL strategies; Lesson plans will be reviewed for inclusion of ELL strategies; Analyze disaggregated assessment data	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; Disaggregated benchmark assessments

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

of improvement for the following subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>Based on analysis of our students' performance on the 2012 FCAT Reading, the percentage of students with disabilities making AYP on the 2013 FCAT Reading will increase from 47% (25) to 52% (23).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>47% (25) of our students with disabilities made AYP.</p>	<p>52% (23) of our students with disabilities will make AYP.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.</p>	<p>Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential question, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.</p>	<p>Principal; Assistant Principal</p>	<p>During classroom observations administrators will determine that the 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.</p>	<p>CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans</p>
2	<p>Lessons/activities are not appropriately differentiated to meet the needs of all learners.</p>	<p>(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p>	<p>Principal; Assistant Principal</p>	<p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.</p>	<p>CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans</p>
3	<p>Content instruction often does not include specific strategies for accessing the text to build comprehension.</p>	<p>Content area teachers will routinely utilize Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the</p>	<p>Principal; Assistant Principal</p>	<p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.</p>	<p>CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans</p>

		selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text.			
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	TE will accommodate/adapt classroom work to be consistent with IEP goals and/or accommodations, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) .	Principal; Assistant Principal; Reading Coach; Intervention Support Specialist	During observations, administrators will monitor for the use of ESE strategies and differentiated instruction strategies; Lesson plans will be reviewed for inclusion of differentiated strategies	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	TE will accommodate/adapt classroom work to be consistent with IEP goals and/or accommodations, employ differentiated instructional strategies and work with small groups and/or individually with students to support improved reading skills.	Principal; Assistant Principal; Reading Coach; Intervention Support Specialist	During observations, administrators will monitor for the use of IEP strategies and differentiated instruction strategies; Lesson plans will be reviewed for inclusion of differentiated strategies	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
6	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified roles within groups	Principal; Assistant Principal; Reading Coach; Intervention Support Specialist	During observations, administrators will monitor for the use of IEP strategies and differentiated instruction strategies; Lesson plans will be reviewed for inclusion of differentiated strategies; Analyze disaggregated assessment data	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; Disaggregated benchmark assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Based on analysis of our students' performance on the 2012 FCAT Reading, the percentage of Economically Disadvantaged students making satisfactory progress will increase from 58% (79) to 62% (91).
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (79) of our Economically Disadvantaged students were proficient on FCAT Reading.	62% (91) of our Economically Disadvantaged students will be proficient on 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
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark.	Principal; Assistant Principal	During classroom observations administrators will determine that the 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	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

1		Teachers will identify the learning goal (LG), essential question, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.		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	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text.	Principal; Assistant Principal	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Ongoing progress monitoring using formative assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for Economically Disadvantaged students.	Principal; Assistant Principal; Reading Coach	During classroom observations administrators will determine that the 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. Administrators will facilitate the teacher's analysis of assessment data.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; Formative and benchmark assessments; PLC minutes
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Principal; Assistant Principal; Reading Coach	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation. The coaching cycle will	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

				be used to support instructional staff.	
6	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations in content areas.	Principal; Assistant Principal; Reading Coach	TE use of differentiated instructional strategies in content areas will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation. The coaching cycle will be used to support instructional staff.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy instructional strategies including: complex text, text-dependent questions; close reading	All classroom teachers	Reading Coach	All classroom teachers	August 2012 and ongoing	Observe reading lessons	Principal; Assistant Principal; Reading Coach
Lesson Study	All grade levels	District lesson study trainer	All classrooms	Early release days; PLC meetings	Review of lesson study report	Principal; Lesson study trainer
Intervention/Enrichment strategies	All grade levels	Reading Coach	All classroom teachers	August 2012 and ongoing	Observe reading lessons	Principal; Assistant Principal; Reading Coach
Webb's Depth of Knowledge	All teachers	Principal; Assistant Principal	All teachers	August 2012 and ongoing	Observations and lesson plans	Principal; Assistant Principal
CTEM/Marzano's Instructional Framework	All teachers	Principal; Assistant Principal	All teachers	Early Release Days	Observations and lesson plans	Principal; Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Intervention	Comprehension Intervention Toolkit	School-based funding	\$650.00
Reading Intervention	Making Connections	School-based funding	\$1,134.00
			Subtotal: \$1,784.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer-based Reading Intervention	Ticket to Read	PTO	\$3,500.00
			Subtotal: \$3,500.00

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
Assessment	Benchmark Assessment Kits	School-based funding	\$2,627.00
			Subtotal: \$2,627.00
			Grand Total: \$7,911.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		ELL students scoring proficient in Listening/Speaking as measured by CELLA will increase from 64% (28) to 70% (26).			
2012 Current Percent of Students Proficient in listening/speaking:					
64% (28) of ELL students are currently proficient in listening/speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for participation in oral language opportunities.	Principal; Assistant Principal; ELL contact	During observations, administrators will monitor for the use of ELL strategies; Lesson plans will be reviewed for inclusion of ELL strategies; Administrators and teachers will analyze disaggregated assessment data	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; Disaggregated benchmark assessments
2	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate.	Principal; Assistant Principal; ELL contact	During observations, administrators will monitor for the use of ELL strategies; Lesson plans will be reviewed for inclusion of ELL strategies; Administrators and teachers will analyze disaggregated assessment data	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; Disaggregated benchmark assessments

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:	ELL students scoring proficient in Reading as measured by CELLA will increase from 23% (10) to 25% (9).

2012 Current Percent of Students Proficient in reading:

23% (10) of ELL students are currently proficient in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for reading on grade level/meeting grade level expectations.	Principal; Assistant Principal; ELL Contact; Reading Coach	During observations, administrators will monitor for the use of ELL strategies; Lesson plans will be reviewed for inclusion of ELL strategies; Analyze disaggregated assessment data	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; Disaggregated benchmark assessments
2	ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home.	Employ checks for understanding that include 1:1 questioning with the student or written responses to text dependent questions to determine student's level of understanding of what was read.	Principal; Assistant Principal; ELL Contact; Reading Coach	During observations, administrators will monitor for the use of ELL strategies; Lesson plans will be reviewed for inclusion of ELL strategies; Analyze disaggregated assessment data	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; Disaggregated benchmark assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

ELL students scoring proficient in Writing as measured by CELLA will increase from 25% (11) to 28% (10).

2012 Current Percent of Students Proficient in writing:

28% (10) of ELL students are currently proficient in Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have opportunities for authentic conversations and evaluation of their own or others' writing.	As evidence of strategic and extended thinking in writing, TE will hold students accountable for producing an oral or written analysis of multiple genres of thematically connected text a minimum of 6 times per year. Depending on the students' writing skills, the process may be implemented through read-alouds.	Principal; Assistant Principal; ELL Contact	During observations, administrators will monitor for the use of ELL strategies; Lesson plans will be reviewed for inclusion of ELL strategies; Administrators and teachers will analyze disaggregated assessment data	Observations; Lesson Plans

2	Students have not developed proficiency in editing and improving their own writing as a way to develop their thinking and use of appropriate vocabulary.	In all content areas, when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Principal; Assistant Principal; ELL Contact	During observations, administrators will monitor for the use of ELL strategies; Lesson plans will be reviewed for inclusion of ELL strategies; Administrators and teachers will analyze disaggregated assessment data	Observations; Lesson Plans
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CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Based on analysis of our students' performance on the 2012 FCAT Math, the percentage of students scoring level 3 on the 2013 FCAT Math will maintain proficiency at 24% (107).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (100) of our students scored level 3.	24% (107) of our students will score level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Elementary Math: guided inquiry model (Launch, Explore, and Summarize). Teachers will utilize Investigations, Differentiations, and Differentiation Guide for extension, intervention, and practice activities.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Elementary Science: 5E Model	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students develop conceptual understandings and are able to explain their thinking both orally and in writing.	Principal; Assistant Principal	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions; Administrators and teachers will analyze quarterly assessment	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; Quarterly assessment data

				data	
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Learners will be expected to demonstrate understanding of problems or algorithms by explaining the concept or producing and explaining a model drawing of the problem.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation; Administrators and teachers will analyze quarterly assessment data	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; Quarterly assessment data
6	Content instruction often does not include specific strategies for accessing the text to build comprehension.	TE will teach basic approaches to reading math problems to support extracting critical information in problem solving and will incorporate mathematical concepts into lesson plans and instruction in other content areas, as appropriate.	Principal; Assistant Principal	Teachers use of reading strategies in math instruction will be monitored during CTEM classroom observations and study of lesson plans; Administrators and teachers will analyze quarterly assessment data	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans; Quarterly assessment data
7	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal; Assistant Principal	During classroom observations administrators will determine that the 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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in 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
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No Data Submitted

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Based on analysis of our students' performance on the 2012 FCAT Math, the percentage of students scoring 4 or 5 on the 2013 FCAT Math will increase from 58% (243) to 64% (285).
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (243) of our students scored a level 4 or 5.	64% (285) of our students will score a level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential questions, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal; Assistant Principal	During classroom observations administrators will determine that the 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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Elementary Math: guided inquiry model (Launch, Explore, and Summarize). Teachers will utilize Investigations, Differentiations, and Differentiation Guide for extension, intervention, and practice activities.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
	Lessons/activities are not appropriately differentiated to meet	Elementary Science: 5E Model	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through	CTEM observations and reports (Look-for Result Count

4	the needs of all learners.			CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	and Look-for Scoring by Learner); Lesson Plans
5	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Students will be expected to achieve a 4 on the scale by extending their learning. TE will work with high achieving students to identify specific work that will meet the requirements. Students will track their progress towards this goal.	Principal; Assistant Principal	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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
6	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Learners will create a new problem using the same mathematics concept. High achieving learners will exchange the problems they've developed and will solve using a minimum of two strategies. Pairs of students will explain their work and thinking.	Principal; Assistant Principal	During classroom observations administrators will see students creating and/or solving original math problems.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
7	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.	Principal; Assistant Principal	Teacher's use of reading strategies in math instruction will be monitored during CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

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

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
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No Data Submitted

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Based on analysis of our students' performance on the 2012 Math, the percentage of students making learning gains on the 2013 FCAT Math will increase from 84% (221) to 86% (253).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (221)our students made learning gains.	86% (253) of our students will make learning gains.

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	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential question, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal; Assistant Principal	During classroom observations administrators will determine that the 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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Elementary Math: guided inquiry model (Launch, Explore, and Summarize). Teachers will utilize Investigations, Differentiations, and Differentiation Guide for extension, intervention, and practice activities.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
	Lessons do not routinely incorporate tasks, opportunities for student	TE will meet with students individually or in small groups to ensure	Principal; Assistant Principal	During classroom observations administrators will	CTEM observations and reports (Look-for Result Count

4	discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	understanding of the LG and expectations for achievement based on the scale. TE will guide students to set personal goals and to identify steps for achieving the goal. TE will provide scaffolded support, such as providing exemplars, as appropriate for students to demonstrate mastery.		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.	and Look-for Scoring by Learner); Lesson Plans
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	During PLCs, TE will triangulate data to determine appropriate interventions and supports.	Principal; Assistant Principal	During PLCs, teachers will analyze data from multiple sources and develop instructional strategies	PLC notes; Assessment data
6	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.	Principal; Assistant Principal	During classroom observations, administrators will observe integration of reading and math strategies	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Based on analysis of our students' performance on the 2012 Math, the percentage of students in the lowest 25% making learning gains on the 2013 FCAT Math will increase from 70% (43) to 73% (54).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of our students in the lowest 25% (43) made learning	73% of our students in the lowest 25% (54) will make learning

gains.		gains.			
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	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential question, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal; Assistant Principal	During classroom observations administrators will determine that the 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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Elementary Math: guided inquiry model (Launch, Explore, and Summarize). Teachers will utilize Investigations, Differentiations, and Differentiation Guide for extension, intervention, and practice activities.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	During small group guided practice or data chat, TE will explain scale to students and assist in setting individual goals to demonstrate standard/benchmark success.	Principal; Assistant Principal	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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
	Lessons/activities are not	Through differentiated	Principal; Assistant	TE use of differentiated	CTEM observations

5	appropriately differentiated to meet the needs of all learners.	instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Principal	instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
6	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Through differentiated instruction and multi-tiered supports, TE will scaffold support for integration of reading and math strategies.	Principal; Assistant Principal	TE use of differentiated instructional strategies for integration of reading and math will be monitored through CTEM. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of White students making satisfactory progress will increase from 86% (245) to 87% (260). The percentage of Black students making satisfactory progress will increase from 52% (13) to 57% (17). The percentage of Hispanic students making satisfactory progress will increase from 73% (58) to 76% (63). The percentage of Asian students making satisfactory progress will maintain at 100% (14) to 100% (15). The percentage of American Indian students making satisfactory progress will maintain 100% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 84% (245) Black: 52% (13) Hispanic: 73% (58) Asian: 100% (14) American Indian 100% (2)	White: 87% (260) Black: 57% (17) Hispanic: 76% (63) Asian: 100% (15) American Indian 100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
	Lessons do not routinely	Teachers will be	Principal; Assistant	During classroom	CTEM observations

2	incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential questions, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal	observations administrators will determine that the 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.	and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Elementary Math: guided inquiry model (Launch, Explore, and Summarize). Teachers will utilize Investigations, Differentiations, and Differentiation Guide for extension, intervention, and practice activities.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Ongoing progress monitoring using formative assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.	Principal; Assistant Principal	During PLCs, teachers will disaggregate assessment data to determine additional supports needed for specific subgroups	PLC notes; Assessment data
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
6	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Maintain high expectations for all students to participate in collaborative activities across content areas and to appropriately fulfill specified role within groups.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. Teachers may also use word problems and/or model drawings.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Based on analysis of our students' performance on the 2012 FCAT Math, the percentage of ELL students making satisfactory progress will increase from 69% (20) to 72% (26).
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (20) of ELL students made satisfactory progress in	72% (26) of ELL students will make satisfactory progress in

math.		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	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential question, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal; Assistant Principal	During classroom observations administrators will determine that the 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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Elementary Math: guided inquiry model (Launch, Explore, and Summarize). Teachers will utilize Investigations, Differentiations, and Differentiation Guide for extension, intervention, and practice activities.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	TE will conference individually with students to determine needs relative to language acquisition and understanding of math vocabulary. Teachers will develop interactive math word walls with input from students.	Principal; Assistant Principal; ELL Contact	TE use of differentiated ELL instructional strategies will be monitored through CTEM.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. Teachers will utilize notebooking.	Principal; Assistant Principal; ELL Contact	TE use of differentiated ELL instructional strategies will be monitored through CTEM.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
	Instruction infrequently	TE will utilize multiple ELL	Principal; Assistant	TE use of differentiated	CTEM observations

6	utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal; ELL Contact	ELL instructional strategies will be monitored through CTEM.	and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Based on analysis of our students' performance on the 2012 FCAT Math, the percentage of students with disabilities making AYP on the 2013 FCAT Reading will increase from 53% (28) to 58% (26).
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (28) of Students with Disabilities made satisfactory progress in math.	58% (26) of Students with Disabilities will make satisfactory progress in 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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential question, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal; Assistant Principal	During classroom observations administrators will determine that the 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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Elementary Math: guided inquiry model (Launch, Explore, and Summarize). Teachers will utilize Investigations, Differentiations, and Differentiation Guide for extension, intervention, and practice activities.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
	Lessons do not	TE will accommodate/adapt classroom	Principal;	TE use of	CTEM

4	routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills(differentiated materials/instruction) . Share lesson plans to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Assistant Principal; Intervention Support Specialist	differentiated instructional strategies for SWD will be monitored through CTEM. Leadership team will review lesson plans to ensure differentiation.	observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal; Assistant Principal; Intervention Support Specialist	TE use of differentiated instructional strategies for SWD will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
6	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills(differentiated materials/instruction) .	Principal; Assistant Principal; Intervention Support Specialist	Integration of reading and math strategies will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Based on analysis of our students' performance on the 2012 FCAT Math, the percentage of Economically Disadvantaged students making satisfactory progress will increase from 64% (87) to 68% (99).
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (87) of our Economically Disadvantaged students were proficient on FCAT Math.	68% (99) of our Economically Disadvantaged students were proficient on 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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential question, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow	Principal; Assistant Principal	During classroom observations administrators will determine that the 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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

		an appropriate level of rigor for each standard/benchmark.			
2	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Elementary Math: guided inquiry model (Launch, Explore, and Summarize). Teachers will utilize Investigations, Differentiations, and Differentiation Guide for extension, intervention, and practice activities.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	During small group guided practice or data chat, TE will explain scale to students and assist in setting individual goals to demonstrate standard/benchmark success. Each student will identify a level to achieve and identify the actions he/she must take to achieve the level.	Principal; Assistant Principal	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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
6	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Through differentiated instruction and multi-tiered supports in reading and math integration, TE will scaffold support for meeting high expectations.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiation strategies	All instructional staff	Instructional Support Specialist; ESE Resource Teacher	All teachers	Faculty meetings; Early release days	Observations; Lesson Plans	Principal; Assistant Principal
CTEM/Marzano's Instructional Framework	All instructional staff	Principal; Assistant Principal	All teachers	Early release days; Faculty meetings	Observations; Lesson Plans	Principal; Assistant Principal
Training on the 8 Standards of Mathematical Practice	All instructional staff	Math Point of Contact; District Personnel	All classroom and resource teachers	August 2012 and ongoing (early release days; faculty meetings)	Observations; Lesson Plans	Principal; Assistant Principal
Webb's Depth of Knowledge	All instructional staff	Principal; Assistant Principal	All teachers	August 2012 and ongoing	Observations; Lesson Plans	Principal; Assistant Principal
Pioneer Math Trainings	All instructional staff	Points of Contact for Math (Pioneers)	All instructional staff	Quarterly meetings	Minutes from Pioneers meetings	Principal; Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Core math instruction	State and District Adopted Math Texts and Materials	State and District	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Based on analysis of our students' performance on the 2012 FCAT Science, the percentage of students scoring level 3 on the 2013 FCAT Science will maintain proficiency at 31% (51).
2012 Current Level of Performance:	2013 Expected Level of Performance:

31% (37) of our students scored at level 3.

31% (51) of our students will score at level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Elementary Science: 5E Model	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Utilize 5E model of science instruction with fidelity, emphasizing hands-on opportunities, notebooking and vocabulary development. Display LG and scale to demonstrate high expectations for mastery of the standard/benchmark.	Principal; Assistant Principal	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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
4	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. Utilize technology and hands-on science experiments to support instruction in our school science lab.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and	Students will be exposed to multiple non-fiction text resources to engage	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through	CTEM observations and reports (Look-for Result Count and

5	evaluative thinking and comprehension strategies.	with during a unit of study or theme to include the variety of available resources embedded in adopted instructional materials.		CTEM classroom observations and study of lesson plans.	Look-for Scoring by Learner); Lesson Plans
6	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal; Assistant Principal	During classroom observations administrators will determine that the 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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in 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:

Based on analysis of our students' performance on the 2012 FCAT Science, the percentage of students scoring levels 4 and 5 on the 2013 FCAT Science will increase from 47% (57) to 52% (85).

2012 Current Level of Performance:

2013 Expected Level of Performance:

47% (57) of our students scored at levels 4 and 5.

52% (85) of our students will score at levels 4 and 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the tested standard/benchmark. Teachers will identify the learning goal (LG), essential questions, and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal; Assistant Principal	During classroom observations administrators will determine that the 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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Elementary Science: 5E Model	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	TE will provide challenge opportunities for advanced learners to demonstrate exemplary mastery of standard/benchmark.	Principal; Assistant Principal	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	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

				to determine understanding of the LG and scale.	
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Ask advanced learners to work in pairs to evaluate each other's work. Following oral evaluations, students will rate each other's logic and completion based on the scale for the learning goal.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for advanced learners. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
6	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Students will be exposed to multiple non-fiction text resources to engage with during a unit of study or theme to include the variety of available resources embedded in adopted instructional materials. Students will be exposed to technical or procedural reading that extends beyond the unit of study.	Principal; Assistant Principal	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

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

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
Webb's Depth of Knowledge	All teachers	Principal; Assistant Principal	All teachers	August 2012 and ongoing	Observations; Lesson Plans	Principal; Assistant Principal
5E Model	All teachers	District Personnel; Science Points of Contact	All teachers	Early Release Day; Faculty Meetings	Observations; Lesson Plans	Principal; Assistant Principal
Journaling/Notebooking	All teachers	District Personnel; Science Points of Contact	All teachers	Early Release Day; Faculty Meetings	Observations; Lesson Plans	Principal; Assistant Principal
CTEM/Marzano's Instructional Framework	All teachers	Principal; Assistant Principal	All teachers	Early Release Day; Faculty Meetings	Observations; Lesson Plans	Principal; Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Core Science Instruction	Misc. Science Materials/Equipment	District	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Based on analysis of our students' performance on the 2012 FCAT Writing, the percentage of students scoring level 3 and higher on the 2013 FCAT Writing will increase from 92% (146) to 100% (142).
2012 Current Level of Performance:	2013 Expected Level of Performance:

92% (146) of our students scored at level 3 and higher.

100% (142) of our students will score at level 3 and higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal; Assistant Principal	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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
2	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM. Elementary Math: guided inquiry model (Launch, Explore, and Summarize). Elementary Science: 5E Model	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
3	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and	Principal; Assistant Principal	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

		comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text.			
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	To develop strategic and extended thinking in regard to student writing, TE will provide opportunities for peer evaluation of students' writing based on the writing rubric. Students will be accountable for defending their thinking based on specific examples from the writing and their understanding of expectations for quality writing, providing recommendations for improving the writing.	Principal; Assistant Principal	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.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
5	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	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.	Principal; Assistant Principal	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans
6	Content instruction often does not include specific strategies for accessing the text to build comprehension.	In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Principal; Assistant Principal	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); Lesson Plans

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

1b. Florida Alternate Assessment: Students scoring at 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
Journaling/Notebooking - content area writing	All grade levels	Writing Point of Contact; Reading Coach; District Personnel	All teachers	Early Release Days	Observations; Lesson Plans	Principal; Assistant Principal
Training on new writing rubrics	All grade levels	Writing Point of Contact; Reading Coach	All teachers	August 2012 and ongoing	Observations; Lesson Plans	Principal; Assistant Principal

Writing Budget:

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

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:	Based on an analysis of attendance data for the 11-12 school year, Pelican Marsh had an attendance rate of 96%. It is our goal to decrease the number of students with excessive absences and tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 current attendance rate was 96%.	The 2013 attendance rate will be 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The number of students with excessive absences in 2012 was 22% (191).	The number of students with excessive absences in 2013 will decrease by 10% (19 students).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The number of students with excessive tardies in 2012 was 16% (131).	The number of students with excessive tardies in 2013 will decrease by 10% (13 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 need to be positively reinforced for school attendance.	School counselor will work with students on improving attendance rate through positive reinforcement and the school PBS program (i.e. Pelican Pride assemblies, Pel-i-can Club).	Principal, Assistant Principal, School Counselor	Administration will review attendance data on a monthly basis.	Attendance reports
2	A number of our parent population do not realize the negative impact of instructional time lost due to tardies.	School staff will provide parents with information regarding the number of tardies and the negative impact on the instructional day (i.e. parent letters and phone calls; school newsletter). The problem-solving team will determine appropriate interventions and/or accommodations.	Principal, Assistant Principal, Teachers, School Counselor	Administration will review tardy data on a bi-weekly basis.	Tardy 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
No Data Submitted						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	Based on an analysis of suspension data for the 11-12 school year, Pelican MARSH will decrease the percentage of suspension days to 18 or less.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of In-School Suspensions were 20.	The total number of expected In-School Suspensions for 2013 is 18.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students suspended in school were	The total number of students expected to be suspended

9.	in school is 8 or less.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The total number of out-of-School Suspensions were 6.	The total number of out-of-School Suspensions expected are 2.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of students receiving out-of-School Suspensions was 2.	The total number of students receiving out-of-School Suspensions will be 1.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of social norm and self-discipline instruction within our instructional programming.	PBS Committee will revise school-wide expectations and associated indicators for each area. Teachers will implement and instruct PBS expectations and utilize PBS incentive processes.	School Counselor, Administration, Teachers, PBS Committee	Monthly review of progress at PBS meetings.	PBS meeting minutes Student Pass 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
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
Student incentives for PBS program	Variety of positive rewards	School-based budget	\$750.00
			Subtotal: \$750.00
			Grand Total: \$750.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		It is our goal to collaborate with families as full partners in the learning and development of their children. Based on an analysis of parent involvement data, Pelican Marsh will continue to strive for 100% parent involvement.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
The 2012 level of parent involvement was estimated to be 90% (750).		The 2013 level of parent involvement will be 100% (830).			
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 are some parents who do not attend school functions unless they actively involve their child.	Conduct student-led conferences at all grade levels.	Principal, Teachers	Observation of student-led conferences	Attendance logs for student-led conferences
2	Parents sometimes do not have the knowledge or information of how to help their children be more successful in school.	Provide parent education evenings on academic topics.	Principal, Teachers, Reading Coach, PTO	Observation of parent evenings	Attendance logs for parent evenings
3	Some barriers exist due to cultural, language, and economic differences of families attending our school.	Conduct new family welcome meeting; Invitations to PTO meetings; Provide translations	Principal, Assistant Principal, Counselor, ELL teacher/tutor, PTO Board	Observation of parent evenings; teacher input	Attendance logs for parent evenings

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		90% of teachers will receive professional learning designed to develop pedagogical skills in integrated inquiry-based teaching and learning of STEM concepts. These skills include technology content that includes the use of tools for enhancing teaching and learning science, engineering and mathematics, i.e., designing authentic projects, inquiry-based, project-based instruction that encourages innovations, inventions and applications.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Many teachers do not understand the connection of STEM to a specific content and	Provide meaningful professional learning that effectively models STEM skills and	Principal; Assistant Principal	Administration will monitor appropriate professional development and	Professional development attendance logs; PLC notes

1	may be resistant to incorporating STEM skills and strategies into their content.	strategies and builds collaborative PLCs for the purpose of infusing these skills and strategies across all content. Students will utilize Vernier Probes and supplementary instructional software including Pearson Success Net, Discovery Science, and FCAT Explorer. Fifth grade students will engage in a field trip to the Edison Museum and the Ford Estate.		attend PLC meetings
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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
STEM PD	All teachers	District personnel; Math and Science POC's	All teachers	TBD	TBD	Principal; Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Edison Museum and Ford Estate	Field Trip	PTO	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Intervention	Comprehension Intervention Toolkit	School-based funding	\$650.00
Reading	Reading Intervention	Making Connections	School-based funding	\$1,134.00
Mathematics	Core math instruction	State and District Adopted Math Texts and Materials	State and District	\$0.00
Science	Core Science Instruction	Misc. Science Materials/Equipment	District	\$0.00
				Subtotal: \$1,784.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Computer-based Reading Intervention	Ticket to Read	PTO	\$3,500.00
				Subtotal: \$3,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Assessment	Benchmark Assessment Kits	School-based funding	\$2,627.00
Suspension	Student incentives for PBS program	Variety of positive rewards	School-based budget	\$750.00
STEM	Edison Museum and Ford Estate	Field Trip	PTO	\$1,000.00
				Subtotal: \$4,377.00
				Grand Total: \$9,661.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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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 9/13/2012)

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
N/A	\$0.00

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

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Collier School District PELICAN MARSH ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	94%	98%	89%	374	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	78%	75%			153	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	73% (YES)			141	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					668	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Collier School District PELICAN MARSH ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	89%	94%	74%	347	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	75%	75%			150	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	70% (YES)			138	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					635	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested