Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Eden Park Elementary	District Name: Collier
Principal: Linda Salazar	Superintendent: Dr. Kamela Patton
SAC Chair: Maria Cervantes	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

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List your school's highly effective 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)	Number of Years at Current School	Number 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	Linda Salazar	Currently working on doctoral dissertation-U of F Masters - Curriculum and Instructional Leadership Bachelors – Elementary Education Certification – Early Childhood	2	19	Linda Salazar was placed as principal at Immokalee High School in 2007 at the time the decision was made to restructure the school. At the time, IHS was an F school. The graduation rate at the school was below 50% as students dropped out when they could not pass FCAT Reading. Visible gains were made each year. The graduation rate slowly began to increase as support structures were created for teachers and students. In 2010, Immokalee High School earned a 'C' FCAT grade. In 2011 when Mrs. Salazar moved to Eden Park Elementary, the graduation rate was at 76%. Prior to Immokalee High School, Linda Salazar was the principal at Highlands Elementary, a Title I school. The school had earned a 'D' FCAT grade. Mrs. Salazar instituted various initiatives with monitoring devices in an effort to insure standards-based instruction was occurring in each classroom. Highlands Elementary became the first Title I school in Collier County to earn an 'A' FCAT grade in 2005.

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Assistant Principal	Kate Drilling	Masters in Educational Leadership & Curriculum Certifications: English 6-12, Social Sciences 6-12 Endorsements: Gifted, Reading, ESOL Bachelors Degree in Religious Studies	2	4	As a content area coach at Immokalee High School for 2 years, she designed staff development to meet the technology needs of teachers as well as locating and manipulating data into readable graphs, etc. on Data Warehouse. As the Assistant Principal of Curriculum, Mrs. Drilling was responsible for monitoring portions of the School Improvement Plan and progress monitoring. The constant monitoring proved to be essential in increasing our students' gains and Immokalee High School climbing from an 'F' status to a 'D'. In her second year as the Assistant Principal for Curriculum, she worked diligently to create a master schedule that accommodated common planning. She is a great resource to teachers and students as she challenges both groups to rise to new expectations. In 2009 Immokalee High earned a 'C' FCAT school grade.

Highly Effective Instructional Coaches

List your school's highly effective 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)	Number of Years at Current School	Number 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)

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Math	Mark Frehe	Mr. Frehe currently holds FL and KS certification/ licensure in elementary education (K-6) and building leadership (All Levels). He completed his teacher training program in elementary education through Emporia State University in the state of Kansas and a building leadership program through the University of Kansas.	1	1	The current school year (2012-2013) is Mr. Frehe's first year at Eden Park Elementary School and first year as an instructional coach. Mr. Frehe previously worked for the Leavenworth, KS School District as their Coordinator of Data, Research, and Evaluation from 2010-2012 and with the Kansas Department of Education as an Education Program Consultant in Teacher Education and Licensure from 2007-2010. Mr. Frehe began his career in education as an intermediate (5th & 6th grade) elementary classroom teacher with the Shawnee Heights, KS School District from 2001-2007. During Mr. Frehe's tenure with the Leavenworth, KS School District, he focused on bringing a balanced assessment plan with a system for analyzing student data as part of the Multi-Tier System of Supports (MTSS) process to assist in making educational decisions based on the most current, valid, high leverage assessment data possible. The percentage of current schools in the district making Adequate Yearly Progress (AYP) rose from 28% in 2010 to 57% in 2012 with the percentage of students proficient in each student group in reading and mathematics showing an increase over that period of time. During Mr. Frehe's time with the Kansas Department of Education, he assisted school districts across the state of Kansas in the identification and hiring of highly qualified teachers. The percentage of highly qualified teachers in Kansas schools rose from 96% to 98% employed in core content areas. Lastly, during Mr. Frehe's tenure as an intermediate-level classroom teacher with the Shawnee Heights, KS School District, the school he was assigned to(Tecumseh South Elementary School) achieved AYP each year in reading and mathematics. Additionally, Mr. Frehe's grade level achieved the "standard of excellence" for having over 80% of students proficient and above (levels 3, 4, 5) along with less than 5% of students in academic warning (level 1) during his last school year with the Shawnee Heights School District.

| Science | Maribel Magdaleno | BA in Elementary Ed with ELL & Gifted certifications - currently in 19th year of teaching | 4 | 4 | In Miami Dade County as a teacher, the last three years Mrs. Magdaleno had a high performance record with five students achieving perfect scores on Reading and/or Math

In Collier County, Mrs. Magdaleno worked three years in 4th grade with 99% of students passing FCAT with 2 or greater, a high percentage of the students were ESE/ELL . Mrs. Magdaleno has also worked for five years in 3rd grade with 100% of students passing FCAT with 3 or greater, a high percentage of the students were ELL. Four of those students achieved perfect scores on Reading and/or Math. Mrs. Magdaleno has worked four years as a Science Instructional Coach with gains from 1% of 5th graders achieving level 3 or higher to 26% of 5th graders achieving a level 3 or higher, with steady gains each year.
History of school grades:

Estates Elementary earned school grades of: 2006 – C, 2007 – A, 2008 – B, 2009 – A
Eden Park earned school grades of: 2010 - D, 2011 - C, 2012 - D

Other recognitions:

Social Studies Teacher of the Year 2001 (Miami-Dade County)
Teacher of the Year 2008 – 2009 (EES)
Member of The School District Board of Collier County's Literacy Leadership Team of the Year in 2011 |
|---|---|---|---|---|---|

| Reading | Marlene Dimas | Elementary Education K-6

Exceptional Education K-12

English 6-12

Endorsements:
ELL and Reading

Bachelor's Degree:
Specific Learning Disability

Masters in Curriculum and Instruction in Technology

Educational Specialist:
Educational Leadership | 1 | 3 | Marlene Dimas was an inclusion teacher in various high school content areas and worked with teachers to help differentiate based on data and student needs. In 2008, Marlene was part of the IHS teaching staff that improved the school grade from an F to a D and then in 2010 a D to a C, which was IHS' first C. As a resource teacher at IHS, she facilitated tutor trainings on strategies to help students while the teacher is engaged in teaching the whole class or group. That year, IHS made a 5% gain with their lowest 25% making reading gains. In 2011/2012, Marlene was the academic coach whose job was to infuse literacy strategies within Science and Social Studies classes. |

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. District recruits, takes on-line applications, and approves teachers for interviews. School-based recruitment strategies include opportunities to participate in paid staff development at a Title I school and great support through Content Area Coaches.	Human Resources Director District HR U of F-Lastinger Principal Asst. Principal	ongoing	
2. Every beginning teacher is assigned a mentor. Mentors/mentees are paired based on subject area, area of expertise, or grade level.	Administration	ongoing	
3. Principal conducts routine meetings with new teachers to insure they have all the resources to provide excellent instruction and that they are finding their place among the Eden Park family.	Administration	ongoing	
4. Teachers are eligible for REAP rewards based on school performance. REAP rewards are funded through Title I SIG 1003G.	Federal & State Grants	ongoing	

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Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
None			

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
65	7%	32%	26%	35%	46%	100%	22%	3%	54%

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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

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Ramiro Cavasos	Elizabeth Starkweather	Ramiro Cavasos has over 10 years of experience in working with Immokalee families and kinder children. He has served as team leader many of those years. Ramiro brings all of those experiences to the mentor role to the benefit of the mentee.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Ramiro Cavasos	Anthony Stasko	Ramiro Cavasos has over 10 years of experience in working with Immokalee families and kinder children. He has served as team leader many of those years. Ramiro brings all of those experiences to the mentor role to the benefit of the mentee.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Julie Cavasos	Carroll Ewerts	Julie Cavasos has extensive experience as a primary classroom teacher. She has had great success in increasing the reading achievement of struggling students.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Julie Cavasos	Charlotte Everts	Julie Cavasos has extensive experience as a primary classroom teacher. She has had great success in increasing the reading achievement of struggling students.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Elaine Grimes	Jill Bender	Elaine Grimes is a former Kindergarten teacher and a Reading Intervention Teacher who can support any teacher's effort to teach reading and writing	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.

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Belinda Sanchez	Lindsay Harris	Belinda Sanchez is a former ELL teacher with documented success. She is currently an ELL Reading Intervention Teacher with many areas of expertise pertaining to elementary classroom instruction.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Tammy Miller	Michelle Koselke	Tammy is a teacher recognized for strategies used successfully to produce increased student achievement. She is working with Michelle, a second grade teacher.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Cheryl Ricketson	Kristin Miles	Kristin is new to the second grade team. She will receive a lot of content training at our school. Cheryl is also on the second grade team and can assist Kristin with the practical day-to-day items.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Tammy Miller	Crystal Ochoa	Tammy is a teacher recognized for strategies used successfully to produce increased student achievement. She is working with a Crystal, second grade teacher.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Elaine Grimes	Rachel Manrodt	Elaine Grimes is a former Kindergarten teacher and a Reading Intervention Teacher who can support any teacher's effort to teach reading and writing.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.

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Craig Horn	Julie Carlson	While new to our school Craig is not new to teaching. He has served in an administrative capacity for six years. In these roles he observed teachers and provided feedback and support. As the third grade team leader, Craig is in a great position to mentor Julie, a fellow third grade teacher.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Marlene Dimas	Marie Cimirro	Marlene Dimas has experience in various roles: ESE, ELL, and Science Coach. She is new to the Reading Coach role but certainly has the expertise of someone with more experience.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Katie Flerlage	Kristi West	Katie Flerlage is a successful fourth grade teacher. Her expertise in classroom management, motivating students, writing instruction, etc. makes her a teacher leader. This year she is stepping out to include mentorship of a team mate.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Sue Felt	Katie Houston	Sue Felt is the ESE Team Leader. She also serves ESE students on the fourth grade team through an inclusion model. Because Sue is a successful teacher with documented increased student achievement, her mentorship of Katie is facilitated through her work with the fourth grade team.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Lucinda Nunez	Michelle Horn	Lucinda is the team leader for fourth grade where Michelle is also a team member. Lucinda has many years of experience as a successful classroom teacher and is quite able to give Michelle direction.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.

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Maribel Magdaleno	Lauren Giacalone	Maribel has been in the district many years and has a wealth of good teaching strategies. She has been a successful classroom teacher in both Dade and Collier County. Her expertise extends beyond Science Coach and she is able to provide guidance and direction to any teacher. Since 5th grade takes the FCAT Science test, fifth grade teachers are in a great position with Maribel (Science Coach) as their mentor.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Maribel Magdaleno	Deborah Rife	Maribel has been in the district many years and has a wealth of good teaching strategies. She has been a successful classroom teacher in both Dade and Collier County. Her expertise extends beyond Science Coach and she is able to provide guidance and direction to any teacher. Since 5th grade takes the FCAT Science test, fifth grade teachers are in a great position with Maribel (Science Coach) as their mentor.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Marlene Dimas	William Porter	Marlene Dimas has experience in various roles: ESE, ELL, and Science Coach. She is new to the Reading Coach role but certainly has the expertise of someone with more experience.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Diane Betancourt	Erica Devol	Diane Betancourt is our school's InSS. She has a wide range of successful teaching experience and is well versed in successful teaching/learning strategies. She has served as a coach at other school as well and knows how to best support teachers' efforts.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.

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Belinda Sanchez	Caridad Garcia	Belinda Sanchez is a former ELL teacher with documented success. She is currently an ELL Reading Intervention Teacher with many areas of expertise pertaining to elementary classroom instruction.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Diane Betancourt	Debbie Ingrassia	Diane Betancourt is our school's InSS. She has a wide range of successful teaching experience and is well versed in successful teaching/learning strategies. She has served as a coach at other school as well and knows how to best support teachers' efforts.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

The Collier County School District provides a systematic and strategic approach to providing services through the District Strategic Three Year Plan, the K-12 Comprehensive Reading Plan and District Consolidated Planning process. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally, Title I Part A, C and D, Title II, Part A and Title III are managed out of the same Federal and State Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts. Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs also meets monthly to coordinate efforts and receive joint staff development for improving their services. Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education. Title I Part A in coordination with Title III, Title II Part A, and IDEA will provide Intervention Support Specialist to support academically at risk students.

LEA, Title I Basic, Title I Migrant coordinate services to assist homeless parents of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools.

The LEA provides services in coordination the McKinney-Vento Homeless Assistance Act.

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Title I Part A, Title II Part A and RTTT fund exam reimbursements to ensure staff meet HQT Requirements.

Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I Part A funds to provide after school tutorials for homeless students in non-Title I schools.

Title I Part A funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund Reading Coaches at Elementary and Math Intervention Specialist at Middle Schools.

As applicable, depending on school:
District Oversight Team meetings that provide forum for coordination and integration of resources to support unique needs of school sites.

Title I Part A funds also used to provide additional coaches to support lowest performing schools and those in differentiated Accountability Correct II-D status.

Title I, Part C- Migrant

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources.

Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program.

Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

Title I, Part D

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Title II, Part A collaborates with Collier County Public School's Human Resources in providing funds that are used to reimburse teachers striving to meet Highly Qualified Teacher requirements through subject area tests. This helps ensure that all teachers meet HQT requirements and provide high quality instruction.

• Title II funds will support schools with instructional coaching, lesson planning and staff development by funding several teachers on special assignment in areas of Math and Science; these staff will integrate with the instructional staff at school sites to ensure high quality instruction differentiated to address unique student needs.

• Coordination of professional development activities, including those funded by Title II, occurs through the following activities:

o Individual schools conduct annual staff development surveys to determine staff development needs. A district comprehensive Staff Development Plan and consolidated planning coordinates all available district resources.

o Staff development within a school (including the use of Title I money) is coordinated through the SIP/Title I Plan and comprehensive needs assessment.

o Title I and II in-service is coordinated through Learning Support Services departmental curriculum staff.

o The Director of Federal and State Grants, Executive Director of Federal and State Grants and ELL, the Chief Academic Officer review the professional development allocations in the Title I plans and in the Title II project.

o Reading coaches receive ongoing professional development through their bi-monthly literacy team meetings. The teacher's individual plan (IPDP) is based upon an assessment of student learning needs, and this analysis of student achievement data in reading is essential to the creation of each teacher's professional development plan.

o The district will provide ongoing professional development and support for principals on classroom walk-through strategies, including how to give feedback to teachers.

• In addition Title II funds are used, in collaboration with Title I, IDEA, District, and Reading funds, to support Reading Coaches at the following schools: BCE, CES, CPE, LES, LOE, LPE, OES, PES, PME, SGE, SPE, TBE, VES, VME, CMS, CPM, GVMS, NNMS, ORMS, PRMS.

• Math Intervention Specialists will be partially supported from Title II funds, in collaboration with Title I, at the following
schools: CMS, CPM, ENMS, GVMS, NNMS, ORMS, PRMS

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Title III

Title I and Title III administrators have met to collaborate by providing Title I schools the optimum resources necessary to bring improve academic instruction. This has allowed them to maximize productivity while also eliminating duplicity of services, use of personnel and instructional materials. There are five major areas of collaboration: 1) tutoring, 2) teacher training, 3) parental involvement activities, 4) highly qualified personnel and 5) before and after school programs to address the needs of our most needy students in order to improve student achievement and development while meeting the Annual Measurable Achievement Objectives (AMAOs). Upon reviewing and analyzing the English Language Learners' (ELLs) data, found key factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs). Among those factors are included two groups:

Group 1 presented the following challenges:
1)Lack of previous education or limited education,
2) Lack of literacy in heritage language
3) Lack of academic skills in ELLs' heritage language,
4) Lack of consistency in attending school in home country and/or in the United States, and
5) Lack of parental support in the home.

Group 2 presented the following challenges:
1) Uninterrupted education.
2) Average literacy in heritage language.
3) Less than average academic proficiency in heritage language.
4) Consistency in attending school, and
5) Some parental support in the home.
(See District School Improvement Plan for English Language Learners)

Title X- Homeless

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

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Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs - NA

Head Start

The Head Start Program in Collier County Public Schools serves 712 four-year-olds in targeted elementary sites based on the needs of the parents and students. The Head Start Program includes students identified for ESE services, Voluntary Prekindergarten (VPK) students, and students identified as Title I and Migrant. By coordinating efforts and funding, the all-encompassing Head Start Program is able to serve approximately 300 additional eligible students than the funding from Head Start alone supports.

Head Start provides comprehensive services to eligible families and their children. These comprehensive services include education, social services, parent involvement, and health services. These services are coordinated with the requirements of the other funding sources as a seamless service for parents and our 4-year-old students. The Head Start Program is a vital part of our school community and these students are included in all academic and extra-curricular/enrichment programs as appropriate.

Adult Education

Career and Technical Education

Career Education participants are measured using Perkins Accountability standards. For school year 2011-12 the local targets are 67% for Academic Attainment Reading, 86.05% for Academic Attainment Math, 94.35% for Secondary Technical Skills, 96.73% for Secondary School Completion, 95.19% for Secondary School Completion, 95.19% for Secondary Graduation Rate, 83.13% for Secondary Placement, 30% for Non-traditional enrollment, and 98.58% for Non-traditional completion rate. Professional development activities will be implemented to upgrade the reading instruction skills of all Career Education teachers. Reading is integrated in all CE courses. EOY Algebra, and Geometry, is integrated into business education, construction, architectural, drafting and technology courses. Teachers are trained to address the needs of ELL and ESE students as needed. Each academy/program has curriculum integration strategies specific for each subject area. Teachers are also encouraged to complete additional endorsements in NG-CAR-PD and ELL. The district conducts NG-CAR-PD courses for CE teachers and selected CE teachers are completing FOR PD online with UCF. FCAT level 2 (fluent) students will be able to complete their intensive reading requirement in CE classes where the teacher has already completed the CAR-PD endorsement.

Job Training

Students are offered Job Training programs through a variety of programs. All CE programs offer On-The-Job Training programs for situations where students are paid. Non-Paid opportunities are offered as Executive Internships. Students may also enroll for the Volunteer class which is offered in many school locations.

In addition to the Career and Technical courses available to all students, the Collier Skill Training for Employment Program (CO-STEP) is designed to meet the unique needs of students with disabilities. This program provides individualized instruction, training, and counseling services to assist students with disabilities in successfully developing marketable skills in career and technical coursework as well as on-the-job training in the community.

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Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team: Academic coaches, psychologist, reading and math resource teachers, parent involvement resource teachers, ELL contact/teacher, Assistant principal, guidance counselors, INSS, ESE inclusion teachers and speech/language pathologists.
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? Team meets bi-monthly with planned agenda items concerning student achievement, attendance, and discipline. The Team closely monitors the lowest 25% through progress monitoring, lesson plans, and extended day interventions. We will also monitor (school wide) the quarterly benchmarks assessments data and use results to guide instruction and intervention-reteach, and intensive. This information will be displayed by classroom on the centrally located Data Wall.
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 Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, provide levels of support and interventions to students based on data.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Data Warehouse contains all pertinent data for students and school including academic and non-academic data. Customized reports are created for the purpose of monitoring the progress for students in each tier for reading, math, science, writing, behavior and attendance. Customized reports are used at each OPM meeting (four a year) with administration. Teachers use monthly OPM data to discuss the progress of students during their data team to compare students' learning against the standards, peers, ad measure progress. After reflecting on the quality and quantity of the core instruction and interventions, the data is used to make a decision whether to alter or supplement the intervention. MTSS members are present at these meetings.

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Describe the plan to train staff on MTSS.
The Assistant Principal for Curriculum and Instruction has developed a meeting map, created using survey results, that provides the framework for sequential staff development. Some mini-sessions are provided during PLCs to allow for questions and answers.
Describe plan to support MTSS.
The MTSS plan will include analyzing data with the Leadership team, MTSS team and continuing discussion with PLC s. The MTSS' year-long focus is to provide monthly training on Data Warehouse and help teachers understand and implement the problem solving discussion guide: define the problem, analyze the problem, determine the data collection plan, determine the intervention plan, and write the PMP review. MTSS will monitor PMPs and review dates on Data Warehouse. MTSS team will help maintain and update the school-wide Data Walls.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
The LLT team is comprised of the Reading Coach, one representative from each grade level who also sits on the Reading School Improvement subcommittee, Reading Resource Teachers, InSS Specialist, the Principal and Assistant Principal.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT will conduct a needs assessment and analysis of the school data for all students in order to make decisions on how to implement the delivery of instruction to target the unique needs of students. The LLT will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies based on instructional targets in daily lesson and the student profile and checkpoint comparison. The team will meet on a monthly basis to monitor progress of all students scoring a Level 1, 2, and 3 in the areas of math, reading, writing, or science, and, use the data from district and classroom assessments to determine mastery for each student's level of academic functioning. The use of differentiated instructional delivery strategies will also be evident within the teacher's lesson plans, as well as, throughout professional learning. Based on all information gathered above, the LLT will determine the professional learning and resources needed to optimize instructional and intervention supports to improve instruction in the classrooms.
What will be the major initiatives of the LLT this year?
Improved instruction in Reading through direct systematic instruction is our primary focus. Using small group instruction to target specific needs is a major component of our Reading program. Each school's leadership team will assist in this process by monitoring lesson plans and analyzing benchmark data. The LLT will utilize classroom walkthrough data in order to make midcourse adjustments in instruction. This data will be also analyzed by the instructional coaches to drive coaching practices by modeling, planning, and professional learning communities.

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Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

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

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.

At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school.

Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.
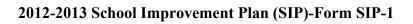
The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.

*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.

Authentic and content specific literacy is the responsibility of all teachers. Although not every teacher is a reading teacher per se, all teachers are indeed comprehension teachers who convey information to their students via the written word. In the effort to support literacy across disciplines, all secondary content area teachers in Collier County Public Schools teach the literacy standards of the Common Core State Standards and utilize Collaborative Comprehension Strategies that guide students in pre-reading, comprehension monitoring, and summative question generating when encountering text. In addition, CCPS offers NGCAR-PD courses in order to build teachers' capacity to provide scaffolded literacy instruction to striving readers.

As a result of classroom walkthroughs and observations, the LLT will ensure teachers of students taking the Florida Alternate Assessment are utilizing general guidelines for literacy instruction: (1) recognizing the link between communication and literacy; (2) maintaining high expectations for students to acquire literacy; (3) making literacy materials and activities accessible; (4) following the interest of the child; and (5) engaging the student in direct and systematic instruction.

PART II: EXPECTED IMPROVEMENTS - SEE SIP DATA Page
Reading Goals

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

Non-Negotiable Barriers: ■ ■   ■ = Rigor   = Interactive Learning Strategies and Differentiated Instruction   = Use of Informational
Across All Content To Teach Reading and   Writing Skills and Strategies

Reading Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/ benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/ benchmarks so students	Principal Assistant Principal Content Coaches InSS Specialist Teachers	Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. Routine attendance at PLCs by Leadership Team members. Administration will spot monitor data chat records and interview students.	Quarterly Assessment Data – Disaggregated by item complexity rating Flynt-Cooter Reading Assessment (given at beginning of school year to new students, mid-year and end of year) FCAT SAT-10 Standard Based Reports CTEM		

		understand what is required to demonstrate successful mastery of the LG and its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify an individual goal for achieving a level 3 or 4 on the scale.				

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Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percent of students scoring level 3 on the 2013 FCAT in reading will change as follows: 10% (8) of current students at level 3 will move to level 4; 10% (7) of students currently at either level 1 or 2 will move to level 3 resulting in 11% (77) of students scoring level 3.						
	Twenty-three percent (78) of our students scored at the proficient achievement level on the 2012 FCAT in reading	Twenty-nine percent of our students (111) will score at proficient level on the 2013 FCAT in reading				

		1a.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	1a.2. 2a. Professional Learning Communities will meet weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	Principal Assistant Principal Content Coaches InSS Specialist Teachers	Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. Administration and content coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs.	Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM	

		1a.3.
		Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies
		Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.
			1a.3.
			3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.
			
			3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/
				1a.3.
				Principal
				Assistant Principal
				Content Coaches
				InSS Specialist
				Teachers
					Administration and academic coaches will routinely attend PLCs and/or review PLC minutes.
					
					 Administration and content coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team.
					
					School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs.
						Quarterly Assessment Data –
						    Disaggregated by item
						    complexity rating
						
						Ongoing progress monitoring data
						
						FCAT
						
						SAT-10
						
						Standard based reports
						
						CTEM

			benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of ELA strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. | 2a.1. Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark. | 2a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students | 2a.1.. Principal Assistant Principal Content Coaches, Teachers | 2a.1.. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data   1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs.   1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs   1d. Administration will spot monitor data chat records and interview students. | 2a.1. Quarterly Assessment Data –   Disaggregated by item   complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM | | |

		understand what is required to demonstrate successful mastery of the LG and its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will write a contract for achieving a 4 on the scale; identifying the specific mastery-level work they				

		will complete to demonstrate exemplary standard/ benchmark success.				
Reading Goal #2a: The percent of students scoring above proficiency (levels 4 and 5) on the 2012 FCAT in reading/ math/science will increase from 11% (36) to 12% (46).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Eleven percent of our students (36) scored above achievement levels (4 and 5) on 2012 FCAT in reading.	Twelve percent of our students (46) will score above achievement levels (4 and 5) on the 2013 FCAT in reading.				

		2a.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a.2. 2a. Professional Learning Communities will meet weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/ extend the level of student comprehension.	2a.2.. Principal Assistant Principal Content Coaches InSS Specialist Team Leaders	2a.2.. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. 2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs.	2a.2. Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM	

		2a.3
		 Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies
		 Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.
			2a.3
			 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.
			
			 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/
				2a.3.
				 3a. Principal Assistant Principal Content Coaches InSS Specialist Team Leaders
				
				 3b. Principal Assistant Principal Academic Coaches
				
				 3c. Principal Assistant Principal Reading Coach
				
				 3d. Principal Assistant Principal Reading Coach Science Coach
					2a.3 Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team.
					
					 3b. Administration and Academic coaches will follow-up with teachers after professional learning opportunities by having teachers share their learning through student product
					
					 3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs
					
					 3d. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs
						2a.3
						 Quarterly Assessment Data –
						   Disaggregated by item
						   complexity rating
						
						 Ongoing progress monitoring data
						
						 FCAT
						
						 SAT-10
						
						 Standard based reports
						
						 CTEM	

			benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| **3a. FCAT 2.0: Percentage of students making Learning Gains in reading.** | 3a.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark. | 3a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/ benchmark.

1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/ benchmarks so students | 3a.1.. 1a. Principal Assistant Principal

1b. Principal Assistant Principal Academic Coaches

1c. Principal Assistant Principal

1d. Principal Assistant Principal Academic Coaches | 3a.1. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs.

Examples: PLC Conversations, Test Item Analysis, progress monitoring data

1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs.

1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs

1d. Administration will spot monitor data chat records and interview students. | 3a.1. Quarterly Assessment Data – Disaggregated by item complexity rating

Ongoing progress monitoring data

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	understand what is required to demonstrate successful mastery of the LG and its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. During small group guided practice (Gradual Release Model-GRM) TE will explain the learning goal					

		and scale to students and assist in setting individual goals to demonstrate successful mastery of the standard/ benchmark.				
Reading Goal #3a: **The percent of students achieving learning gains on the 2013 FCAT in reading/math will increase from 63% (143) to 67% (190).**	2012 Current Level of Performance:**	2013 Expected Level of Performance:**				
	63% (143)	**67% (190)**				

| | | 3a.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs. | 3a.2. 2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate interventions and supports. | 3a.2. Administration Content Coaches InSS Specialist Teachers | 3a.2... Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. 2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. 2d. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. | 3a.2. Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM | |

			3a.3.	3a.3.	3a.3.	3a.3.Administration	3a.3.	
			Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/ benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/	Administration Content Coaches InSS Specialist Teachers	and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 3b. Administration and Academic coaches will follow-up with teachers after professional learning opportunities by having teachers share their learning through student product 3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs	Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM	

			benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. | 4a.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark. | 4a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/ benchmark.

1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/ benchmarks so students | 4a.1. Administration Teachers Content Area Coaches InSS Specialist Teachers | 4a.1. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs.

Examples: PLC Conversations, Test Item Analysis, progress monitoring data

1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs.

1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs

1d. Administration will spot monitor data chat records and interview students. | 4a.1. Quarterly Assessment Data – Disaggregated by item complexity rating

Ongoing progress monitoring data

FCAT

SAT-10

Standard based reports

CTEM | | |
|---|---|---|---|---|---|---|---|

		understand what is required to demonstrate successful mastery of the LG and its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. During small group guided practice (GRM) TE will explain scale to students and assist in setting individual				

	goals to demonstrate standard/ benchmark success. Conduct monthly data chats with individual students. Each student will identify a level to achieve and identify the actions he/she must take to achieve the level. Students will chart their progress toward the goal, modifying goal as appropriate. Provide small group guided practice/ scaffolded support daily or as needed (OPM)					
Reading Goal #4a: **The percent of students in Lowest 25% making learning gains on the 2013 FCAT in reading will increase from 67% (37) to 70% (50).**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	67% (37)	70% (50)					

		4a.2.
		Interactive Learning Strategies and Differentiated Instruction
		Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.
			4a.2.
			2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses.
			
			2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.
			
			2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely.
			
			2d. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.
				4a.2.
				Administration
				Content Coaches
				InSS Specialist
				Teachers
					4a.2... Administration and academic coaches will routinely attend PLCs and/or review PLC minutes.
					
					2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team.
					
					2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs.
					
					2d. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes.
						4a.2.
						Quarterly Assessment Data –
						   Disaggregated by item
						   complexity rating
						
						Ongoing progress monitoring data
						
						FCAT
						
						SAT-10
						
						Standard based reports
						
						CTEM	

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| | | 4a.3
Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies
Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension. | 4a.3.
3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/ benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.

3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/ | 4a.3.
Administration
Content Coaches
InSS Specialist
Teachers | 4a.3.Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team.

3b. Administration and Academic coaches will follow-up with teachers after professional learning opportunities by having teachers share their learning through student product

3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs

3d. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs | 4a.3.
Quarterly Assessment Data –
    Disaggregated by item
    complexity rating

Ongoing progress monitoring data

FCAT

SAT-10

Standard based reports

CTEM | |

			benchmarks. Teachers will be accountable for implementing professional learnings. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.				
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
	All: 38% (87) White: 75% (3) Black: 50% (10) Hispanic: 36% (69) Am. Indian: 36% (4) ELL: 23% (15) SWD: Econ. Dis.: 38% (86)	**All:** Actual: 34% (114) Target: 43%	**All:** Actual: Target: 48% (184)	**All:** Actual: Target: 54%	**All:** Actual: Target: 59%	**All:** Actual: Target: 64%	**All:** Actual: Target: 69%
		White: Actual: 38% (3) Target: 77%	**White:** Actual: Target: 79% (15)	**White:** Actual: Target: 82%	**White:** Actual: Target: 84%	**White:** Actual: Target: 86%	**White:** Actual: Target: 88%
		Black: Actual: 36% (14) Target: 54%	**Black:** Actual: Target: 58% (25)	**Black:** Actual: Target: 63%	**Black:** Actual: Target: 67%	**Black:** Actual: Target: 71%	**Black:** Actual: Target: 75%
		Hispanic: Actual: 34% (93) Target: 41%	**Hispanic:** Actual: Target: 47% (145)	**Hispanic:** Actual: Target: 52%	**Hispanic:** Actual: Target: 57%	**Hispanic:** Actual: Target: 63%	**Hispanic:** Actual: Target: 68%
		Am. Indian: Actual: 27% (3) Target: 41%	**Am. Indian:** Actual: Target: 47% (5)	**Am. Indian:** Actual: Target: 52%	**Am. Indian:** Actual: Target: 57%	**Am. Indian:** Actual: Target: 63%	**Am. Indian:** Actual: Target: 68%
		ELL Actual: 25% (41) Target: 30%	**ELL** Actual: Target: 36% (59)	**ELL** Actual: Target: 43%	**ELL** Actual: Target: 49%	**ELL** Actual: Target: 56%	**ELL** Actual: Target: 62%
		SWD Actual: 5% (3) Target:	**SWD** Actual: Target:	**SWD** Actual: Target:	**SWD** Actual: Target:	**SWD** Actual: Target:	**SWD** Actual: Target:
			Econ. Dis. Actual: Target: 48% (181)	**Econ. Dis.** Actual: Target: 54%	**Econ. Dis.** Actual: Target: 59%	**Econ. Dis.** Actual: Target: 64%	**Econ. Dis.** Actual: Target: 69%

		Econ. Dis. Actual: 34% (112) Target: 43%					
Reading Goal #5A: The percent of students not-proficient in reading will be reduced by 50% from the 2010-2011 SY to the 2016-2017 SY.							
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1.
	Rigor
	Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.
		5B.1.
		*See Strategies from Leveled Groups previously mentioned
		
		1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.
		
		1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.
			5B.1.
			Administration
			Content Coaches
			InSS Specialist
			Teachers
				5B.1.	5B.1.
					Quarterly Assessment Data –
					    Disaggregated by item
					    complexity rating
					
					Ongoing progress monitoring data
					
					FCAT
					
					SAT-10
					
					Standard based reports
					
					CTEM	

		1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.				

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Reading Goal #5B: The percent of students achieving level 3 or higher on the 2013 FCAT in reading/math in each ethnic subgroup will increase by 10% of the percentage not currently proficient. (See individual subgroups for specific current and expected percentages.)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 38%(3) Black: 36%(14) Hispanic: 34%(93) American Indian: 27%(3)	White:44%(8) Black:42%(18) Hispanic: 41%(126) American Indian:34%(3)					

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		5B.2.
		Interactive Learning Strategies and Differentiated Instruction
		Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.
			5B.2.
			*See Strategies from Leveled Groups previously mentioned
			
			2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.
			
			2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.
			
			2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.
				5B.2.
				Administration
				Content Coaches
				InSS Specialist
				Teachers
					5B.2.	5B.2.
						Quarterly Assessment Data –
						    Disaggregated by item
						    complexity rating
						
						Ongoing progress monitoring data
						
						FCAT
						
						SAT-10
						
						Standard based reports
						
						CTEM	

| | | 5B.3. **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension. | 5B.3. *See Strategies from Leveled Groups previously mentioned

3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.

3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier. | 5B.3. Administration Content Coaches InSS Specialist Teachers | 5B.3. | 5B.3. Quarterly Assessment Data –
   Disaggregated by item
   complexity rating

Ongoing progress monitoring data

FCAT

SAT-10

Standard based reports

CTEM | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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| 5C. English Language Learners (ELL) not making satisfactory progress in reading. | 5C.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark. | 5C.1. *See Strategies from Leveled Groups previously mentioned

1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.

1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. | 5C.1. Administration Content Coaches InSS Specialist Teachers | 5C.1. | 5C.1. Quarterly Assessment Data –   Disaggregated by item   complexity rating

Ongoing progress monitoring data

FCAT

SAT-10

Standard based reports

CTEM | | |

		1c. TE will conference individually with students to determine needs relative to language acquisition and develop a language/ vocabulary journal specific to student's needs.				
Reading Goal #5C: **The percent of English language learners (ELL) achieving level 3 or higher on the 2013 FCAT in reading will increase from 25% (41) to 33% (54).**	2012 Current Level of Performance:**	2013 Expected Level of Performance:**				
	Twenty-five percent of English Language Learners (41) achieved a 3 or higher on the 2012 FCAT in reading.	Thirty-three percent of English Language Learners (54) will achieve a 3 or higher on the 2013 FCAT in reading.				

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		5C.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	5C.2. *See Strategies from Leveled Groups previously mentioned 2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	5C.2. Administration Content Coaches InSS Specialist Teachers	5C.2.	5C.2. Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

		5C.3. **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	5C.3. *See Strategies from Leveled Groups previously mentioned 3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	5C.3. Administration Content Coaches InSS Specialist Teachers	5C.3.	5C.3. Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. | 5D.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark. | 5D.1. *See Strategies from Leveled Groups previously mentioned 1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. | 5D.1. Administration Content Coaches InSS Specialist Teachers | 5D.1. | 5D.1. Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM | | |

		1c. TE will accommodate/ adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/ instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/ differentiation/ accommodation opportunities in daily instructional practices.				
Reading Goal #5D: **The percent of students with disabilities (SWD) achieving level 3 or higher on the 2013 FCAT in reading will increase from 5% (3) to 15% (10).**	2012 Current Level of Performance:**	2013 Expected Level of Performance:**				

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	Five percent (3) of students with disabilities achieved a level 3 or higher on the 2012 FCAT in reading.	Fifteen percent (10) of students with disabilities will achieve a level 3 or higher on the 2013 FCAT in reading.				

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		5D.2.
		Interactive Learning Strategies and Differentiated Instruction
		Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.
			5D.2.
			*See Strategies from Leveled Groups previously mentioned
			
			2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.
			
			2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.
			
			2c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/ differentiation/ accommodation
				5D.2. Administration
				Content Coaches
				InSS Specialist
				Teachers
					5D.2.	5D.2.
						Quarterly Assessment Data –
						    Disaggregated by item
						    complexity rating
						
						Ongoing progress monitoring data
						
						FCAT
						
						SAT-10
						
						Standard based reports
						
						CTEM	

			opportunities in daily instructional practices.			

		5D.3.
		Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies
		Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.
			5D.3.
			*See Strategies from Leveled Groups previously mentioned
			
			3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.
			
			3b. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/ differentiation/ accommodation opportunities in daily instructional practices.
				5D.3. Administration
				Content Coaches
				InSS Specialist
				Teachers
					5D.3.	5D.3.
						
						Quarterly Assessment Data –
						   Disaggregated by item
						   complexity rating
						
						Ongoing progress monitoring data
						
						FCAT
						
						SAT-10
						
						Standard based reports
						
						CTEM	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.
	 Rigor
	 Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.
		5E.1.
		 *See Strategies from Leveled Groups previously mentioned
		
		 1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.
		
		 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During guided practice, students will chart their progress toward the goal.
		
		 1c. TE will
			5E.1. Administration Content Coaches InSS Specialist Teachers	5E.1.	5E.1.
					 Quarterly Assessment Data –
					    Disaggregated by item
					    complexity rating
					
					 Ongoing progress monitoring data
					
					 FCAT
					
					 SAT-10
					
					 Standard based reports
					
					 CTEM		

		conference individually (data chat) with students to determine needs relative to risk factor, (e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.				
Reading Goal #5E: **The percent of economically disadvantaged students achieving level 3 or higher on the 2013 FCAT in reading will increase from 34% (112) to 41% (153).**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Thirty-four percent (112) of Economically disadvantaged students achieved a level 3 or higher on the 2012 FCAT in reading.	Forty-one percent (153) of Economically disadvantaged students will achieve a level 3 or higher on the 2013 FCAT in reading.				

| | | 5E.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs. | 5E.2 *See Strategies from Leveled Groups previously mentioned 2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier. 2d. Each school day will be extended by 30 minutes to provide | 5E.2. Administration Content Coaches InSS Specialist Teachers | 5E.2 2.a. SBLT will collect observation data on response systems utilized by teachers. 2d. OPM data is used to create an action plan to provide re-teaching or Tier II intervention to students whose data indicates a need. Extended day plans are monitored and compared against the action plan. A date to review progress is set on the action plan. | 5E.2. Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM | |

			additional time for reading instruction.			
		5E.3 **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	5E.3 *See Strategies from Leveled Groups previously mentioned 3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	5E.3 Administration Content Coaches InSS Specialist Teachers	5E.3	5E.3 Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM	

Reading Professional Development strategy c or d from strategies doc

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

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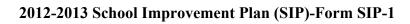| or PD Activity Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Guided Reading	All grades	Reading coach and district reading coordinator	School-wide	Initial training by 9-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	● Reading coach ● SBLT
Running Record	All grades	Reading Resource Teachers	School-wide	Initial training by 8-27-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans; progress monitoring	● Reading coach ● SBLT
Integrating ELA standards/strategies	All grades	● Coaches ● District coordinators ● DOE-DA team	School-wide	Initial training by 9-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	● Reading coach ● SBLT
Scales and Rubric use – CTEM alignment	All grades	SBLT	School-wide	Initial training by 09-17-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	● Academic coaches ● SBLT
Differentiated Instruction – ELA specific	All grades	● Coaches ● INSS	School-wide	Initial training by 11-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	● Reading coach ● SBLT
Data Chats	All grades	SBLT	School-wide	Initial training by 10-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	● Reading coach ● SBLT
OPM – data collection and analysis	All grades	SBLT	School-wide	Initial training by 10-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	● Academic coaches ● SBLT

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FAIR instructional implications	All grades	Reading coach INSS	School-wide	Initial training by 10-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans; Data Chats; OPM data sheets	• Reading coach • SBLT
Common Core	• K-1 – all content areas • 2nd – 6th – ELA standards	• SBLT • District coordinators • DOE-DA team	School-wide	Initial training by 09-17-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	• Reading coach • SBLT
Data Team – planning and CFA development	All grades	SBLT	School-wide	Initial training by 10-18-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	• Academic coaches • SBLT
Action Research	All grades	SBLT	School-wide	Initial training by 10-18-12 On-going support for targeted teachers as needed.		• SBLT
Guided Reading	All grades	Reading coach and district reading coordinator	School-wide	Initial training by 9-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	• Reading coach • SBLT

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teacher Support	Reading Coach funded to provide coaching cycle, training, and support to teachers.	Title I Basic	57,872.65
Tutors	Under supervision of classroom teacher, tutors provide supplemental instruction to struggling ELL students.	Title I Basic	112,222.48

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Teacher and student support	Three resource teachers provide Tier II interventions or re-teaching, to struggling migrant students as indicated by two common assessments. Resource Teachers also provide support for classroom teachers.	Title I Migrant	189,262.66
Teacher and student support	A resource teacher provide Tier II interventions or re-teaching, to struggling ELL students as indicated by two common assessments. Resource Teachers also provide support for classroom teachers.	Title I Basic	87,429.07
Extended day	Each school day is extended by 30 minutes for the purpose of providing additional reading instruction.	School Improvement Grant	342,260.85
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Kagan strategies	Kagan training	School Improvement Grant	$5000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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| 1. Students scoring proficient in Listening/ Speaking. | 1.1. Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language. | 1.1. TE will conference individually with students to determine needs relative to language acquisition and develop a language/ vocabulary journal specific to student's needs.

1.2 TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for participation in oral language opportunities.

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

1.4 Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data to determine additional supports that may be needed to improve oral language skills of identified ELL learners.

1.5 Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned | 1.1.
Language Arts and/or ELL teacher, ELL Contact and Reading coach. | 1.1.
Classroom Walk Throughs from Administrators and coaches to observe: Teachers and coaches will provide students with opportunities to write short/long dialogues using key vocabulary learned and present orally using different settings and scenarios.

Students will have oral dialogue presentations and the teachers will use the rubrics created to determine students' effectiveness.

Students can also evaluate other students on their presentations and the teacher may consider the students' evaluations as part of the overall evaluation process. | 1.1.
Teacher created rubrics - keeping in mind various readability levels- and

Spring CELLA assessment. | |

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		to the standards. Teachers will include use of these in weekly lesson plans.				
CELLA Goal #1: By the end of the 2012-13 academic year, the percentage of ELL students proficient in Listening/Speaking will increase by at least an additional 4% as measured by spring CELLA scores.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	39% (106) **SY13 goal is 43% (103)**					
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students scoring proficient in Reading.	2.1. ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home.	2.1. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for reading on grade level/ meeting grade level expectations. 2.2 Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate. 2.3 Monitor progress a minimum of once every 2 weeks using running records or mini-cloze reading assessments. 2.4 Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. 2.5 Employ checks for understanding that include 1:1 questioning with the student or written responses to text dependent questions to determine student's level of understanding of what was read.	2.1. Language Arts and/or ELL teacher, ELL Contact and Reading coach will monitor	2.1. Classroom Walk Throughs from administrators and coaches to observe: Teachers explaining prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding. Teaching specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text & graphics. Reading coaches monitor teachers' implementation of opportunities for students to read aloud, to respond to comprehension questions and to talk about their responses writing short dialogues. Teachers utilize fluency rubrics to determine the effectiveness of strategy. Coaches monitor teachers' utilization of rubrics.	2.1. Teacher-made test, Fluency rubric spring CELLA assessment and /or FCAT test results	

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CELLA Goal #2: By the end of the 2012-2013 academic year, the percentage of LY students proficient in Reading will have increased in at least 2% as measured by spring CELLA scores.	2012 Current Percent of Students Proficient in Reading :					
	22% (61) **SY13 goal is 24% (57)**					
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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| 3. Students scoring proficient in Writing. | 3.1. Students do not have opportunities for authentic conversations and evaluation of their own or others writing. | **3.1a** As evidence of strategic and extended thinking in writing, TE will hold students accountable for producing an oral or written analysis of multiple genres of thematically connected texts a minimum of six times per year. Depending on students' writing skills, the process may be implemented through Read-Alouds.

3.1b To develop strategic and extended thinking in regard to student writing, TE will provide opportunities for peer evaluation of students' writing based on the writing rubric. Students will be accountable for defending their thinking based on specific examples from the writing and their understanding of expectations for quality writing, providing recommendations for improving the writing. | 2.1.
Language Arts and/or ELL teacher, ELL Contact and Writing teacher | 2.1.
Classroom Walk Throughs to observe:

Structure of multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills and

Support language interactions with review/ preview of language forms, use of graphic organizers or other types of modeling. | 2.1.
Teacher created rubrics and spring CELLA assessment | |
| CELLA Goal #3:

By the end of the 2012-13 academic year, the percentage of LY students proficient in <u>Writing </u>will have increase in at least 3% as measured by the spring CELLA assessment. | 2012 Current Percent of Students Proficient in Writing : | | | | | |

30% (83) SY13 goal is 33%(79)					
		3.2 Students have not developed proficiency in editing and improving their own writing as a way to develop their thinking and use of appropriate vocabulary.	**3.2a** In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3.2b In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	3.2 Language Arts and/or ELL teacher, ELL Contact and Writing teacher	3.2 Classroom Walk Throughs to observe: Structure of multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills and Support language interactions with review/preview of language forms, use of graphic organizers or other types of modeling.	3.2 Teacher created rubrics and spring CELLA assessment

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district			

funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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Elementary School Mathematics Goals

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

Non-Negotiable Barriers: ▮(green) ▮(blue)   ▮(purple) = Rigor   = Interactive Learning Strategies and Differentiated Instruction   = Use of Informationa
Across All Content To Teach Reading and   Writing Skills and Strategies

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1a. FCAT 2.0: **Students scoring at Achievement Level 3 in mathematics.**	1a.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/ benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/ benchmarks so students	1a. Principal Assistant Principal Content Coaches InSS Specialist 1b. Principal Assistant Principal 1c. Principal Assistant Principal 1d. Principal Assistant Principal	1a.1. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data 1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. 1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 1d. Administration will spot monitor data chat records and interview students.	1a.1. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results		

		understand what is required to demonstrate successful mastery of the LG and its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on the scale and write a contract for the work he/				

		she will do to demonstrate successful mastery of the standard/ benchmark.				
Mathematics Goal #1a: The percent of students scoring level 3 on the 2013 FCAT 2.0 in mathematics will change as follows: 10% (9) of current students at level 3 will move to level 4; 10% (22) of students currently at either level 1 or 2 will move to level 3 resulting in 32% (123) of students scoring level 3.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	27% (92)	32% (123)				

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		1a.2.
		Interactive Learning Strategies and Differentiated Instruction
		Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.
			1a.2.
			2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses.
			
			2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.
			
			2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary and AVID) (Student-Led Conferences) are held routinely.
			
			2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.
				1a.2. Principal Assistant Principal Content Coaches InSS Specialist Team Leaders
				
				2b. Principal Assistant Principal
				
				2c. Principal Assistant Principal Academic Coaches
				
				2d. Principal Assistant Principal Academic Coaches
					1a.2. Administration and academic coaches will routinely attend PLCs and/ or review PLC minutes.
					
					2b. Administration and content coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team.
					2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs.
					
					2d. Administration and content coaches will routinely attend PLCs and/ or review PLC minutes.
						1a.2.
						Quarterly Assessment Data –
						   Disaggregated by item
						   complexity rating
						
						Formative Assessment Results	

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		1a.3. **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/ benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/	1a.3. Principal Assistant Principal Content Coaches InSS Specialist	1a.3.	1a.3. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results	

			benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	2a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/ benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/ benchmarks so students	2a.1.. 1a.Principal Assistant Principal Content Coaches, Team Leaders 1b. Principal Assistant Principal 1c. Principal Assistant Principal 1d. Principal Assistant Principal	2a.1.. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data 1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. 1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 1d. Administration will spot monitor data chat records and interview students.	2a.1. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results		

		understand what is required to demonstrate successful mastery of the LG and its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will be expected to achieve a 4 on the scale by extending their learning. TE will work with				

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		high achieving students to identify specific work that will meet the requirements.				
Mathematics Goal #2a: The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT 2.0 in mathematics will increase from 11% (37) to 12% (46).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	11% (37)	12% (46)				

		2a.2.
		Interactive Learning Strategies and Differentiated Instruction
		Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.
			2a.2.
			2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses.
			
			2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.
			
			2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary and AVID) (Student-Led Conferences) are held routinely.
			
			2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/ extend the level of student comprehension.
				2a.2
				2a.2a. Principal
				Assistant Principal
				Content Coaches
				InSS Specialist
				Team Leaders
				
				2b. Principal
				Assistant Principal
				Academic Coaches
				
				2c. Principal
				Assistant Principal
				Academic Coaches
				
				2d. Principal
				Assistant Principal
				Academic Coaches
					2a.2.
					2a. Administration and academic coaches will routinely attend PLCs and/ or review PLC minutes.
					
					2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team.
					
					2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs.
					
					2d. Administration and academic coaches will routinely attend PLCs and/ or review PLC minutes.
						2a.2.
						Quarterly Assessment Data –
						    Disaggregated by item
						    complexity rating
						
						Formative Assessment Results	

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		2a.3 **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	2a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/ benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/	2a.3 3a. Principal Assistant Principal Academic Coaches 3b. Principal Assistant Principal Academic Coaches 3c. Principal Assistant Principal 3d. Principal Assistant Principal Academic Coaches	2a.3 3a. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 3b. Administration and Academic coaches will follow-up with teachers after professional learning opportunities by having teachers share their learning through student product 3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 3d. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs	2a.3 Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results

			benchmarks. Teachers will be accountable for implementing professional learnings. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3a. FCAT 2.0: **Percentage of students making Learning Gains in mathematics.**	3a.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	3a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students	3a.1.. 1a. Principal Assistant Principal 1b. Principal Assistant Principal Academic Coaches 1c. Principal Assistant Principal 1d. Principal Assistant Principal Academic Coaches	3a.1. 1a. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data 1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. 1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 1d. Administration will spot monitor data chat records and interview students.	3a.1. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results		

		understand what is required to demonstrate successful mastery of the LG and its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. TE will meet with students individually or in small groups to ensure understanding of the LG and				

		expectations for achievement based on the scale. TE will guide students to set personal goals and to identify steps for achieving the goal. TE will provide scaffolded support as appropriate for students to demonstrate mastery.				
Mathematics Goal #3a: The percent of students achieving learning gains on the 2013 FCAT 2.0 in mathematics will increase from 64% (146) to 68% (194).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	64% (146)	68% (194)				

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		3a.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	3a.2. 2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary and AVID) (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate interventions and supports.	3a.2. 2a.Principal Assistant Principal Academic Coaches 2b. Principal Assistant Principal Academic Coaches 2c. Principal Assistant Principal Academic Coaches 2d. Principal Assistant Principal Academic Coaches	3a.2. Administration and academic coaches will routinely attend PLCs and/ or review PLC minutes. 2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. 2d. Administration and academic coaches will routinely attend PLCs and/ or review PLC minutes.	3a.2. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results	

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		3a.3. **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	3a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/ benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/	3a.3. 3a. Principal Assistant Principal Academic Coaches 3b. Principal Assistant Principal Academic Coaches 3c. Principal Assistant Principal 3d. Principal Assistant Principal	3a.3. 3a. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 3b. Administration and Academic coaches will follow-up with teachers after professional learning opportunities by having teachers share their learning through student product 3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 3d. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs	3a.3. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results	

			benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4a. FCAT 2.0: **Percentage of students in Lowest 25% making learning gains in mathematics.**	4a.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	4a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/ benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/ benchmarks so students	4a.1. 1a. Principal Assistant Principal 1b. Principal Assistant Principal 1c. Principal Assistant Principal 1d. Principal Assistant Principal	4a.1. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data 1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. 1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 1d. Administration will spot monitor data chat records and interview students.	4a.1. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results		

		understand what is required to demonstrate successful mastery of the LG and its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. During small group guided practice or data chat, TE will explain scale to students and assist in setting				

		individual goals to demonstrate standard/ benchmark success. Conduct monthly data chats with individual students. Each student will identify a level to achieve and identify the actions he/she must take to achieve the level. Students will chart their progress toward the goal, modifying goal as appropriate. Provide small group guided practice/ scaffolded support daily or as needed, gathering assessment data a minimum of once every two weeks (OPM).				

Mathematics Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percent of students in Lowest 25% making learning gains on the 2012 FCAT in reading/math will increase from 56% (33) to 60% (43).						
	56% (33)	60% (43)				

		4a.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	4a.2. 2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary and AVID) (Student-Led Conferences) are held routinely. 2d. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	4a.2. 2a. Principal Assistant Principal Academic Coaches 2b. Principal Assistant Principal Academic Coaches 2c. Principal Assistant Principal Academic Coaches 2d. Principal Assistant Principal Academic Coaches	4a.2. 2a. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. 2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. 2d. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes.	4a.2. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results	

		4a.3 **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/	4a.3. 3a. Principal Assistant Principal Academic Coaches 3b. Principal Assistant Principal Academic Coaches 3c. Principal Assistant Principal 3d. Principal Assistant Principal	4a.3. 3a. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 3b. Administration and Academic coaches will follow-up with teachers after professional learning opportunities by having teachers share their learning through student product 3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 3d. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs	4a.3. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results	

			benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.				
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011

All: 39% (89)
White: 75% (3)
Black: 40% (8)
Hispanic: 37% (72)
Am. Indian: 55% (6)
ELL: 35% (23)
SWD:
Econ. Dis.: 38% (86) | **All:**
Actual: 38% (129)
Target: 44%

White:
Actual: 50% (4)
Target: 77%

Black:
Actual: 33% (13)
Target: 45%

Hispanic:
Actual: 39% (109)
Target: 42%

Am. Indian:
Actual: 27% (3)
Target: 59%

ELL
Actual: 34% (56)
Target: 41%

SWD
Actual: 5% (3)
Target: | **All:**
Actual:
Target: 49% (188)

White:
Actual:
Target: 79% (15)

Black:
Actual:
Target: 50% (22)

Hispanic:
Actual:
Target: 48% (148)

Am. Indian:
Actual:
Target: 63% (6)

ELL
Actual:
Target: 46%

SWD
Actual:
Target:

Econ. Dis.
Actual:
Target: 48% (181) | **All:**
Actual:
Target: 55%

White:
Actual:
Target: 82%

Black:
Actual:
Target: 55%

Hispanic:
Actual:
Target: 53%

Am. Indian:
Actual:
Target: 67%

ELL
Actual:
Target: 52%

SWD
Actual:
Target:

Econ. Dis.
Actual:
Target: 54% | **All:**
Actual:
Target: 60%

White:
Actual:
Target: 84%

Black:
Actual:
Target: 60%

Hispanic:
Actual:
Target: 58%

Am. Indian:
Actual:
Target: 70%

ELL
Actual:
Target: 57%

SWD
Actual:
Target:

Econ. Dis.
Actual:
Target: 59% | **All:**
Actual: Target: 65%

White:
Actual: Target: 86%

Black:
Actual: Target: 65%

Hispanic:
Actual:
Target: 64%

Am. Indian:
Actual:
Target: 74%

ELL
Actual:
Target: 63%

SWD
Actual:
Target:

Econ. Dis.
Actual:
Target: 64% | **All:**
Actual:
Target: 70%

White:
Actual:
Target: 88%

Black:
Actual:
Target: 70%

Hispanic:
Actual:
Target: 69%

Am. Indian:
Actual:
Target: 78%

ELL
Actual:
Target: 68%

SWD
Actual:
Target:

Econ. Dis.
Actual:
Target: 69% |

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		Econ. Dis. Actual: 38% (126) Target: 43%					
Mathematics Goal #5A: The percent of students not-proficient in mathematics will be reduced by 50% from the 2010-2011 SY to the 2016-2017 SY.							
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	5B.1. *See Strategies from Leveled Groups previously mentioned 1a. For all sub-groups, provide leveled instruction as appropriate. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice,	5B.1. 1a – c. Principal Assistant Principal Academic Coaches	5B.1. 1a-c. Ongoing Progress Monitoring	5B.1. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results		

		students will chart their progress toward the goal. Students' graphing their progress provides a check for understanding to inform instruction. **1c.** TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.				

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Mathematics Goal #5B: The percent of students achieving level 3 or higher on the 2013 FCAT 2.0 in mathematics in each ethnic subgroup will have a percent increase of 10% not currently proficient. (See individual subgroups for specific current and expected percentages.)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	• Afr. Am. – 33% (13) • Hisp./ Latino-39% (109) • Nat. Am. – 27% (3) • White – 50% (4)	• Afr. Am. – 40% (17) • Hisp./ Latino-45% (139) • Nat. Am. – 34% (3) • White – 55% (10)				

		5B.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	5B.2. *See Strategies from Leveled Groups previously mentioned 2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	5B.2. 2a – c. Principal Assistant Principal Academic Coaches	5B.2. 2a-c Ongoing Progress Monitoring	5B.2. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results	

		5B.3. **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	5B.3. *See Strategies from Leveled Groups previously mentioned 3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	5B.3. 3a – c. Principal Assistant Principal Academic Coaches	5B.3. Ongoing Progress Monitoring	5B.3. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. | 5C.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark. | 5C.1. *See Strategies from Leveled Groups previously mentioned

1a. For all sub-groups, provide leveled instruction as appropriate. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.

1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, | 5C.1. 1a-c. Principal Assistant Principal Academic Coaches | 5C.1. 1 a-c. Ongoing Progress Monitoring | 5C.1. Quarterly Assessment Data –

Disaggregated by item complexity rating

Formative Assessment Results | | |

		students will chart their progress toward the goal. Students' graphing their progress provides a check for understanding to inform instruction. 1c. TE will conference individually with students to determine needs relative to language acquisition and develop a language/ vocabulary journal specific to student's needs.				
Mathematics Goal #5C: The percent of English language learners (ELL) achieving level 3 or higher on the 2013 FCAT 2.0 in mathematics will increase from 34% (56) to 41% (67).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	34% (56)	41% (67)				
		5C.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	5C.2. *See Strategies from Leveled Groups previously mentioned 2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	5C.2. Principal Assistant Principal Academic Coaches	5C.2. Ongoing Progress Monitoring	5C.2. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results	

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		5C.3. **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	5C.3. *See Strategies from Leveled Groups previously mentioned 3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	5C.3. Principal Assistant Principal Academic Coaches	5C.3. Ongoing Progress Monitoring	5C.3. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. | 5D.1.
Rigor
Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark. | 5D.1.
*See Strategies from Leveled Groups previously mentioned

1a. For all sub-groups, provide leveled instruction as appropriate. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.

1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, | 5D.1.
Principal
Assistant Principal
Academic Coaches | 5D.1.
Ongoing Progress Monitoring | 5D.1.
Quarterly Assessment Data –

   Disaggregated by item complexity rating

Formative Assessment Results | | |

		students will chart their progress toward the goal. Students' graphing their progress provides a check for understanding to inform instruction. 1c. TE will accommodate/ adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/ instruction). Provide lesson plans in an agreed upon central database to increase ESE teacher remediation/ differentiation/ accommodation opportunities in daily instructional practices.				

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| Mathematics Goal #5D:

The percent of students with disabilities (SWD) achieving level 3 or higher on the 2013 FCAT 2.0 in mathematics will increase from 5% (3) to 15% (10).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	5% (3)	15% (10)				

		5D.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	5D.2. *See Strategies from Leveled Groups previously mentioned 2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/ differentiation/ accommodation	5D.2. Principal Assistant Principal Academic Coaches	5D.2. Ongoing Progress Monitoring	5D.2. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results	

			opportunities in daily instructional practices.				
		5D.3. **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	5D.3. *See Strategies from Leveled Groups previously mentioned 3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/ differentiation/ accommodation opportunities in daily instructional practices.	5D.3. Principal Assistant Principal Academic Coaches	5D.3. Ongoing Progress Monitoring	5D.3. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. | 5E.1.
Rigor
Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark. | 5E.1.
*See Strategies from Leveled Groups previously mentioned

1a. For all sub-groups, provide leveled instruction as appropriate. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.

1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, | 5E.1.
Principal
Assistant Principal
Academic Coaches | 5E.1.
Ongoing Progress Monitoring | 5E.1.
Quarterly Assessment Data —

   Disaggregated by item complexity rating

Formative Assessment Results | | |

		students will chart their progress toward the goal. Students' graphing their progress provides a check for understanding to inform instruction. **1c.** TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.				

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Mathematics Goal #5E: The percent of economically disadvantaged students achieving level 3 or higher on the 2013 FCAT 2.0 in mathematics will increase from 38% (126) to 44% (166).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	38% (126)	44% (166)				

		5E.2.
		
		Interactive Learning Strategies and Differentiated Instruction
		Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.
			5E.2
			*See Strategies from Leveled Groups previously mentioned
			
			2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.
			
			2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.
			
			2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.
				5E.2.
				Principal
				Assistant Principal
				Academic Coaches
					5E.2.
					Ongoing Progress Monitoring
						5E.2.
						Quarterly Assessment Data –
						    Disaggregated by item
						    complexity rating
						
						Formative Assessment Results	

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| | | 5E.3 **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension. | 5E.3 *See Strategies from Leveled Groups previously mentioned 3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier. | 5E.3 Principal Assistant Principal Academic Coaches | 5E.3 Ongoing Progress Monitoring | 5E.3 Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results | |

End of Elementary School Mathematics Goals

Mathematics Professional Development

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						

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Model Drawing	K-6	Mathematics Coach	School-wide	January 1, 2013	Classroom Walkthroughs	● Principal ● Assistant Principal ● Academic Coach
Math Pioneer Trainings	K-5	District Elementary Math Department	K-5 teachers	Ongoing	Planning sessions	● Principal ● Assistant Principal ● Academic Coach
Inquiry approach to instruction (Launch, Explore, Summary)	K-6	Mathematics Coach	K-6 teachers	Ongoing	Classroom Walkthroughs Planning sessions	● Principal ● Assistant Principal ● Academic Coach
District Mathematics Coach Meetings	K-6	District Elementary Math Department	Mathematics Coach	Ongoing	Planning sessions	● Academic Coach
Scales and Rubric use – CTEM alignment	All grades	SBLT	School-wide	Initial training by 09-17-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	● Academic coaches ● SBLT
Differentiated Instruction	All grades	● Coaches ● INSS	School-wide	Initial training by 11-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	● Mathematics coach ● SBLT
Data Chats	All grades	SBLT	School-wide	Initial training by 10-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	● Mathematics coach ● SBLT
OPM – data collection and analysis	All grades	SBLT	School-wide	Initial training by 10-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	● Academic coaches ● SBLT

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Common Core	K-1 – all content areas	• SBLT • District coordinators • DOE-DA team	K-1	Initial training by 09-17-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	• Mathematics coach • SBLT
Data Team – planning and CFA development	All grades	SBLT	School-wide	Initial training by 10-18-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	• Academic coaches • SBLT
Action Research	All grades	SBLT	School-wide	Initial training by 10-18-12 On-going support for targeted teachers as needed.	PLC observations/minutes	• SBLT

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teacher Support		School Improvement Grant	
Resource Teacher	Resource Teacher provides re-teaching or Tier II interventions to migrant students as indicated by math assessments.	Title I Migrant	50,713.89
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary and Middle School Science Goals

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

Non-Negotiable Barriers: [green]   [blue]   [purple] = Rigor   = Interactive Learning Strategies and Differentiated Instruction   = Use of Informationa
Across All Content To Teach Reading and   Writing Skills and Strategies

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 1a. FCAT 2.0: Students scoring at Achievement Level 3 in science. | 1a.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark. | 1a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/ benchmark.

1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/ benchmarks so students | Principal, Assistant Principal, Academic Coaches, District Resource Team, DA team | Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs, observations. Routine attendance at PLCs, spot monitors data chat records and interview students. | Quarterly Assessment Data – Disaggregated by item complexity rating | | |

		understand what is required to demonstrate successful mastery of the LG and its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Utilize 5E model of science instruction with fidelity, emphasizing hands-on opportunities,				

		notebooking and vocabulary development. Display LG and scale to demonstrate high expectations for mastery of the standard/ benchmark. In science notebooks, students will identify an achievement level (3 or 4) and the work they will do to demonstrate mastery. To ensure that students are making progress toward mastery, a minimum of weekly, require text-dependent written responses to questions from quadrants 3 or 4 of Webb's DOK.					

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Science Goal #1a: The percent of students scoring level 3 on the 2012 FCAT in science will change as follows: 10% (2) of current students at level 3 (16 students) will move to level 4; 10% (7) of students currently at either level 1 or 2 (70 students) will move to level 3 resulting in 25% (23) of students scoring level 3..	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18%(15)	25%(23)					

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		1a.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	1a.2. 2a. Professional Learning Communities will meet each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/ team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	Principal, Assistant Principal, Academic Coaches, District Resource Team, DA team ..	Administration and academic coaches will routinely attend PLCs and/or review PLC minutes., review lesson plans and compare against lesson plan rubric,. provide feedback to the team.. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs.	Quarterly Assessment Data – Disaggregated by item complexity rating	

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		1a.3. **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/ Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/ benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations	Principal, Assistant Principal, Academic Coaches, District Resource Team, DA team	Administration and academic coaches will routinely attend PLCs and/or review PLC minutes., review lesson plans and compare against lesson plan rubric, provide feedback to the team. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs.	Quarterly Assessment Data – Disaggregated by item complexity rating	

			and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies (Reading Coherence Model and/or Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading.				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	2a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/ benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/ benchmarks	Principal, Assistant Principal, Academic Coaches, District Resource Team, DA team	Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs, observations. Routine attendance at PLCs, spot monitors data chat records and interview students.	Quarterly Assessment Data – Disaggregated by item complexity rating		

		so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that learning goal (LG) is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will be expected to set a goal for achieving a 4 on the scale and will				

		identify the work they will do to demonstrate exemplary mastery of the standard/ benchmark. Ex.: For text-dependent written responses, students must reference a minimum of 2 outside sources to either support or refute the student's conclusions. TE will provide scaffolded support in order to develop students' ability to successfully meet this expectation.				
Science Goal #2a:

The percent of students scoring above proficiency (levels 4 and 5) on the 2012 FCAT in science will increase from 7% (6) to 8% (7). | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | 7%(6) | 8%(7) | | | | |

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		2a.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a.2. 2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary and AVID) (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	Principal, Assistant Principal, Academic Coaches, District Resource Team, DA team ..	Administration and academic coaches will routinely attend PLCs and/or review PLC minutes., review lesson plans and compare against lesson plan rubric,. provide feedback to the team.. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs.	Quarterly Assessment Data – Disaggregated by item complexity rating	

		2a.3. **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	2a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations	Principal, Assistant Principal, Academic Coaches, District Resource Team, DA team	Administration and academic coaches will routinely attend PLCs and/or review PLC minutes., review lesson plans and compare against lesson plan rubric, provide feedback to the team. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs.	Quarterly Assessment Data – Disaggregated by item complexity rating	

		and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies (Reading Coherence Model and/or Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading.				

Science Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vernier Lab instruction	2nd – 6th	Science Coach; Science SIP members; district Science team	2nd – 6th Grade teachers	Initial training September - December On-going support for targeted teachers as needed.	Coaching Model; Grade level PLC discussions; SIP PLC discussions; CTEM observations; Lesson Plans	- Science Coach - SBLT - District Resource Team - DA Team

DE techbook 2.0	school wide	Science Coach; Science SIP members; district Science team	School wide classroom teachers	Initial training September On-going support for targeted teachers as needed.	Coaching Model; Grade level PLC discussions; SIP PLC discussions; CTEM observations; Lesson Plans	• Science Coach • SBLT • District Resource Team • DA Team
National Geographic	Kinder- 5th	Science Coach; Science SIP members; district Science team	Kinder- 5th teachers	Initial training September On-going support for targeted teachers as needed.	Coaching Model; Grade level PLC discussions; SIP PLC discussions; CTEM observations; Lesson Plans	• Science Coach • SBLT • District Resource Team • DA Team
Common Core ELLAs in Science	school wide	Science Coach; Science SIP members	School wide classroom teachers	Initial training September On-going support for targeted teachers as needed.	Coaching Model; Grade level PLC discussions; SIP PLC discussions; CTEM observations; Lesson Plans	• Science Coach • SBLT • District Resource Team • DA Team
						•

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science Coach	TSA-Science is funded to provide Science training, coaching cycle, and support to classroom teachers.	Title I Basic	87,420.52
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goals

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

Non-Negotiable Barriers: ▢ (green)   ▢ (blue)   ▢ (purple) = Rigor   = Interactive Learning Strategies and Differentiated Instruction   = Use of Informationa
Across All Content To Teach Reading and   Writing Skills and Strategies

Writing Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. **Rigor** Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/ benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/ benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/ benchmarks so students understand what is required to demonstrate successful mastery of the LG and	1a.1. 1a. Principal Assistant Principal 1b. Principal Assistant Principal 1c. Principal Assistant Principal 1d. Principal Assistant Principal Academic Coaches 1e. Principal Assistant Principal Academic Coaches 1f. Principal Assistant Principal Reading Coach	1a.1. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs, observations. Routine attendance at PLCs, spot monitors data chat records and interview students.	1a.1. Quarterly Writing Prompt		

		its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. To ensure rigorous expectations for student writing, a minimum of 50% of student writing will be content-based written responses to multiple texts and demonstrate thinking skills appropriate to levels 3 or 4 of Webb's DOK.				

		1e. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 1f. To ensure rigorous expectations for student writing, Baseline, End of Quarter 1, End of Quarter 2, and EOY writing assessments will be administered with opportunity for and focus on revision based on teacher feedback.				
Writing Goal #1a: **The percent of students achieving proficiency on 2013 FCAT writing (3.0 or higher) will increase from 78% (67) to 86% (85).**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	Seventy-eight percent (67) of students achieved a level 3 or higher on the 2012 FCAT writing.	Eighty-six percent of students (85) will achieve a level 3 or higher on the 2013 FCAT writing.				
		1a.2. **Interactive Learning Strategies and Differentiated Instruction** Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	1a.2. 2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension	1a.2. 2a. Principal Assistant Principal 2b. Principal Assistant Principal Academic Coaches 2c. Principal Assistant Principal InSS Specialist Academic Coaches 2d. Principal Assistant Principal Academic Coaches	1a.2. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes., review lesson plans and compare against lesson plan rubric,. provide feedback to the team.. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs.	1a.2. Quarterly Writing Prompt

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		1a.3. **Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies** Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/ benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/ or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.)	1a.3. 3a. Principal Assistant Principal Academic Coaches 3b. Principal Assistant Principal Academic Coaches 3c. Principal Assistant Principal Academic Coaches 3d. Principal Assistant Principal Academic Coaches	1a.3. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes., review lesson plans and compare against lesson plan rubric, provide feedback to the team. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs.	1a.3. Quarterly Writing Prompt	

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			3d. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.				

Writing Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 alignment and scoring anchor papers	Grades 3-4	Reading coach and district reading coordinator	Grades 3-4	Initial training by 9-12-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	• Reading coach • SBLT
Response to reading rubric and writing strategies	Grades 2,5	Reading Coach	Grades 2,5	Initial training by 9-01-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	• Reading coach • SBLT

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Writing Journals	All grades	SBLT	School-wide	Initial training by 9-17-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	• Reading coach • SBLT
Writing across the content	All grades	SBLT Academic Coaches	School-wide	Initial training by 9-17-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	• Academic Coaches • SBLT

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Subtotal:		
	Total:		

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance	1 Due to economic issues some students may have limited home resources and limited school readiness.	1a. Parent workshops on attendance and student achievement 1b.Impress the importance of attendance in school during School Advisory Council meetings and family nights 1c.Implement new student attendance policy with fidelity 1d.Attendance incentives through Positive Behavior Support	1.1 ● Assistant Principal ● Guidance Counselor ● Parent Resource teacher ● Safe school aide ● PBS SIP team	1.1. ● Monitor attendance records for decreases in students with excessive absences (more than 10) ● Monitor and review tardy records for decreases in students with excessive tardies (more than 10) ● PBS SIP team will monitor data to identify patterns or trends.	1.1. ● Student Pass absence/tardy reports ● SIP Focus plan and action steps	

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Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
Attendance Goal 1: By June 2013, the Average Daily Attendance (ADA) will increase from 96% to 98%. **Attendance Goal 2: By June 2013, the percent of students accruing 10 or more days absent in a one year period will decrease to 16% (116 students).** **Attendance Goal 3: By June 2013, the percent of students accruing 10 or more tardies in a one year period will decrease to 4% (29 students).**						
	96%	**98%**				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	20% (157)	**16% (116)**				

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	6% (44)	**4% (29)**					
		2. Current economic times can result in students needing to be caretakers or assisting with household responsibilities	2a. Parent workshops on attendance and student achievement. 2b.Impress the importance of attendance in school during School Advisory Council meetings and family nights. 2c.Implement new student attendance policy with fidelity. 2d.Attendance incentives through Positive Behavior Support.	1.2. ● School admin ● Guidance Counselor ● Parent Resource teacher ● Safe school aide ● PBS SIP team	1.2. ● Monitor attendance records for decreases in students with excessive absences (more than 10) ● Monitor and review tardy records for decreases in students with excessive tardies (more than 10) ● PBS SIP team will monitor data to identify patterns or trends.	1.2. ● Student Pass absence/tardy reports ● SIP Focus plan and action steps	
		3. Students do not find classes relevant or sufficiently engaging and choose to miss school.	3a.Teachers will use interactive learning strategies combined with inquiry-based, project-focused instruction (STEM) to create interest and engagement in course work. 3b. Site-based PLCs will engage the Lesson Study Process to develop successful inquiry-based, projects. 3c. Instructional coaches will support content area teachers through engaging the coaching cycle as appropriate.	1.3. ● School admin ● Guidance Counselor ● Coaches ● Parent Resource teacher ● PBS SIP team	1.3. ● Monitor attendance records for decreases in students with excessive absences (more than 10) ● Monitor and review tardy records for decreases in students with excessive tardies (more than 10) ● PBS SIP team will monitor data to identify patterns or trends.	1.3. ● Student Pass absence/tardy reports ● SIP Focus plan and action steps ● Lesson Study deliverables ● Lesson Plan review ● CTEM observations	

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Attendance Professional Development (PD)

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom management	KG-6	Guidance, admin	Grade level PLCs; individual teachers	On-going as needed	Mentor teachers and coaches will follow up with teachers who request or need additional support	School admin
Love and Logic training	KG-6	Parent resource	Parents/guardians	On-going as needed	School admin will follow up on parent resource's schedule and trainings	School admin
PBS training	KG-6	PBS SIP members	Grade level PLCs; school-wide	On-going as needed	Review of PBS team minutes	Asst. Principal

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Additional Guidance Counselor	Focus on attendance and family issues reduces amount of instructional time lost due to absences and misbehavior.	Title I Basic	55,357.41

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. Suspension	1.1.There is a lack of social norm and self-discipline instruction within our instructional programming.	1.1. Teachers will implement and instruct PBS expectations and utilize PBS incentive processes in their classrooms. 1.1b. Students who rise to Tier 2 and 3 PBS/RTI will receive one to one mentoring, check in/check out, and guidance supports.	1.1. ● School admin ● Guidance Counselor ● Parent Resource teacher ● Safe school aide ● PBS SIP team	1.1. ● Monitor discipline records for decreases in students with multiple referrals ● Monitor and review discipline records to determine which interventions are successful ● PBS SIP team will monitor data to identify patterns or trends.	1.1. ● Student Pass records ● PBS reports ● SIP focus plan/ action steps		

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Suspension Goal #1: **Suspension Goal 1: By June 2013, number of in-school suspension, total in-school suspension days assigned, and percent of students receiving in-school suspension days will be decreased by 15%.** **Suspension Goal 2: By June 2013, number of out-of-school suspension, total out-of-school suspension days assigned, and percent of students receiving out-of-school suspension days will be decreased by 15%.**	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	92	78					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	53	45					

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	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	8	6					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	7	6					
			1.2. Limited transitional programming exists to support student returning from alternative schools, students enrolling with a history of behavior problems, and students returning from zero tolerance behaviors transition poorly to the traditional school environment	1.2a. School leadership will meet with each student identified in this circumstance in order to create a mentor relationship, develop a behavior contract, and smooth the transition into the school community. 1.2b A mentoring program will be adopted to support all at-risk students.	1.2. ● School admin ● Guidance Counselor ● Parent Resource teacher ● Safe school aide ● PBS SIP team	1.2. ● Monitor discipline records for decreases in students with multiple referrals ● Monitor and review discipline records to determine which interventions are successful ● PBS SIP team will monitor data to identify patterns or trends.	1.2. ● Student Pass records ● PBS reports ● SIP focus plan/action steps	

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		1.3. High staff turnover and high student mobility rate hinders the school's ability to reinforce consistent and high expectations for student behavior.	1.3.a. Additional staff development and coaching support will help teachers with classroom management issues. 1.3.b. Guidance counselors will provide small-group interventions for students struggling with impulse control, bullying, anger management and other high-risk behaviors. 1.3.c. The school's PBS team will create a continuum of interventions for students who receive a certain number of referrals	1.3. ● School admin ● Guidance Counselor ● Parent Resource teacher ● Mentor teachers ● PBS SIP team	1.3. ● Monitor discipline records for decreases in students with multiple referrals ● Monitor and review discipline records to determine which interventions are successful ● PBS SIP team will monitor data to identify patterns or trends.	1.3. ● Student Pass records ● PBS reports ● Lesson plan reviews ● CTEM ● SIP focus plan/action steps	

Suspension Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Classroom management	KG-6	Guidance, admin	Grade level PLCs; individual teachers	On-going as needed	Mentor teachers and coaches will follow up with teachers who request or need additional support	School admin
Love and Logic training		Parent resource	Parents/guardians	On-going as needed	School admin will follow up on parent resource's schedule and trainings	School admin
PBS training	KG-6	PBS SIP members	Grade level PLCs; school-wide	On-going as needed	Review of PBS team minutes	Asst. Principal

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

End of Suspension Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1A majority of the students have non-English speaking parents. They feel uncomfortable linguistically in the school setting. They also prefer printed materials in their native language sent home from the school.	1.1a.Provide all printed material in English, Spanish, and Creole. 1.1b.Provide translation in Spanish and Creole at all parent functions, meetings, and trainings. 1.1c.Utilize bilingual staff and students to assist parents in navigating around the school and for translations Communicate in a variety of methods: mail, phone, face to face, home visits, newsletters, school website, and progress reports. Support parents in helping their children at home. Offer training sessions for parents on how to help with homework, planners used to communicate with parents, home weekly folders, etc.	1.1. Administration Resource Teacher for Parent Involvement	1.1. Sign-in sheets at evening events, resource room or guidance office will be used to determine number of parents using these resources. Teachers will document parent contacts on a monthly basis	1.1. Survey results Student data results		

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The percent of parents involved in school activities will increase from 48% to 55%.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
	48%	55%				
		1.2. A majority of the students are from families of "Economically Needy". Parents desire to attend school functions and activities but have difficulty attending day-time events due to child care, transportation, and employment-related issues.	1.2a.Serve food at evening events. 1.2b.Plan teacher/parent conferences to meet all stakeholders' needs. 1.2c.Provide child-care services at parent training events. 1.2d.Promote community involvement to provide transportation to school functions.	1.2 Administration Resource Teacher for Parent Involvement	1.2. Sign-in sheets at evening events, resource room or guidance office will be used to determine number of parents using these resources. Teachers will document parent contacts on a monthly basis.	1.2. Survey results Student data results
		1.3. A majority of the students' parents and/or extended family members are immigrants They have expressed interest in expanding their knowledge of the federal, state, and the local school system procedures and policies.	1.3a.Organize and conduct various parent training sessions. 1.3b.Present various training sessions for staff in regards to effective communication with immigrant families. Provide events and activities that bring families into the school: Family Literacy Nights, Fall Festival, Welcome Back Breakfast, Report Card Pick Up Nights, Parenting Classes, and English classes.	1.3 . Administration Resource Teacher for Parent Involvement	1.3. Sign-in sheets at evening events, resource room or guidance office will be used to determine number of parents using these resources. Teachers will document parent contacts on a monthly basis.	1.3. Survey results Student data results

Parent Involvement Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Parent Involvement Budget

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Resource Teacher	Resource Teacher targets families of students who are at-risk for failure. Resource Teacher provides training and guidance to families so they are empowered to assist their children.	Title I Basic	45,985.94
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Rosetta Stone-English	Software for parents to learn English	Title I-FSG	$
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Supplies, food, etc. for meetings		50% Title I Basic, 50% School Improvement Grant	$10,000.00
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: 90% of teachers will receive professional learning designed to develop pedagogical skills in integrated inquiry-based teaching and learning of STEM concepts. These skills include technology content that includes the use of tools for enhancing teaching and learning science, engineering and mathematics, i.e., designing authentic projects, inquiry-based, project-based instruction that encourages innovations, inventions and applications.	1.1. Many teachers do not understand the connection of STEM to a specific content and may be resistant to incorporating STEM skills and strategies into their content.	1.1. Provide meaningful professional learning that effectively models STEM skills and strategies and builds collaborative PLCs for the purpose of infusing these skills and strategies across all content.	1.1. TSA-Math Coach Science Coach Administration IR Teacher	1.1.	1.1. Grade level STEM lesson/projects MIP spreadsheet Teacher reflections
	1.2.			1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.
STEM Goal #2: All teachers will receive two years of PD in Common Core State Standards content and pedagogy from Agile Mind to include group-face to face, co-teaching/coaching and individual effort, PLC lesson planning of CCSS STEM-focused lessons.	2.1 Teachers have not been trained in STEM-focused strategies.	2.1 Provide professional learning opportunities in STEM skills and strategies with a focus on both content and pedagogy.	2.1 TSA-Math Coach Science Coach TSA-Reading Coach Administration	2.1 Master Calendar will reflect training date for STEM. Coaches will work together to produce training materials. Teachers will develop grade level projects/lessons to demonstrate their learning.	2.1 Grade level STEM lesson/projects MIP spreadsheet Teacher reflections
STEM Goal #3: The CCSS for Mathematical Practice involving STEM thinking and processing skills will be integrated into all content areas on a daily basis (as applicable).	3.1 Many teachers have not been trained and may be uncomfortable integrating STEM thinking and processing skills into their content.	3.1 Provide training in the 8 CCSS Standards for Mathematical Practice with follow-up support from building academic coaches.	3.1 TSA-Math Coach Science Coach TSA-Reading Coach Administration	3.1 Master Calendar will reflect training date for STEM. Coaches will work together to produce training materials. Teachers will develop grade level projects/lessons to demonstrate their learning.	3.1 Grade level STEM lesson/projects MIP spreadsheet Teacher reflections

STEM Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM PD	All K-12 Teachers	Department Chairs	All K-12 Teachers	TBD	TBD	Site-Based Administrators
Common Core State Standards	6-12	Department Chairs	Math Teachers	TBD	TBD	TBD

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

Additional Goal(s)

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

Additional Goal(s)	**Problem-Solving Process to Increase Student Achievement**					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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					

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:

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Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus **X**	☐Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

School Advisory Council (SAC)

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 members 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.

X   ☐ Yes   ☐ No

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If No, describe the measures being taken to comply with SAC requirements.
Not Applicable
Describe the activities of the SAC for the upcoming school year.
The School Advisory Council (SAC) assists in the preparation and evaluation of the results of the School Improvement Plan. The SAC also contributes and assists administration with the development of annual Title I budgets, Parent Involvement Plans, and student/parent compacts.

Describe the projected use of SAC funds.	Amount
Implementation of SIP activities	
Support programs/projects included in SIP	