

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: PINELLAS PARK MIDDLE SCHOOL

District Name: Pinellas

Principal: Dr. Robyn Witcher

SAC Chair: Richard Preil

Superintendent: Dr. John A. Stewart

Date of School Board Approval:

Last Modified on: 12/20/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Robyn Witcher	Bachelor of Science in FACS, Master of Science in Educational Leadership, Doctorate in Educational Leadership and Policy Studies . Certified in Family and Consumer Science, Educational Leadership, School Principal.	6	15	2011 D, AYP not met 2010 D, AYP not met 2009 C, AYP not met
		Bachelor's in English Education Master's in Ed Leadership Educational Leadership, (all			

Assis Principal	Conneishia Mathews	Levels) English For Speakers Of Other Languages (esol), Endorsement Professional English, (grades 6 - 12) Pinellas Reading, Endorsement	1	1	2011 D, AYP not met 2010 D, AYP not met 2009 C, AYP not met
Assis Principal	Charles Drake	Bachelors of Arts – Social Science Education Masters of Arts – Educational Leadership Certification in Exceptional Student Education Endorsement in ESOL Educational Leadership, (all Levels) Social Science, (grades 6 - 12) Varying Exceptionalities, (grades K - 12)		8	2011 D, AYP not met 2010 D, AYP not met 2009 C, AYP not met
Assis Principal	Diane Becker	Bachelor of Science in Nutrition Masters Educational Leadership Educational Leadership, (all Levels) World Language - Spanish, (grades K - 12)			2011 D, AYP not met 2010 D, AYP not met 2009 C, AYP not met

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)
Science	Christina Wolfe	Bachelor of Science in Psychology 6-12 Earth Science Certification		3	2011, D AYP not met 2010, C AYP not met 2009, C AYP not met
Literacy	Heather Obartuck	Bachelor of Education and Bachelor of Arts (from my College in Ohio we received both) Certification: ESE K12 / Reading			2011, D AYP not met 2010, C AYP not met 2009, C AYP not met

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	Pinellas Park Middle School is one of four schools that received permission to participate in the Teacher Incentive Fund (TIF) grant, that specifically addresses retaining high quality, effective teachers through professional development, monies, and increased collegiality amongst staff members.	TIF Instructional Staff Developers.	Continuous	

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
5% (3)	Professional development that specifically relates to enhancing skills needed for the teacher to obtain the status of becoming highly effective.

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	17.5%(11)	30.2%(19)	33.3%(21)	19.0%(12)	30.2%(19)	95.2%(60)	25.4%(16)	1.6%(1)	22.2%(14)

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
David Hamilton	Elton Scott	Teachers work in close proximity and teach the same subject.	Bi Monthly meetings for essential support; observations of mentees and feedback, curriculum assistance, brainstorming sessions, shared literature and discussion. Additional support to be determined by individual mentors.
Stephanie Bohl	Shayna White	Teachers work in close proximity and teach the same subject.	Bi Monthly meetings for essential support; observations of mentees and feedback, curriculum assistance, brainstorming sessions, shared literature and discussion. Additional support to be determined by individual mentors.
Monika Straatsma	Dean Ratty	Teachers work in close proximity and teach the same subject.	Bi Monthly meetings for essential support; observations of mentees and feedback, curriculum assistance, brainstorming sessions, shared literature and discussion. Additional support to be determined by individual

			mentors.
Angela Moslek	Leah Freiesleben	Teachers work in close proximity and teach the same subject.	Bi Monthly meetings for essential support; observations of mentees and feedback, curriculum assistance, brainstorming sessions, shared literature and discussion. Additional support to be determined by individual mentors.
Kim Williams	Jennifer Brose	Teachers work in close proximity and teach the same subject.	Bi Monthly meetings for essential support; observations of mentees and feedback, curriculum assistance, brainstorming sessions, shared literature and discussion. Additional support to be determined by individual mentors.
Colleen Quinn	Danielle Avila-Sedoris	Teachers work in close proximity and teach the same subject.	Bi Monthly meetings for essential support; observations of mentees and feedback, curriculum assistance, brainstorming sessions, shared literature and discussion. Additional support to be determined by individual mentors.
Sarah Gomilla	Katura Mills Paula Johns	Teachers work in close proximity and teach the same subject.	Bi Monthly meetings for essential support; observations of mentees and feedback, curriculum assistance, brainstorming sessions, shared literature and discussion. Additional support to be determined by individual mentors.
Rick Hite	Greg Perkins	Teachers work in close proximity and teach the same subject.	Bi Monthly meetings for essential support; observations of mentees and feedback, curriculum assistance, brainstorming sessions, shared literature and discussion. Additional support to be determined by individual mentors.
Elizabeth Paterakis	Dubravka Agatic	Teachers work in close proximity and teach the same subject.	Bi Monthly meetings for essential support; observations of mentees and feedback, curriculum assistance, brainstorming sessions, shared literature and discussion. Additional support to be determined by individual mentors
Joanne Given	Garius Goshay	Teachers work in close proximity and teach the same subject.	Bi Monthly meetings for essential support; observations of mentees and feedback, curriculum assistance, brainstorming sessions, shared literature and discussion. Additional support to be determined by individual mentors
Priscilla Hunter	Brandi Miller	Teachers work in close proximity and teach the same subject.	Bi Monthly meetings for essential support; observations of mentees and feedback, curriculum assistance, brainstorming sessions, shared literature and discussion. Additional support to be determined by individual mentors
Kathia Roberts	Amy Krusemark	Teachers work in close proximity and teach the same subject.	Bi Monthly meetings for essential support; observations of mentees and feedback, curriculum assistance, brainstorming sessions, shared literature and discussion. Additional support to be determined by individual mentors

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 A funds provide supplemental services and resources to improve teaching and learning in the district's highest poverty schools. Designated Title I funds are set aside for Parental Involvement, Public School Choice Options, Professional Development, Highly Qualified Teachers, and support for Homeless and Neglected/Delinquent students. Title I services are coordinated and integrated with other resources through the Office of Curriculum and Instruction, Student Assignment, and Research and Accountability.

Title I, Part C- Migrant

N/A in Pinellas County School District

Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II

The district receives funds for staff development to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools.

Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

The district receives funds to provide resources (social workers, a resource teacher, tutoring, and literacy backpacks) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I funds is also set aside to provide services to homeless students.

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I funds to provide extended learning opportunities for students during and after the regular school year.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

Title I funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school.

Adult Education

N/A

Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration, language arts, math, and science, social studies, specialist/instructional coaches; behavior specialist; school psychologist; social worker; educational diagnostician, guidance counselor, and ESE teacher.

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?

- Facilitator – generates agenda and leads team discussions
- Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
- Technology Specialist – brokers technology necessary to manage and display data
- Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
- Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

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

The MTSS Leadership Team, with the guidance of the School Based Leadership Team (SBLT), will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

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.

Florida Comprehensive Assessment Test (FCAT)
Florida Comprehensive Assessment for Instructional Reading (FAIR)
Formal & Informal Assessments
Mini Assessments
Discipline Data, Problem student data, referral rates

Describe the plan to train staff on MTSS.

District training
Coaches will facilitate training sessions during preschool for new teachers or teachers needing a refresher
Moodle site posted
Professional Learning Communities
SBLT Meeting

Describe the plan to support MTSS.

Pinellas Park Middle School has engaged in the block schedule this school, and this allows the opportunity for a collaborative teaming between staff members who teach the same subject, as well as, thematic unit driven activities between staff members who do not teach the same subject, but intend to demonstrate how learning is a cross-curricular activity.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration, language arts, math, social studies, science, specialist/instructional coaches, behavior specialist, school psychologist, social worker, educational diagnostician, guidance counselor, and ESE teacher.

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

Each member of the leadership team represents a particular subject, or function within the school setting. The team meets monthly to review goals, strategies, and data. They also discuss and plan projects. The Literacy Team met over the summer to plan school wide literacy projects. The team planned two school wide reading projects, one per semester. The team identified content area reading strategies that will be implemented school wide.

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

School wide reading projects (one per semester), identified reading strategies will be modeled, lesson studies will be conducted to improve reading across the curriculum. Focusing on text complexity.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 8/30/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

- The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms
- The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
- Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% 227	Decrease level 1&2 from 58% To 48%

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 lack foundation in subject specific vocabulary. .	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack continuity	Common Core/WICOR	AP who evaluates	PLCs will review unit	Walkthrough Tool

3	of teaching and learning practices, strategies and processes.	<ol style="list-style-type: none"> 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs. 	teacher Instructional Coaches	<p>assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary.</p> <p>Baseline test/Mid year assessment reviewed during PLCs Walkthrough Tool & Lesson Plans, <ul style="list-style-type: none"> •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments) </p>	<ul style="list-style-type: none"> & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
4	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	<p>1a.1. Determine Lesson: <ul style="list-style-type: none"> *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson </p>	1a.1. Walkthrough & Lesson Plans
5	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	<p>1a.2. Determine: <ul style="list-style-type: none"> *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and </p>	1a.2. Walkthrough

				personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur.	
6	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with appropriate grade-? benchmarks. The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks. Students are provided with appropriate scaffolding and supports to access higher order questions and tasks. (This section seems a bit repetitious)	1a.3. Walkthrough Teacher Appraisal Results
7					

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	Decrease level 1,2,3

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	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District

2		<p>Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>		<p>common core vocabulary.</p> <p>Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>Assessments, EOCs, FCAT and other classroom formal assessments)</p>
3	<p>Students lack continuity of teaching and learning practices, strategies and processes.</p>	<p>Common Core/WICOR</p> <p>1. PLCs develop common assessment questions.</p> <p>2. As a professional development activity, PLCs study Costas Level Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>	<p>AP who evaluates teacher Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary.</p> <p>Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>
4	<p>1b.2. Insufficient standard based instruction</p>	<p>1b.2. Implement High Yield Instructional Strategies</p>	<p>1b.2. AP who evaluates teacher</p>	<p>1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction;</p>	<p>1b.2. Walkthrough</p>

			Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur.
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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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% 130	Increase level 4 and 5 by 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	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
4	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough

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:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	Increase level 7 by 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	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

		Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.			
4	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough

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:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
pending	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments,

2		<p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>		Baseline test/Mid year assessment reviewed during PLCs.	EOCs, FCAT and other classroom formal assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	<p>Common Core/WICOR</p> <p>1. PLCs develop common assessment questions.</p> <p>2. As a professional development activity, PLCs study Costas Level Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
4	3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	<p>3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners</p> <p>*Teachers provide small group instruction to target specific learning</p>	<p>3a.1. School Summary of observation section of teacher appraisal results</p> <p>IPI data when available</p> <p>State instructional walkthrough when applicable</p>

			needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.
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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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
pending	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

		determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.			
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
4	3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable

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:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
pending	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

3		<p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>			
4	4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	<p>4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners</p> <p>*Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	4a.1. Lesson Plans & Walkthrough
5	4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create interventions that support core instructional goals and objectives	4a.2. SBLT	<p>4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses</p> <p>*Intervention and core teachers communicate and plan together regularly(Is this part of the master schedule? For example: Reading and English teachers plan together? If not, when might this occur?)</p> <p>*Intervention curriculum is aligned with core instructional goals/objectives</p> <p>*Core content materials and subject matter are integrated within intervention courses</p> <p>*Intervention strategies are reinforced in core classes</p>	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

				<ul style="list-style-type: none"> *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses 	
6	<p>4b.1. Lack of differentiation of instruction</p>	<p>4b.1. Differentiate Instruction</p>	<p>4b.1. AP who evaluates teacher</p>	<p>4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <ul style="list-style-type: none"> *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 	<p>4b.1. Lesson Plans & Walkthrough</p>
7	<p>4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas</p>	<p>4b.2. Create interventions that support core instructional goals and objectives</p>	<p>4ab.2. SBLT</p>	<p>4b.2.</p> <ul style="list-style-type: none"> *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses 	<p>4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs</p>

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 # Increase current level of performance.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	65	74	83	91	

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:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 59% 210 Black: 6% 23.00 Hispanic: 17% 59.00 Asian: 14% 50.00 American Indian: 0% 1.00	100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%

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 lack foundation in subject specific vocabulary.	WICOR- Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

2		<p>identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>			
3	<p>Students lack continuity of teaching and learning practices, strategies and processes.</p>	<p>Common Core/WICOR</p> <p>1. PLCs develop common assessment questions.</p> <p>2. As a professional development activity, PLCs study Costas Level Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>	<p>AP who evaluates teacher Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>
4	<p>5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction</p>	<p>5b.1. AP who evaluates teacher</p>	<p>5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments</p>	<p>5b.1. Lesson Plans & Walkthrough</p>

			*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
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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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending	100% of ELL students to make a learning gain An increase in proficiency by 10%

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 lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

		on the PLC logs.			
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
4	5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.

Increase current level of performance.

Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
To be complete in the pre-populated version	100% of all SWD students to make a learning gain An increase in proficiency by 10%

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 lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

		<p>assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>			
4	5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	<p>5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners</p> <p>*Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	5d.1. Lesson Plans & Walkthrough

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:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
To be complete in the pre-populated version	100% of economically disadvantaged students will learning gain An increase in proficiency by 10%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students lack foundation	WICOR-Graphic	AP who evaluates	PLCs will review unit	Walkthrough Tool

1	in subject specific vocabulary.	organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	teacher Instructional Coaches	assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	& Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural	5e.1. Lesson Plans & Walkthrough

4				background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.
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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
Accountable Talks	6-8	Dept. Chair	All Reading Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair
Collaborative Structures	6-8	Dept. Chair	All Reading Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair
Teaching And Learning Practices and Processes	6-8	Dept. Chair	All Reading Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair

Reading Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
	Teacher Training	Title 1, Part A	\$1,000.00
Subtotal:			\$1,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance technology utilization in all content areas.	Technology enhanced/enriched curriculum.	Various	\$0.00
	Compass Learning Software	Title 1, Part A	\$7,942.00
			Subtotal: \$7,942.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To increase best practices/strategies for student rigor and engagement.	Curriculum materials	Various	\$0.00
	Cambridge Face-to-Face Training	Title 1, Part A	\$883.35
	AVID Face-to-Face Training for 2 Teachers	Title 1, Part A	\$3,669.00
			Subtotal: \$4,552.35
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
	Consultant to support AMPS grade 7 and 8 classroom	Title 1, Part A	\$10,000.00
	Part-Time Hourly Teacher	Title 1, Part A	\$18,234.00
	Technology Technician Support	Title 1, Part A	\$8,513.00
	RtI Coach Support	Title 1, Part A	\$8,926.45
	Classroom Intervention Teacher Support	Title 1, Part A	\$10,931.50
	Cambridge Annual Registration	Title 1, Part A	\$6,800.00
	Summer Program Teacher Salaries	Title 1, Part A	\$7,500.00
	Summer Program Transportation	Title 1, Part A	\$2,500.00
	Substitute Teachers	Title 1, Part A	\$1,000.00
			Subtotal: \$74,404.95
Grand Total: \$87,899.30			

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.		Increase current level of performance.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
25% 12					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g.,

1		<p>on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.</p>		<p>of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>
2	<p>Students lack experience engaging in the inquiry process, providing rigor to their academic lives.</p>	<p>Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.</p>	<p>AP who evaluates teacher Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>
3	<p>Students lack continuity of teaching and learning practices, strategies and processes.</p>	<p>Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.</p>	<p>AP who evaluates teacher Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>

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

2. Students scoring proficient in reading.

CELLA Goal #2:

Increase current level of performance.

2012 Current Percent of Students Proficient in reading:

20%
10

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 lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal

3	<p>lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>		during PLCs.	assessments)
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Increase current level of performance.
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2012 Current Percent of Students Proficient in writing:

18%
9

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls. Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

		<p>assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>			
3	Students lack continuity of teaching and learning practices, strategies and processes.	<p>Common Core/WICOR</p> <p>1. PLCs develop common assessment questions.</p> <p>2. As a professional development activity, PLCs study Costas Level Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

CELLA Budget:

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% 245	Decrease in level 1 and 2 from 59% to 49%

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 lack foundation in subject specific vocabulary. .	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g.,

3		<p>development activity, PLCs study Costas Level Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>		<p>students reaching at least 80% mastery in common core vocabulary.</p> <p>Baseline test/Mid year assessment reviewed during PLCs Walkthrough Tool & Lesson Plans,</p> <p>•Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>	<p>FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>
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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 group:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p> <p>Mathematics Goal # 1b:</p>	<p>Increase current level of performance.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>71%</p>	<p>Decrease in level 1,2 and 3</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>Students lack foundation in subject specific vocabulary.</p>	<p>WICOR-Graphic organizers, foldables. Interactive word walls</p> <p>Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.</p>	<p>AP who evaluates teacher Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary.</p> <p>Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>
	<p>Students lack experience engaging in the inquiry process, providing rigor to their academic lives.</p>	<p>Common Core/WICOR</p> <p>1. PLCs develop common assessment questions.</p> <p>2. As a professional development activity, PLCs study Costas Level Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create</p>	<p>AP who evaluates teacher Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary.</p> <p>Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>

2		<p>different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>			
3	Students lack continuity of teaching and learning practices, strategies and processes.	<p>Common Core/WICOR</p> <p>1. PLCs develop common assessment questions.</p> <p>2. As a professional development activity, PLCs study Costas Level Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>	AP who evaluates teacher Instructional Coaches	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary.</p> <p>Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>Walkthrough Tool & Lesson Plans,</p> <p>•Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	Increase current level of performance.
Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% 114	Increase level 4 and 5 by 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
Students lack foundation in subject specific	WICOR-Graphic organizers, foldables.	AP who evaluates teacher	PLCs will review unit assessments and	Walkthrough Tool & Lesson Plans,

1	vocabulary.	Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	Instructional Coaches	chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	•Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%	Increase level 7 by 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	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

3		identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.			
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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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
pending	100% of 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	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

		<p>discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>			
3	<p>Students lack continuity of teaching and learning practices, strategies and processes.</p>	<p>Common Core/WICOR</p> <ol style="list-style-type: none"> 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs. 	<p>AP who evaluates teacher Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal # 3b:</p>	<p>Increase current level of performance.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>pending</p>	<p>100% of students will make learning gains</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>Students lack foundation in subject specific vocabulary.</p>	<p>WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.</p>	<p>AP who evaluates teacher Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed</p>	<p>Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom</p>

				during PLCs.	formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal 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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:

Increase current level of performance.

2012 Current Level of Performance:

2013 Expected Level of Performance:

pending			100% of 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	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

	<p>were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	Increase current level of performance.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	51	56	61	66	

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.	Increase current level of performance.
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: 58% 207</p> <p>Black: 6% 20</p> <p>Hispanic: 16% 59</p> <p>Asian: 16% 58</p> <p>American Indian: 0% 1</p>	<p>100% of all subgroups to make a learning gain</p> <p>Increase proficiency of all subgroups by 10%</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	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal 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 mathematics. Mathematics Goal #5C:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
	100% of ELL students to make a learning gain

Pending			Increase proficiency of ELL students by 10%		
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 lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data,	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

	PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.		
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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:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
pending	100% of SWD students to make a learning gain Increase proficiency of SWD students by 10%

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 lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack continuity	Common Core/WICOR 1. PLCs develop common	AP who evaluates teacher	PLCs will review unit assessments and	Walkthrough Tool & Lesson Plans,

3	of teaching and learning practices, strategies and processes.	assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	Instructional Coaches	chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	•Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
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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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
pending	100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%

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 lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal

2		<p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>			assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	<p>Common Core/WICOR</p> <p>1. PLCs develop common assessment questions.</p> <p>2. As a professional development activity, PLCs study Costas Level Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<p>1. Students scoring at Achievement Level 3 in Algebra.</p> <p>Algebra Goal # 1:</p>	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% 54	Decrease level 1 and 2

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 lack foundation in subject specific vocabulary. .	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

	<p>discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>		
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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 group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% 9	Increase level 4 and 5 by 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	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

		Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.			
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
4	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
5	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data,	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

		PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.			
6	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Increase present current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (7)	Decrease level 1 and 2 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
Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g.,

1		<p>on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.</p>		<p>of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs</p>	<p>FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>
2	<p>Students lack experience engaging in the inquiry process, providing rigor to their academic lives.</p>	<p>Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.</p>	<p>AP who evaluates teacher Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>	<p>Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>
3	<p>Students lack continuity of teaching and learning practices, strategies and processes.</p>	<p>Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.</p>	<p>AP who evaluates teacher Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>	<p>Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	To increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	Increase level 4 and 5 by 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	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and

3		<p>techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>		Baseline test/Mid year assessment reviewed during PLCs.	other classroom formal assessments)
4	Students lack foundation in subject specific vocabulary.	<p>WICOR-Graphic organizers, foldables.</p> <p>Interactive word walls</p> <p>Weekly PLCs focusing on precise language across the grade levels.</p> <p>Develop common vocabulary assessments to use across the grade levels.</p>	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
5	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	<p>Common Core/WICOR</p> <p>1. PLCs develop common assessment questions.</p> <p>2. As a professional development activity, PLCs study Costas Level Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack continuity of teaching and learning practices, strategies and processes.	<p>Common Core/WICOR</p> <p>1. PLCs develop common assessment questions.</p> <p>2. As a professional</p>	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM

6		development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.		least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
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End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Accountable Talks	6-8	Dept. Chair	All Math Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair
Collaborative Structures	6-8	Dept. Chair	All Math Teachers	TBA	We will follow up every PLC throughout the year.	Dept. Chair
Teaching And Learning Practices and Processes	6-8	Dept. Chair	All Math Teachers	TBA	We will follow up every PLC throughout the year.	Dept. Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
	Teacher Training	Title 1, Part A	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance technology utilization in all content areas.	Technology enhanced/enriched curriculum.	Various	\$0.00

Compass Learning Software		Title 1, Part A	\$7,942.00
			Subtotal: \$7,942.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To increase best practices/strategies for student rigor and engagement.	Curriculum materials	Various	\$0.00
Cambridge Face-to-Face Training		Title 1, Part A	\$883.35
			Subtotal: \$883.35
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Technology Technician Support		Title 1, Part A	\$8,513.00
RtI Coach Support		Title 1, Part A	\$8,926.45
Classroom Intervention Teacher Support		Title 1, Part A	\$10,931.50
Summer Program Teacher Salaries		Title 1, Part A	\$7,500.00
Summer Program Transportation		Title 1, Part A	\$2,500.00
Substitute Teachers		Title 1, Part A	\$1,000.00
			Subtotal: \$39,370.95
			Grand Total: \$49,196.30

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:		Improve current level of performance		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
28.1% (85)		30.1% (90)		
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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Increase current level of performance.

2012 Current Level of Performance:		2013 Expected Level of Performance:		
50%		Decrease the number of level 1,2, and 3 by 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
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:	Increase current level of performance.			
2012 Current Level of Performance:		2013 Expected Level of Performance:		
2.6% 8		Increase the level 4 and 5 students 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
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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal # 2b:	Increase current level of performance.			
2012 Current Level of Performance:		2013 Expected Level of Performance:		
50%		Increase the level 7 by 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
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
Accountable Talks	6-8	Dept. Chair	All Science Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair
Teaching And Learning Practices and Processes	6-8	Dept. Chair	All Science Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair
Collaborative Structures	6-8	Dept. Chair	All Science Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
	Teacher Training	Title 1, Part A	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance technology utilization in all content areas.	Technology enhanced/enriched curriculum	Various	\$0.00
	Compass Learning Software	Title 1, Part A	\$7,942.00
			Subtotal: \$7,942.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
	Cambridge Face-to-Face Training	Title 1, Part A	\$833.35
			Subtotal: \$833.35
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
	Part-Time Hourly Teacher	Title 1, Part A	\$10,931.40
	Technology Technician Support	Title 1, Part A	\$8,513.00
	RTI Coach Support	Title 1, Part A	\$8,926.45
	Classroom Intervention Teacher Support	Title 1, Part A	\$10,931.50
	Substitute Teachers	Title 1, Part A	\$1,000.00
			Subtotal: \$40,302.35

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:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% 183	Level 4 and above 10% 30 Decrease level 1,2 and 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	Student skills are not up to grade level.	<p>Set and communicate a purpose for learning and learning goals in each lesson.</p> <p>Students will write in every class every day.</p> <p>Strong emphasis will be placed on mechanics and sentence structure in language arts classes.</p> <p>Student writing will be taught with a focus on an idea and or strong argument.</p> <p>Students will be instructed to take Cornell Notes and review them and summarize them on a regular basis.</p> <p>Students will collaborate with each other through peer editing.</p>	AP who evaluates teacher and Instructional coaches.	<p>Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson</p>	<p>Walkthrough & Lesson Plans</p> <p>Florida Writes</p> <p>Glencoe Essay Grader</p>
	Student lack prior knowledge that emphasizes grammar and mechanics.	<p>Set and communicate a purpose for learning and learning goals in each lesson.</p> <p>Students will write in every class every day.</p> <p>Strong emphasis will be placed on mechanics and sentence structure</p>	AP who evaluates teacher and Instructional coaches.	<p>Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning</p>	<p>Walkthrough & Lesson Plans</p> <p>Florida Writes</p> <p>Glencoe Essay Grader</p>

2		<p>in language arts classes.</p> <p>Student writing will be taught with a focus on an idea and or strong argument.</p> <p>Students will be instructed to take Cornell Notes and review them and summarize them on a regular basis.</p> <p>Students will collaborate with each other through peer editing.</p>	<p>goal/essential question</p> <p>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question</p> <p>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question</p> <p>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it</p> <p>*Teacher reference to the scale or rubric throughout the lesson</p>	
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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 group:

<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> <p>Writing Goal #1b:</p>	<p>Increase current level of performance.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Level 4,5, and 6 0%</p> <p>Level 7, 8, 9 100%</p>	<p>Decrease level 1,2 and 3</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>Student skills are not up to grade level.</p>	<p>Set and communicate a purpose for learning and learning goals in each lesson.</p> <p>Students will write in every class every day.</p> <p>Strong emphasis will be placed on mechanics and sentence structure in language arts classes.</p> <p>Student writing will be taught with a focus on an idea and or strong argument.</p> <p>Students will be instructed to take Cornell Notes and review them and summarize them on a regular basis.</p> <p>Students will collaborate with each other through peer editing.</p>	<p>AP who evaluates teacher and Instructional coaches.</p>	<p>Determine Lesson:</p> <p>*Is aligned with a course standard or benchmark and to the district/school pacing guide</p> <p>*Begins with a discussion of desired outcomes and learning goals</p> <p>*Includes a learning goal/essential question</p> <p>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question</p> <p>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question</p> <p>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it</p> <p>*Teacher reference to the scale or rubric throughout the lesson</p>	<p>Walkthrough & Lesson Plans</p> <p>Florida Writes</p> <p>Glencoe Essay Grader</p>

2	Student lack prior knowledge that emphasizes grammar and mechanics.	<p>Set and communicate a purpose for learning and learning goals in each lesson.</p> <p>Students will write in every class every day.</p> <p>Strong emphasis will be placed on mechanics and sentence structure in language arts classes.</p> <p>Student writing will be taught with a focus on an idea and or strong argument.</p> <p>Students will be instructed to take Cornell Notes and review them and summarize them on a regular basis.</p> <p>Students will collaborate with each other through peer editing.</p>	AP who evaluates teacher and Instructional coaches.	<p>Determine Lesson:</p> <ul style="list-style-type: none"> *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson 	<p>Walkthrough & Lesson Plans</p> <p>Florida Writes</p> <p>Glencoe Essay Grader</p>
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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
Accountable Talks	6-8	Dept. Chair	All Writing Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair
Collaborative Structures	6-8	Dept. Chair	All Writing Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair
Teaching and Learning Practices and Processes	6-8	Dept. Chair	All Writing Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
To enhance technology utilization in all content areas.	Technology enhance/enriched curriculum.	Various	\$0.00
	Compass Learning Software	Title 1, Part A	\$7,942.00
			Subtotal: \$7,942.00
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
N/A	N/A	N/A	\$0.00
	RTI Coach Support	Title 1, Part A	\$10,931.50
	Technology Technician Support	Title 1, Part A	\$8,513.00
	Classroom Intervention Teacher Support	Title 1, Part A	\$10,931.50
			Subtotal: \$30,376.00
			Grand Total: \$38,318.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Increase current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
not available	Improved from baseline

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 lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and

2		<p>techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>		<p>Baseline test/Mid year assessment reviewed during PLCs</p> <p>Walkthrough Tool & Lesson Plans,</p> <ul style="list-style-type: none"> •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments) 	<p>other classroom formal assessments)</p>
3	<p>Students lack continuity of teaching and learning practices, strategies and processes.</p>	<p>Common Core/WICOR</p> <p>1. PLCs develop common assessment questions.</p> <p>2. As a professional development activity, PLCs study Costas Level Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>	<p>AP who evaluates teacher</p> <p>Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary.</p> <p>Baseline test/Mid year assessment reviewed during PLCs</p> <p>Walkthrough Tool & Lesson Plans,</p> <ul style="list-style-type: none"> •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments) 	<p>Walkthrough Tool & Lesson Plans,</p> <ul style="list-style-type: none"> •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
4	<p>Students lack foundation in subject specific vocabulary.</p>	<p>WICOR-Graphic organizers, foldables.</p> <p>Interactive word walls</p> <p>Weekly PLCs focusing on precise language across the grade levels.</p> <p>Develop common vocabulary assessments to use across the grade levels.</p>	<p>AP who evaluates teacher</p> <p>Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary.</p> <p>Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>Walkthrough Tool & Lesson Plans,</p> <ul style="list-style-type: none"> •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
	<p>Students lack experience engaging in the inquiry process, providing rigor to their academic lives.</p>	<p>Common Core/WICOR</p> <p>1. PLCs develop common assessment questions.</p> <p>2. As a professional</p>	<p>AP who evaluates teacher</p> <p>Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at</p>	<p>Walkthrough Tool & Lesson Plans,</p> <ul style="list-style-type: none"> •Assessment Data (e.g., FCAT, FAIR, FCIM

5		<p>development activity, PLCs study Costas Level Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>		<p>least 80% mastery in common core vocabulary.</p> <p>Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>
6	<p>Students lack continuity of teaching and learning practices, strategies and processes.</p>	<p>Common Core/WICOR</p> <p>1. PLCs develop common assessment questions.</p> <p>2. As a professional development activity, PLCs study Costas Level Questioning techniques.</p> <p>3. Teachers implement lessons using Costas Level Questioning.</p> <p>4. Teachers assess students by having them identify and create different levels of questions.</p> <p>5. Teachers bring student work and/or assessments to PLCs.</p> <p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>	<p>AP who evaluates teacher Instructional Coaches</p>	<p>PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary.</p> <p>Baseline test/Mid year assessment reviewed during PLCs.</p>	<p>Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)</p>

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p> <p>Civics Goal #2:</p>	<p>Increase current level of performance.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

not available

Improved from baseline

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 lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

		<p>6. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>8. PLCs record their work on the PLC logs.</p>		
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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
Accountable Talks	6-8	Dept. Chair	All Civics Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair
Collaborative Structures	6-8	Dept. Chair	All Civics Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair
Teaching and Learning Practices and Processes	6-8	Dept. Chair	All Civics Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
	Teacher Training	Title 1, Part A	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance technology utilization in all content areas.	Technology enhanced/enriched curriculum	Various	\$0.00
	Compass Learning Software	Title 1, Part A	\$7,942.00
			Subtotal: \$7,942.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
	RTI Coach Support	Title 1, Part A	\$8,926.45
	Technology Technician Support	Title , Part A	\$8,513.00
	Classroom Intervention Teacher Support	Title 1, Part A	\$10,931.50
	Substitute Teachers	Title 1, Part A	\$1,000.00
			Subtotal: \$29,370.95
			Grand Total: \$38,312.95

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Increase current level of performance.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92%	Greater than prior year
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
466	10% decrease from prior year
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0	10% decrease from prior year

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student engagement	Positive behavior supports are in place in the form of an effective school wide behavior plan	SBLT	Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments

					Number of students assigned to alternative bell schedule
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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
Collaborative strategies for student engagement within the learning environment.	6-8	SBLT	All SBLT Team members	TBA	Progress monitoring materials available to all staff members.	SBLT Meeting notes and goals. Progress Monitoring Charts.

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance technology utilization in monitoring student attendance.	Technology enriched data tracking programs.	Various	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	RtI Coach Support	Title 1, Part A	\$8,926.45
	Social Worker Support	Title 1, Part A	\$13,934.11
	Consultant for Drop Out Prevention	Title 1, Part A	\$6,000.00
			Subtotal: \$28,860.56
			Grand Total: \$28,860.56

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		Increase current level of performance.			
Suspension Goal # 1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
1640		10% decrease from prior year			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
307		10% decrease from prior year			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
957		10% decrease from prior year			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
173		10% decrease from prior year			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Student Engagement	Positive behavior supports are in place in the form of an effective school wide behavior plan	SBLT	Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule

(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
Collaborative strategies for student engagement within the learning environment.	6-8	SBLT	All SBLT Team Members	TBA	Progress monitoring materials available to all staff members.	SBLT Meeting notes and goals. Progress Monitoring Charts.

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance technology utilization in monitoring student attendance.	Technology enriched data tracking programs.	Various	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
	RTI Coach Support	Title 1, Part A	\$8,926.45
	Social Worker Support	Title 1, Part A	\$13,934.11
	Consultant for Drop Out Prevention	Title 1, Part A	\$6,000.00
			Subtotal: \$28,860.56
			Grand Total: \$28,860.56

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or	Increase current level of performance.
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unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
64%		Increase parental involvement by 5%, or to 69%, with the intended goal of 100%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	•Disconnect between school and families	Provide workshops/activities on a variety of days of the week/weekend and at different times.	•Assistant Principals, Counselors, Family and Community Liaison, Title 1 Contact	Provide parents with a detailed survey. As part of an end of event survey, data will be gathered as to how the parent heard about the event. Will also gather suggestions about alternate ways to communicate information about upcoming events.	Data from meetings, attendance, Connect Ed
2	•Language	•Provide materials in a variety of languages as needed.	Family and Community Liaison, Title 1 Contact	Survey will be examined. Roadblocks to attendance will be addressed and translation services will be provided as needed.	Number of written communications provided for parents in English and Spanish. Number of translators available at parent meetings and in school offices. Number of occurrences when PPMS requests the services of contracting companies to provide translations in languages other than Spanish.
3	•Not meeting the needs of the family/students	•Schedule activities/workshops that are family friendly so all can participate.	Assistant Principals, Counselors, Family and Community Liaison, Title I Contact	Total number of parents attending workshops.	Attendance data. Student achievement results.

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
Collaborative strategies for student engagement within the learning environment.	6-8	SBLT	SBLT Team Members	TBA	Monthly check-up of parent contact logs.	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
	1.75 hr/day Salary for Volunteer Coordinator	Title 1, Part A	\$4,385.88
	Postage for Parent Communication	Title 1, Part A	\$2,000.00
	Instructional Materials/Supplies	Title 1, Part A	\$500.00
	P-Card Purchases	Title 1, Part A	\$5,000.00
	Central Printing Services	Title 1, Part A	\$500.00
	Miscellaneous	Title 1, Part A	\$1,822.21
			Subtotal: \$14,208.09
			Grand Total: \$14,208.09

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:	Increase current 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
1	Students lack foundation in subject specific vocabulary.	WICOR-Graphic organizers, foldables. Interactive word walls Weekly PLCs focusing on precise language across the grade levels. Develop common vocabulary assessments to use across the grade levels.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
2	Students lack experience engaging in the inquiry process, providing rigor to their academic lives.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)
3	Students lack continuity of teaching and learning practices, strategies and processes.	Common Core/WICOR 1. PLCs develop common assessment questions. 2. As a professional development activity, PLCs study Costas Level Questioning techniques. 3. Teachers implement lessons using Costas Level Questioning. 4. Teachers assess students by having them identify and create different levels of questions. 5. Teachers bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs use the data to discuss techniques that were successful. 7. Based on the data, PLCs use the problem-	AP who evaluates teacher Instructional Coaches	PLCs will review unit assessments and chart/discuss the increase in the number of students reaching at least 80% mastery in common core vocabulary. Baseline test/Mid year assessment reviewed during PLCs.	Walkthrough Tool & Lesson Plans, •Assessment Data (e.g., FCAT, FAIR, FCIM Activities, District Assessments, EOCs, FCAT and other classroom formal assessments)

		solving process to determine next steps of Costas Level Questioning techniques. 8. PLCs record their work on the PLC logs.		
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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
Accountable Talk	6-8	Dept. Chairs	All Math/Science Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chairs
Collaborative Structures	6-8	Dept. Chairs	All Math/Science Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chairs
Teaching and Learning Practices and Processes	6-8	Dept. Chairs	All Math/Science Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chairs

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
	Teacher Training	Title 1, Part A	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance technology utilization in all content areas.	Technology enhanced/enriched curriculum	Various	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
	Part Time Hourly Teacher	Title 1, Part A	\$9,116.84
	RtI Coach Support	Title 1, Part A	\$8,926.45
			Subtotal: \$18,043.29
			Grand Total: \$19,043.29

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal # 1:			Increase current 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
1	Career academy students not in cohort schedule with academic and CTE teachers.	Use AVID, WICOR, Common Core strategies and Project-based learning to focus career themed instructional planning between CTE and academic teachers for students in cohort schedules. Provide opportunities for CTE and academic teachers to develop and implement integrated curriculum. Schedule career academy students in cohorts with common academic and CTE instructors.	Administration and Instructional Coaches	Arrange for lesson study time to develop integrated lessons with all academy teachers. Encourage or provide training in Project-based Learning elements. Promote the use of STEM scientific principles of CTE content. Encourage training, integration, and implementation of Florida's Next Generation Common Core State Standards across all disciplines. Plan activities school-wide relating to CTE Career Themes.	Monitor the curriculum development opportunities of academy teachers, with lesson study time, workshops, etc. Monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses.
2	Curriculum not aligned to career theme across all disciplines.	Use AVID, WICOR, Common Core strategies and Project-based learning to focus career themed instructional planning between CTE and academic teachers for students in cohort schedules. Provide opportunities for CTE and academic teachers to develop and implement integrated curriculum. Schedule career academy students in cohorts with common academic and CTE instructors.	Administration and Instructional Coaches	Arrange for lesson study time to develop integrated lessons with all academy teachers. Encourage or provide training in Project-based Learning elements. Promote the use of STEM scientific principles of CTE content. Encourage training, integration, and implementation of Florida's Next Generation Common Core State Standards across all disciplines. Plan activities school-wide relating to CTE Career Themes.	Monitor the curriculum development opportunities of academy teachers, with lesson study time, workshops, etc. Monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses.

(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
Accountable Talks	6-8	Dept. Chair	All Career Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair
Collaborative Structures	6-8	Dept. Chair	All Career Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair
Teaching and Learning Practices and Processes	6-8	Dept. Chair	All Career Teachers	TBA	We will follow up every PLC meeting throughout the year.	Dept. Chair

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
	Teacher Training	Title 1, Part A	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance technology utilization in all content areas.	Technology enhanced/enriched curriculum.	Various	\$0.00
	31 Student Desktop Computer Stations for Lab Use	Title 1, Part A	\$21,440.53
			Subtotal: \$21,440.53
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
	RTI Coach Support	Title 1, Part A	\$8,926.45
	Hourly Teacher Stipends to Support Struggling Students	Title 1, Part A	\$600.00
			Subtotal: \$9,526.45
			Grand Total: \$31,966.98

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
Reading		Teacher Training	Title 1, Part A	\$1,000.00
Mathematics	Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
Mathematics		Teacher Training	Title 1, Part A	\$1,000.00
Science	Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
Science		Teacher Training	Title 1, Part A	\$1,000.00
Writing	Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
Civics	Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
Civics		Teacher Training	Title 1, Part A	\$1,000.00
Attendance	Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
Suspension	Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
STEM		Teacher Training	Title 1, Part A	\$1,000.00
CTE	Continuous improvement of teacher development by providing opportunities for high yield professional development.	Professional Development Support	Various	\$0.00
CTE		Teacher Training	Title 1, Part A	\$1,000.00
				Subtotal: \$6,000.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To enhance technology utilization in all content areas.	Technology enhanced/enriched curriculum.	Various	\$0.00
Reading		Compass Learning Software	Title 1, Part A	\$7,942.00
Mathematics	To enhance technology utilization in all content areas.	Technology enhanced/enriched curriculum.	Various	\$0.00
Mathematics		Compass Learning Software	Title 1, Part A	\$7,942.00
Science	To enhance technology utilization in all content areas.	Technology enhanced/enriched curriculum	Various	\$0.00
Science		Compass Learning Software	Title 1, Part A	\$7,942.00
Writing	To enhance technology utilization in all content areas.	Technology enhance/enriched curriculum.	Various	\$0.00
Writing		Compass Learning Software	Title 1, Part A	\$7,942.00
Civics	To enhance technology utilization in all content areas.	Technology enhanced/enriched curriculum	Various	\$0.00
Civics		Compass Learning Software	Title 1, Part A	\$7,942.00
Attendance	To enhance technology utilization in monitoring student attendance.	Technology enriched data tracking programs.	Various	\$0.00
Suspension	To enhance technology utilization in monitoring student attendance.	Technology enriched data tracking programs.	Various	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	To enhance technology utilization in all content areas.	Technology enhanced/enriched curriculum	Various	\$0.00
CTE	To enhance technology utilization in all content areas.	Technology enhanced/enriched curriculum.	Various	\$0.00
CTE		31 Student Desktop Computer Stations for Lab Use	Title 1, Part A	\$21,440.53
				Subtotal: \$61,150.53

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To increase best practices/strategies for student rigor and engagement.	Curriculum materials	Various	\$0.00
Reading		Cambridge Face-to-Face Training	Title 1, Part A	\$883.35
Reading		AVID Face-to-Face Training for 2 Teachers	Title 1, Part A	\$3,669.00
Mathematics	To increase best practices/strategies for student rigor and engagement.	Curriculum materials	Various	\$0.00
Mathematics		Cambridge Face-to-Face Training	Title 1, Part A	\$883.35
Science	To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
Science		Cambridge Face-to-Face Training	Title 1, Part A	\$833.35
Civics	To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
Attendance	To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
	To increase best			

Suspension	practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
Parent Involvement	To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
STEM	To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
CTE	To increase best practices/strategies for student rigor and engagement.	Curriculum Materials	Various	\$0.00
				Subtotal: \$6,269.05
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
Reading		Consultant to support AMPS grade 7 and 8 classroom	Title 1, Part A	\$10,000.00
Reading		Part-Time Hourly Teacher	Title 1, Part A	\$18,234.00
Reading		Technology Technician Support	Title 1, Part A	\$8,513.00
Reading		RtI Coach Support	Title 1, Part A	\$8,926.45
Reading		Classroom Intervention Teacher Support	Title 1, Part A	\$10,931.50
Reading		Cambridge Annual Registration	Title 1, Part A	\$6,800.00
Reading		Summer Program Teacher Salaries	Title 1, Part A	\$7,500.00
Reading		Summer Program Transportation	Title 1, Part A	\$2,500.00
Reading		Substitute Teachers	Title 1, Part A	\$1,000.00
Mathematics	N/A	N/A	N/A	\$0.00
Mathematics		Technology Technician Support	Title 1, Part A	\$8,513.00
Mathematics		RtI Coach Support	Title 1, Part A	\$8,926.45
Mathematics		Classroom Intervention Teacher Support	Title 1, Part A	\$10,931.50
Mathematics		Summer Program Teacher Salaries	Title 1, Part A	\$7,500.00
Mathematics		Summer Program Transportation	Title 1, Part A	\$2,500.00
Mathematics		Substitute Teachers	Title 1, Part A	\$1,000.00
Science	N/A	N/A	N/A	\$0.00
Science		Part-Time Hourly Teacher	Title 1, Part A	\$10,931.40
Science		Technology Technician Support	Title 1, Part A	\$8,513.00
Science		RtI Coach Support	Title 1, Part A	\$8,926.45
Science		Classroom Intervention Teacher Support	Title 1, Part A	\$10,931.50
Science		Substitute Teachers	Title 1, Part A	\$1,000.00
Writing	N/A	N/A	N/A	\$0.00
Writing		RtI Coach Support	Title 1, Part A	\$10,931.50
Writing		Technology Technician Support	Title 1, Part A	\$8,513.00
Writing		Classroom Intervention Teacher Support	Title 1, Part A	\$10,931.50
Civics	N/A	N/A	N/A	\$0.00
Civics		RtI Coach Support	Title 1, Part A	\$8,926.45
Civics		Technology Technician Support	Title , Part A	\$8,513.00
Civics		Classroom Intervention Teacher Support	Title 1, Part A	\$10,931.50
Civics		Substitute Teachers	Title 1, Part A	\$1,000.00
Attendance		RtI Coach Support	Title 1, Part A	\$8,926.45

Attendance		Social Worker Support	Title 1, Part A	\$13,934.11
Attendance		Consultant for Drop Out Prevention	Title 1, Part A	\$6,000.00
Suspension	N/A	N/A	N/A	\$0.00
Suspension		RtI Coach Support	Title 1, Part A	\$8,926.45
Suspension		Social Worker Support	Title 1, Part A	\$13,934.11
Suspension		Consultant for Drop Out Prevention	Title 1, Part A	\$6,000.00
Parent Involvement	N/A	N/A	N/A	\$0.00
Parent Involvement		1.75 hr/day Salary for Volunteer Coordinator	Title 1, Part A	\$4,385.88
Parent Involvement		Postage for Parent Communication	Title 1, Part A	\$2,000.00
Parent Involvement		Instructional Materials/Supplies	Title 1, Part A	\$500.00
Parent Involvement		P-Card Purchases	Title 1, Part A	\$5,000.00
Parent Involvement		Central Printing Services	Title 1, Part A	\$500.00
Parent Involvement		Miscellaneous	Title 1, Part A	\$1,822.21
STEM	N/A	N/A	N/A	\$0.00
STEM		Part Time Hourly Teacher	Title 1, Part A	\$9,116.84
STEM		RtI Coach Support	Title 1, Part A	\$8,926.45
CTE	N/A	N/A	N/A	\$0.00
CTE		RtI Coach Support	Title 1, Part A	\$8,926.45
CTE		Hourly Teacher Stipends to Support Struggling Students	Title 1, Part A	\$600.00
				Subtotal: \$313,324.15
				Grand Total: \$386,743.73

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.

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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.



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

Describe projected use of SAC funds	Amount
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No data submitted

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

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

Pinellas School District PINELLAS PARK MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	45%	78%	26%	202	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	55%	50%			105	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	61% (YES)	54% (YES)			115	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					422	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Pinellas School District PINELLAS PARK MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	53%	84%	31%	224	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	56%	65%			121	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	56% (YES)	62% (YES)			118	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					463	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested