

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: NAPLES HIGH SCHOOL

District Name: Collier

Principal: Nancy J. Graham, Ed.D

SAC Chair: Steve Main

Superintendent: Dr. Kamela Patton

Date of School Board Approval: TBA

Last Modified on: 10/15/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2007 = C (477 points) Proficiency: 47% reading, 73% math, 90% writing, 50% science; learning gains: 50% reading, 71% math; Lowest 25% gains: 40% reading, 56% math; Retakes: 0 points; Percentage tested 98%; Free and Reduced Lunch: 21%; Minority Rate: 35%; AYP: 69% 2008 = A (527 points) Proficiency: 58% reading, 82% math, 83% writing, 47% science; Learning gains: 62 reading, 80% math; Lowest 25% gains: 47% reading, 68% math; Retakes: 0 points; Percentage tested 97%; Free and Reduced Lunch: 23%; Minority Rate: 35%; AYP: 74% 2009 = C (509 points) Proficiency: 54% reading, 81% math, 85% writing, 48% science; Learning gains: 52% reading, 76% math; Lowest 25% gains: 40% reading, 63% math; Retakes: 10 points; Percentage tested 99%; Free and Reduced Lunch: 28%; Minority Rate: 36%; AYP: 77% 2010 = B (521) Proficiency: 60% reading,

Principal	Nancy J Graham	<p>Degrees: Ed.D Ed Leadership MS Ed Leadership BA English Secondary Ed Certifications: Principal Certification English 6-12 Certification ESOL Endorsement</p>	7	20	<p>81% math,86% writing, 54% science; Learning gains: 58% reading,77% math; Lowest 25% gains: 45% reading, 60% math; Retakes: 0 points; Percentage tested 99%; Free and Reduced Lunch: 34%; Minority Rate: 39%; AYP: 92%; Non-FCAT Components: 86% Graduation Rate (174/200 pts); At Risk: 67% (67/100 pts); Acceleration Course 58% Participation (130/150 pts)93% Performance (99/150 pts); Readiness 78% Reading (90/100 pts) 62% Math (78/100); High School Points 638/800; FCAT Points 521; Total 1159/1600(B) 2011 = B (517) Proficiency: 55% reading, 82% math,89% writing, 54% science; Learning gains: 58% reading,77% math; Lowest 25% gains: 41% reading, 63% math; Retakes: 10 points; Percentage tested >95%; Free and Reduced Lunch: 32%; Minority Rate: 38%; AYP: 79% Non-FCAT Components: 93% Graduation Rate (200/200 pts); At Risk: 93% (100/100 pts); Acceleration Course 67% Participation (133/150 pts)84% Performance (105/150 pts); Readiness 89% Reading (94/100 pts) 77% Math (84/100); High School Points 716/800; FCAT Points 517; Total 1233/1600(B) 2012 = Grade Pending; Proficiency: 64% reading, 76% math,84% writing; Learning gains: 68% reading,67% math; Lowest 25% gains: 28% reading, 56% math; Retakes: 0 points; Percentage tested >95%; Free and Reduced Lunch: 40%; Minority Rate: 38%; AYP: 79%; Non-FCAT Components Pending</p>
Assis Principal	Denise Lindheim, Ed.D	<p>Degrees: Ed.D Organizational Leadership & Human Resource Management MS Ed Leadership BA Social Sciences Certifications: Secondary Ed – Social Sciences Principal Certification Middle Grades 5- 9Certification Social Science 6- 12 ESOL Endorsement</p>	4	14	<p>2009 = C (509 points) Proficiency: 54% reading, 81% math,85% writing, 48% science; Learning gains: 52% reading,76% math; Lowest 25% gains: 40% reading, 63% math; Retakes: 10 points; Percentage tested 99%; Free and Reduced Lunch: 28%; Minority Rate: 36%; AYP: 2010 = B (521) Proficiency: 60% reading, 81% math,86% writing, 54% science; Learning gains: 58% reading,77% math; Lowest 25% gains: 45% reading, 60% math; Retakes: 0 points; Percentage tested 99%; Free and Reduced Lunch: 34%; Minority Rate: 39%; AYP: 92%; Non-FCAT Components: 86% Graduation Rate (174/200 pts); At Risk: 67% (67/100 pts); Acceleration Course 58% Participation (130/150 pts)93% Performance (99/150 pts); Readiness 78% Reading (90/100 pts) 62% Math (78/100); High School Points 638/800; FCAT Points 521; Total 1159/1600(B) 2011 = B (517) Proficiency: 55% reading, 82% math,89% writing, 54% science; Learning gains: 58% reading,77% math; Lowest 25% gains: 41% reading, 63% math; Retakes: 10 points; Percentage tested >95%; Free and Reduced Lunch: 32%; Minority Rate: 38%; AYP: 79% Non-FCAT Components: 93% Graduation Rate (200/200 pts); At Risk: 93% (100/100 pts); Acceleration Course 67% Participation (133/150 pts)84% Performance (105/150 pts); Readiness 89% Reading (94/100 pts) 77% Math (84/100); High School Points 716/800; FCAT Points 517; Total 1233/1600(B) 2012 = Grade Pending; Proficiency: 64% reading, 76% math,84% writing; Learning gains: 68% reading,67% math; Lowest 25% gains: 28% reading, 56% math; Retakes: 0 points; Percentage tested >95%; Free and Reduced Lunch: 40%; Minority Rate: 38%; AYP: 79%; Non-FCAT Components Pending</p>
					<p>2010 = B (521) Proficiency: 60% reading, 81% math,86% writing, 54% science; Learning gains: 58% reading,77% math; Lowest 25% gains: 45% reading, 60% math; Retakes: 0 points; Percentage tested 99%; Free and Reduced Lunch: 34%; Minority Rate: 39%; AYP: 92%; Non-FCAT Components: 86% Graduation Rate (174/200 pts); At Risk: 67% (67/100 pts); Acceleration Course 58% Participation (130/150 pts)93% Performance (99/150 pts); Readiness 78% Reading (90/100 pts)</p>

Assis Principal	Michael Joyce	Degrees: MS Ed Leadership BA Sociology Certifications: Ed Leadership K-12 General Science 5-9 Social Science 5-9 ESOL Endorsement	3	14	62% Math (78/100); High School Points 638/800; FCAT Points 521; Total 1159/1600(B) 2011 = B (517) Proficiency: 55% reading, 82% math, 89% writing, 54% science; Learning gains: 58% reading, 77% math; Lowest 25% gains: 41% reading, 63% math; Retakes: 10 points; Percentage tested >95%; Free and Reduced Lunch: 32%; Minority Rate: 38%; AYP: 79% Non-FCAT Components: 93% Graduation Rate (200/200 pts); At Risk: 93% (100/100 pts); Acceleration Course 67% Participation (133/150 pts) 84% Performance (105/150 pts); Readiness 89% Reading (94/100 pts) 77% Math (84/100); High School Points 716/800; FCAT Points 517; Total 1233/1600(B) 2012 = Grade Pending; Proficiency: 64% reading, 76% math, 84% writing; Learning gains: 68% reading, 67% math; Lowest 25% gains: 28% reading, 56% math; Retakes: 0 points; Percentage tested >95%; Free and Reduced Lunch: 40%; Minority Rate: 38%; AYP: 79%; Non-FCAT Components Pending
Assis Principal	Maryann Gallegos	Degrees: Ed.S Ed Leadership MS Reading BS Exceptional Student Education K-12	2	2	2011 = B (517) Proficiency: 55% reading, 82% math, 89% writing, 54% science; Learning gains: 58% reading, 77% math; Lowest 25% gains: 41% reading, 63% math; Retakes: 10 points; Percentage tested >95%; Free and Reduced Lunch: 32%; Minority Rate: 38%; AYP: 79% Non-FCAT Components: 93% Graduation Rate (200/200 pts); At Risk: 93% (100/100 pts); Acceleration Course 67% Participation (133/150 pts) 84% Performance (105/150 pts); Readiness 89% Reading (94/100 pts) 77% Math (84/100); High School Points 716/800; FCAT Points 517; Total 1233/1600(B) 2012 = Grade Pending; Proficiency: 64% reading, 76% math, 84% writing; Learning gains: 68% reading, 67% math; Lowest 25% gains: 28% reading, 56% math; Retakes: 0 points; Percentage tested >95%; Free and Reduced Lunch: 40%; Minority Rate: 38%; AYP: 79%; Non-FCAT Components Pending

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Karin Stewart	Bachelor's Degree Certifications: English 6-12, Exceptional Student Education K-12, Reading Endorsement, ESOL Endorsement	3		FY 13: Coach allocated for one period per day
Math	Angela Jolliff	Bachelor's Degree Certification: Math 6-12	2		FY 13: Coach allocated for one period per day

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

1	Subject Area Professional Learning Community	Assistant Principal for Curriculum /All Instructional Staff	Ongoing (meet 2x/month)	
2	School-Based New Teacher Orientation Program	Assistant Principal for Curriculum/ Peer Teacher/All Instructional Staff new to Naples High School	June 2013	
3	Professional Support Team	Assistant Principal for Curriculum/ Peer Teacher/Department Chairs/All Instructional Staff new to Naples High School	June 2013	
4	District Recruitment Fair	All Administrators	Spring 2013	
5	Interview criteria: Teacher Insight score of 67 or higher; Endorsements in ELL, Reading, and/or Gifted given preference	All Administrators	Ongoing as needed to fill teacher vacancies	
6	Collier Teacher Evaluation Model based on Marzano's Art and Science of Teaching Framework	All Administrators, Teacher Leaders trained in Marzano's Framework, District Personnel	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	N/A

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
92	5.4%(5)	29.3%(27)	26.1%(24)	43.5%(40)	48.9%(45)	100.0%(92)	13.0%(12)	5.4%(5)	26.1%(24)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Dustin is a new teacher whose only previous experience is with kindergarten	

Carol Mullen	Dustin Wojciechowski	students. Carol is not only a very experienced teacher but also a teacher leader modeling and observing teachers' use of Marzano's protocols associated with the Collier Teacher Evaluation Model (CTEM). Carol can offer support to Dustin as a teacher unfamiliar with effective instructional strategies looked for in our classrooms.	Share lunch time to allow for informal conversations; weekly peer teacher meetings to analyze and synthesize data re: specific student performance; discussions re: research-based instructional strategies; meetings with APC and mentor; participation in Collier Teacher Evaluation Model; ongoing professional development activities re: school improvement, PBS, RtI, and classroom management strategies.
Louise Taylor	Emily Mastrobattisto	Louise is a veteran teacher eager to mentor new teachers. Emily is a new teacher hired at the District recruitment fair last spring. Louise is a valuable resource for Emily as he learns the role of classroom teacher.	Share lunch time to allow for informal conversations; weekly peer teacher meetings to analyze and synthesize data re: specific student performance; discussions re: research-based instructional strategies; meetings with APC and mentor; participation in Collier Teacher Evaluation Model; ongoing professional development activities re: school improvement, PBS, RtI, and classroom management strategies.
Sam Dollar	Steve Edwards	Both teach H.O.P.E. and share teaching and planning space	Share lunch time to allow for informal conversations; participation in department PLC meetings twice a month to analyze and synthesize data re: specific student performance; discussions re: research-based instructional strategies; meetings with APC and mentor; participation in Collier Teacher Evaluation Model; ongoing professional development activities re: school improvement, PBS, RtI, and classroom management strategies.
Nancy Brisson	Amy Rumore (Holloway)	Nancy is a veteran teacher with many years of successful classroom instruction. She is in close proximity to Amy who successfully taught for five years in another school district. Nancy is teaching Amy the "ins and outs" of the Collier Teacher Evaluation	Share lunch time to allow for informal conversations; weekly peer teacher meetings to analyze and synthesize data re: specific student performance; discussions re: research-based instructional strategies; meetings with APC and mentor; participation in Collier Teacher Evaluation Model; ongoing professional development activities re: school improvement, PBS, RtI, and classroom management strategies.

		Model and is a resource for Amy as she adjusts to her new environment.	
Carol Mitchell	Whitney Seay	Carol is a veteran English teacher, and Whitney had great teaching success in her prior district and requires a peer only because she is new to our District.	Share lunch time to allow for informal conversations; participation in department PLC monthly meetings to analyze and synthesize data re: specific student performance; discussions re: research-based instructional strategies; meetings with APC and mentor; participation in Collier Teacher Evaluation Model; ongoing professional development activities re: school improvement, PBS, RtI, and classroom management strategies.
Catherine Weidenmiller	McKenzie Morton	Catherine is a veteran teacher happy to mentor new teachers. McKenzie is a new teacher and graduate of Naples High School. Katie is a valuable resource for McKenzie as he learns the role of classroom teacher.	Share lunch time to allow for informal conversations; participation in department PLC monthly meetings to analyze and synthesize data re: specific student performance; discussions re: research-based instructional strategies; meetings with APC and mentor; participation in Collier Teacher Evaluation Model; ongoing professional development activities re: school improvement, PBS, RtI, and classroom management strategies.
Chelon Perez-Benitoa	Daniella Rosset	Chelon is a National Board-Certified teacher and the Department Chair for Fine and Performing Arts. Daniella is an experienced teacher from a different district and a Naples High School graduate. Chelon is Daniella's Department Chair and a valuable resource to Daniella as she continues to grow as a teacher.	Share lunch time to allow for informal conversations; participation in department PLC monthly meetings to analyze and synthesize data re: specific student performance; discussions re: research-based instructional strategies; meetings with APC and mentor; participation in Collier Teacher Evaluation Model; ongoing professional development activities re: school improvement, PBS, RtI, and classroom management strategies.
Paul Horne	William Dubois	Paul is a National Board-Certified teacher and a willing peer coach. William (Jay) came from another district with teaching experience. Paul is a valuable resource to Jay in his new environment.	Share lunch time to allow for informal conversations; weekly peer teacher meetings to analyze and synthesize data re: specific student performance; discussions re: research-based instructional strategies; meetings with APC and mentor; participation in Collier Teacher Evaluation Model; ongoing professional development activities re: school improvement, PBS, RtI, and classroom management strategies.

Kip Wilson	Alfred Micieli	Kip is a veteran teacher of Exceptional Student Education students. Alfred (A.J.) is a new teacher and a graduate of Naples High School. Kip is a very experienced teacher and can assist A.J. as he becomes familiar with Marzano's protocols associated with the Collier Teacher Evaluation Model (CTEM). Kip can offer support to A.J. as a teacher unfamiliar with effective instructional strategies looked for in our classrooms.	Share lunch time to allow for informal conversations; participation in department PLC monthly meetings to analyze and synthesize data re: specific student performance; discussions re: research-based instructional strategies; meetings with APC and mentor; participation in Collier Teacher Evaluation Model; ongoing professional development activities re: school improvement, PBS, RtI, and classroom management strategies.
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Nancy Ross, Intervention Support Specialist; Dr. Denise Lindheim, Assistant Principal for Curriculum and Instruction; Maryann Gallegos, Dean of Students; Dr. Janice Devlin, School Psychologist; Mary Linda Sanders, Counselor; Karin Stewart, Part-time Reading Coach; Angela Jolliff, Part-time Math Coach; Deborah Adkins, ESE Department Head; Monica Rodriguez, math teacher; Debra Lowery, ESE Inclusion teacher

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

The MTSS Leadership Team meets at least once per month, communicates with staff as needed, and monitors the integrity of intervention implementation and data collected. Through the leadership of the Intervention Support Specialist, the MTSS Leadership Team works together with staff in identifying specific student challenges. Analysis is used as a first step towards implementation of an appropriate evidence-based intervention. The MTSS Leadership Team also identifies the person or person(s) responsible for implementation, including frequency and necessary data collection to assess the student's response to intervention. A review of the data occurs during implementation and throughout the process; readdressing interventions as needed to most appropriately serve the student. The school-based MTSS Leadership Team supports school-wide efforts to positively impact behavior and academic achievement through the following: resources provided to teachers, individual classroom teachers' research data re: students who may need to leave Tier 1; and active participation in PLCs, student/parent conferences, and data collection. The MTSS Leadership Team works closely with staff who oversee the implementation of school-wide PBS effort known as P.R.O. (Prepared/Respectful/On time).

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

The MTSS Leadership Team is collaborative and uses a systematic problem solving process with the goal of significant overall improvement occurring among students. School Improvement goals will include consideration of any discrepancy between what is expected and what is occurring as evidenced by student achievement 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.

Individual student data is gathered from the Collier County Public Schools Data Warehouse and other sources including Student Pass, progress monitoring assessments, PLC member discussions, and classroom assessments. This screening data helps determine the effectiveness of core instruction and student progress within the core. Mini-assessments based on focus lessons are administered bi-weekly. The student performance data is analyzed and appropriate instruction is designed. The response to intervention (RtI) model is incorporated in all core courses. In addition, more specific classroom interventions based on collected data are employed for students with specific academic needs. In some cases, supplemental and intensive instruction/interventions are implemented and documented. Mastery is set at 70% to ensure student proficiency of each language arts, reading, and math benchmark. Behavioral data sources including Student Pass and TERMS are also available when assessing students' core achievement. The "Student Snapshot" located in the District's Data Warehouse is utilized as a foundation for academic placement and teacher instruction. In addition, data chats will occur through Homeroom sessions designed solely for this purpose. All students are assigned a homeroom with 20-25 students who will be mentored by a Homeroom teacher regularly.

Describe the plan to train staff on MTSS.

The training for MTSS is ongoing. The Intervention Support Specialist will provide individual training as needed for teachers directly involved in the potential movement of a student from one Tier to another.

Describe the plan to support MTSS.

The foundation of MTSS is the Leadership Team responding to referrals/inquiries from teachers, parents, and/or counselors regarding individual student needs. In some cases, students have also self-advocated for academic/behavioral interventions. The MTSS Leadership Team's focus is on finding solutions to the challenges outlined in referrals and inquiries. The Team uses a variety of resources available including those noted in other parts of this plan to address the students' needs that may require movement from one Tier to another.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

***Team Members:**

Dr. Nancy Graham, Principal; Dr. Denise Lindheim, Assistant Principal for Curriculum and Instruction; Maryann Gallegos, Dean of Students; Heather Parks, Reading Coach; Karin Stewart, Language Arts/Intensive Reading teacher and part-time Reading Coach; All Intensive Reading and Intensive Language Arts teachers and co-teachers (12)

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

The Literacy Leadership Team meets quarterly. Minutes will be documented through Collier County Public Schools' Data Warehouse. The Assistant Principal for Curriculum and Instruction oversees the FAIR Progress Monitoring assessment, and the implementation of FCIM mini-lessons. The English Department Chair facilitates the communication of the literacy initiatives at Naples High School and attends monthly meetings lead by the District Coordinator of language arts and reading, who provides updates re: District programs and processes. The Reading/ELL Department Chair who also serves as the lead reading teacher at Naples High keeps staff abreast of current reading programs and related instruction. The Secondary Literacy Specialist functions as a general support to those who teach English, ELL, and/or reading. Only assigned to Naples High School part-time, the Specialist works closely with the other members of the team to support the reading programs and teachers who must implement them to benefit students. The Specialist arranges her schedule to be on-site for FAIR testing and other initiatives as they are introduced to staff. All Naples High School teachers participate in Department PLC meetings and discuss students who have specific literacy needs. The discussions focus on appropriate strategies and interventions that will most impact student progress in reading. All teachers are expected to implement the District-wide "Check for Three" initiative: Capitalize the first letter of a sentence. Use correct punctuation at the end of a sentence. Written responses must be in complete sentences. In addition, there are three Superintendent "non-negotiables" that the Literacy Team is emphasizing in its role as leaders: 1) Rigor; 2) Interactive Learning Strategies and Differentiated Instruction; 3) Use of Informational Text across all Content to Teach Reading and Writing.

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

The Literacy Team serves as a resource for ongoing development and implementation of school and district-wide strategies. Research-based strategies receiving District-wide focus this year include T.H.I.E.V.E.S. (before instruction), Cornell Note-taking (during instruction), and Webb's Depth of Knowledge. The underlying theme of this strategy focus is that "We may not all be 'reading teachers,' but we are all 'comprehension teachers!'" For the FCAT Level I students reading at fifth grade level

or below, Naples High School is using Achieve 3000's Empower 3000 as a resource to increase students' reading ability and comprehension. The goal of using this high-interest, level-appropriate program is to see learning gains among the lowest readers. Those who have access to Empower 3000 are representative of the Naples High School demographic. On a weekly basis, all teachers facilitate an extended reading opportunity called D.E.A.R. (Drop Everything and Read) for all students each period of the school day. This may include independent reading, guided reading, and/or shared reading. All teachers incorporate reading standards within their instructional focus using research-based strategies to teach reading skills within the context of their subject area. Department PLCs review data related to reading standards/benchmarks and adjust instructional strategies accordingly.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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 teachers in Collier County Public Schools utilize Collaborative Comprehension Strategies that guide students in pre-reading, comprehension monitoring, and summative question generating when encountering text. In addition, CCPS offers CAR-PD courses in order to build teachers' capacity to provide reading interventions to striving readers.

*High Schools Only

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

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

Career Education students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities of the students. Students may earn credentials through the Engineering Project Lead the Way Academy, Child Care, Teacher Assistant (articulation agreement with Edison State College), Web Design, and Computer Graphics. Students also have the opportunity to earn the Florida Ready to Work credential, designed to demonstrate to future employers these students' reading and mathematics skills. The purpose of these credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all Career Education programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further demonstrate the relationships between high school programs and real world skills.

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

School Counselors encourage all students to complete or update the FACTS.org planning document each school year. Counselors also meet regularly with Career Education (CE) students and other interested students to review CE Program of Study for each career education program that is offered at the school. Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post-secondary educational opportunities. Counselors specifically work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways. All CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program. 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. Information sessions are offered for students and parents at various times throughout the school year including but not limited to September, January, and second semester prior to the start of the registration process for the following school year.

Postsecondary Transition

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

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

According to the High School Feedback Report for 2010 Public High School Graduates, the most current report available, Naples High School had 356 graduates with standard diploma or GED. Pre-graduation indicators: The percent of graduates who scored at Level 3 or higher on the 10th grade FCAT in math was 85%, reading 57%, and 56% in both reading and math. The percent of 2010 graduates who completed a college prep curriculum was 74%, compared to the State's 60%. Among those who graduated in 2010, 41% were eligible for some level of Bright Futures awards: 11% Florida Academic Scholars, 31% Florida Medallion Scholars, and .28% Florida Gold Seal Vocational. Fifty-one percent completed at least one Advanced Placement or Dual Enrollment course. There were 26% enrolled in Algebra 1 or its equivalent in a public school prior to 9th grade, 75% who completed at least one Level 3 high school math course, and 2% who completed at least one dual enrollment math course. There was 59 who completed at least one Level 3 science course, and 1% who completed at least one dual enrollment science course. The PSAT was taken by 75% of the graduates, and 4% took the PLAN. In addition, 60% took the SAT and 61% the ACT, both above the State percentage and higher than the prior year's school percentages. There was 13% who took the CPT, under both the District average of 18% and the State average of 36%. Post-graduation indicators: Of those who graduated in 2010, 50% enrolled in a Florida public postsecondary institution in Fall 2010, and 8% were enrolled in Independent Colleges and Universities of Florida (ICUF). Other Florida postsecondary enrollments for 2010 graduates include 23% at a community college, 26% at a state university, and 1% at a technical education center. The percent of graduates enrolled in college credit courses in Fall 2010 at Florida public postsecondary institution earning a GPA above 2.0 was 79%, above the 78% District average and above the 75% State average. Those with a GPA above 2.0 enrolled in college credit courses at Independent Colleges and Universities in Florida was 87%, the District and State average of 79% and 80%, respectively. Of the graduates enrolled in a math course in Florida in Fall 2010, 70% successfully completed a remedial (non-college credit) math course. Sixty-one percent successfully completed intermediate algebra (for elective credit only), 76% in entry-level math (for math credit), and 74% in advanced math who were successful. All of these averages were above both District and State averages. The percentages in English courses successfully completed were 96% remedial reading or writing (above District and State), 78% Freshmen Comp I or II (below District and equal to State average), and 78% in other college-level English, below both the District and State averages.

Planning for postsecondary participation is a critical activity that must begin when a student enters the ninth grade. The list below includes many areas of emphasis recognized by the Naples High School staff as ways to support students and parents during their high school years:

- Continuing implementation of the Pre-AICE program adding sophomores in preparation of providing AICE level courses junior and senior years
- Focus on improving and maintaining reading achievement scores
- Focus on improving and maintaining math achievement scores
- Counsel towards upper level math and science courses
- Counsel towards foreign language credit requirements
- Counsel to maximize use of Bright Futures scholarships
- Counsel towards enrollment in college dual enrollment and Advanced Studies courses
- Increase availability of college dual enrollment courses both on campus and at college sites through local articulation agreements
- Counsel towards college placement exams including PERT, SAT, and ACT
- Counsel seniors towards enrollment in college level remedial English and mathematics courses including Math for College Readiness, Math for College Success, and English IV College Prep
- Increase emphasis on career counseling and career planning with specific focus on postsecondary options
- Focus on FACTS.org as planning tool for college and technical school enrollment
- Increase utilization of technical school dual enrollment as stepping stone to other postsecondary programs
- Increase focus on career academies that lead to college enrollment including Engineering Academy (Project Lead the Way), Teacher Education Academy, and Early Childhood Education Programs
- Encourage students towards earning industry certifications
- Utilize career and college planning on-line assistance

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The FY13 goal is to increase by 2% (43) students achieving proficiency (FCAT Level 3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (135)	23% (178)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1. Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
	See 2. Interactive Learning Strategies and	2. Incorporate technology resources to	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies and	See 2. Interactive Learning Strategies

4	Differentiated Instruction	meet identified individual learning needs and to provide for higher levels of engagement. Eg., interactive use of Mimio/white board technology, use of mobile technologies (mobis, lifescribe pens, e-readers), 2.0 tools (Angel, Edmodo, blogs, wikis)	and Differentiated Instruction	Differentiated Instruction	and Differentiated Instruction
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	FY 13 Florida Alternate Assessment students scoring at Levels 4,5,6 is expected to increase from 45%(5) to 47%(51)
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(5)	47% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor

3		daily checks for understanding. Teacher 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).			
4	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher 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).	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	FCAT 2.0 students scoring at or above Level 4 in reading are expected to increase from 39% (267) to 43% (378).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (267)	43% (378)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation
	2. Interactive Learning Strategies and Differentiated	Teacher use of differentiated instructional strategies	Administrators Instructional personnel	Teachers will utilize the gradual release model (GRM) of instruction to	iObservation

2	Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	(teachers)	meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Teachers	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Incorporate technology resources to meet identified individual learning needs and to provide for higher levels of engagement. Eg., interactive use of Mimio/white board technology, use of mobile technologies (mobis, livescribe pens, e-readers), software specifically aligned to student's learning needs, web 2.0 tools (Angel, Edmodo, blogs, wikis)	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	FY 13 Florida Alternate Assessment students scoring at Levels 7 or above are expected to increase from 18% (2) to 20% (22)
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (2)	20% (22)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
4	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher 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).	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	FCAT 2.0 students making learning gains in reading is expected to increase from 68% (411) to 71% (550) reflecting a 3% (139) increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (411)	71% (550)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Incorporate technology resources to meet identified individual learning needs and to provide for higher levels of engagement. Eg., interactive use of Mimio/white board technology, use of mobile technologies (mobis, lifescribe pens, e-readers), software	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

	specifically aligned to student's learning needs, web 2.0 tools (Angel, Edmodo, blogs, wikis)	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	FY 13 Florida Alternate Assessment students making learning gains in reading are expected to increase from 46% (5) to 51% (45).
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (5)	51% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher will accommodate/adapt classroom work to be consistent with IEP	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

4	strategies, working in small group or individually with students to support improved reading skills (differentiated materials/ instruction).		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	FY13 FCAT 2.0 students in lowest 25% making learning gains in reading is expected to increase from 69% (103) to 72% (140).
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (103)	72% (140)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples

		Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.			
4	See 1. Instructional Rigor	Teacher will closely monitor low-expectancy students for understanding of content, providing immediate interventions as appropriate.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Through differentiated instruction and multi-tiered supports, teacher will scaffold support for meeting high expectations.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	FY12 Student subgroups that failed to make satisfactory progress in reading include Black, Hispanic, and American Indian. FY 13 expected level of performance will improve in each of these subgroups; however, the improvement will be too little to make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 76% (323) Black: 22% (15) Hispanic: 49% (84) Asian: 100% (2) American Indian: 40% (2)	White: 78% (405) Black: 30%(20) Hispanic: 54% (138) Asian: 100% (5) American Indian: 46% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation

1				adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	For all sub-groups, provide leveled instruction as appropriate. In addition to daily checks for understanding, 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.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	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.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	FY13 English Language Learners (ELL)not making satisfactory progress is expected to increase in percentage from 35% (50) to 42% (22)though the total number of students not making satisfactory progress is expected to decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (50)	42% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson. Exit slips, clicker mini- assessments, responses to appropriate questioning	iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Instructional personnel (teachers)	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples

		teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.			
4	See 1. Instructional Rigor	Teacher will utilize a variety of ELL strategies to enhance understanding of content.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	FY13 Students with Disabilities (SWD)not making satisfactory progress in reading is expected to increase from 33%(29) to 40%(44).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (29)	40% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided	iObservation

				Practice). Use of this model will be included in lesson plans and monitored through CTEM.	
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher 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).	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	FY 13 Economically Disadvantaged students not making satisfactory progress in reading is expected to increase from 44% (130) to 50% (198).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (130)	50% (198)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation

1				the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Marzano's Learning Framework	9-12	Principal, Assistant Principal for Curriculum/Instruction, Teachers (PLC Leaders)	Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel	Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Teachers, District Personnel
Collier Teacher Evaluation Model (CTEM)	9-12	Principal, Assistant Principal for Curriculum/Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, CTEM Lead Teachers	Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel, Teachers	Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Peer Teachers, CTEM Teacher Reps District Personnel
Best Practices	9-12	Principal, Assistant Principal for Curriculum/Instruction, Assistant Principal for Discipline and Attendance, Dean of Students	Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel, Teachers	Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Peer Teachers, CTEM Teacher Reps, District Personnel
Empower 3000	9-12	Principal, Assistant Principal for Curriculum/Instruction Assistant Principal for Discipline and Attendance, Dean of Students, Program Trainers, Teachers	Teachers of the following courses: Intensive Language Arts, Full-time SWD, Access Language Arts, Developmental Language Arts, Intensive Reading grades 9-10	2012-13 school year in classes noted for participation	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback	Principal, Assistant Principal for Curriculum/Instruction, Teachers, District Subject Area Coordinators
Springboard	9/10	Principal, Assistant Principal for Curriculum/Instruction, Teachers	Language Arts Teachers	2012-2013 school year in classes noted for participation	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback	Principal, Assistant Principal for Curriculum/Instruction, Teachers, District Subject Area Coordinators
AICE	9-12	Principal, Assistant Principal for Curriculum/Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, School-based AICE Coordinator, Cambridge (AICE) Regional Coordinator, District Subject Area Coordinators, District Gifted Coordinator, Pre-AICE Teachers	School-based AICE Coordinator, Assistant Principal Curriculum/Instruction, Teachers of Pre-AICE English, Spanish, Biology, Algebra, Geometry, AICE Math I, General Paper, International History, Thinking Skills, Biology, Global Perspectives	Ongoing throughout school year beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback	Principal, Assistant Principal for Curriculum/Instruction, CTEM Teacher Reps, Teachers
Advanced Placement	9-12	Principal, Assistant Principal for Curriculum/Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, College Board Instructors, Teachers	Advanced Placement Teachers	Ongoing beginning July 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback	Principal, Assistant Principal for Curriculum/Instruction, CTEM Teacher Reps, Teachers
Live Scribe	9-12	Principal, Assistant Principal for Curriculum/Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, Intervention Support Specialist, District ESE Personnel	ESE Inclusion, ESE Teachers	Ongoing beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback	Principal, Assistant Principal for Curriculum/Instruction, CTEM Teacher Reps, Teachers
		Principal, Assistant			Formal/Informal observations,	Principal,

Study Island	9-12	Principal for Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, Media Specialist	Media Specialist Teachers	Ongoing beginning August 2012	classroom walk-throughs; reflective questioning; PLC discussion/feedback; Review monthly report	Assistant Principal for Curriculum/ Instruction, Teachers
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Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		FY13 students scoring proficient in listening/speaking is expected to be at 36% (2).			
2012 Current Percent of Students Proficient in listening/speaking:					
33% (28)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are	Administrators Instructional personnel (teachers)	1. Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing	Exit slips, clicker mini-assessments, responses to appropriate

1	classrooms.	obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.		techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Teacher will utilize a variety of ELL strategies to enhance understanding of content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction:	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. Maintain high expectations for all	See 2. Interactive Learning Strategies and Differentiated Instruction:	See 2. Interactive Learning Strategies and Differentiated Instruction:	See 2. Interactive Learning Strategies and Differentiated Instruction:

		students to participate in collaborative activities and to appropriately fulfill specified role within groups.			
6	See 3.Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 3.Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3.Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3.Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

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

2. Students scoring proficient in reading. CELLA Goal #2:	FY13 students scoring proficient in reading is expected to be at 20% (17).
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2012 Current Percent of Students Proficient in reading:

18% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms. 2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation

3	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
4	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

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

3. Students scoring proficient in writing.

CELLA Goal #3:

FY13 students scoring proficient in writing is expected to be at 31% (26).

2012 Current Percent of Students Proficient in writing:

28% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation

3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Teacher will utilize a variety of ELL strategies to enhance understanding of content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	FY13 Florida Alternate Assessment Students scoring at Levels 4,5,5 in mathematics is expected to increase from 38% (5) to 60% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5)	60% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
	3. Use of	In all content areas when assessing	Administrators	Students will be	Student

3	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Instructional personnel (teachers)	accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	writing samples
4	See 1. Instructional Rigor	Teacher 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. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher 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.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Teacher 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.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	FY13 Florida Alternate Assessment Students scoring at or above Level 7 in mathematics is expected to increase from 23% (3) to 30% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (3)	30% (5)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Instructional Rigor: Checks for	Teachers will utilize appropriate checks for understanding throughout lessons to	Administrators	1.Utilization of exit slips, whiteboards,	Exit slips, clicker mini-

1	understanding are not used or are used inappropriately in many classrooms.	ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Instructional personnel (teachers)	clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	Use of 3. Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students have inadequate opportunities for writing outside of language arts instruction. 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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Teacher 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.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher 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) .	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
	See 3. Use of	Teacher will accommodate/adapt	See 3. Use of	See 3. Use of	See 3. Use of

6	Informational Text across all Content to Teach Reading and Writing Skills and Strategies	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.	Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Informational Text across all Content to Teach Reading and Writing Skills and Strategies
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	FY13 Florida Alternate Assessment percent of students making learning gains in mathematics is expected to increase to .15% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	.15% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice).	iObservation

				Use of this model will be included in lesson plans and monitored through CTEM.	
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Teacher 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.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher 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.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Teacher 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.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	FY13 students scoring at Achievement Level 3 in Algebra 1 is expected to be 48% (136).
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (117)	48% (136)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Based on triangulation of multiple data, Teacher will differentiate instruction and extensions as appropriate (multiple resources available in Angel).	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Learners will write to explain their reasoning on mathematical tasks.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	FY13 students scoring at Achievement Level 4 AND 5 in Algebra 1 is expected to be 23% (65)
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (51)	23% (65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be	Student writing samples

3		complete sentence. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.		displayed and used.	
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Based on triangulation of multiple data, Teacher will differentiate instruction and extensions as appropriate (multiple resources available in Angel).	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Learners will write to explain their reasoning on mathematical tasks.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # <input type="text"/> 3A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	FY 13 student subgroups by ethnicity not making satisfactory progress in Algebra is expected to increase among Black students from 47% (15) to 52% (17) and among American Indian students from 67% (2) to 70% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 47% (15) American Indian 67% (2)	Black: 52% (17) American Indiana: 70% (1)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining	Administrators Instructional personnel (teachers)	1. Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and	Exit slips, clicker mini- assessments, responses to appropriate questioning

1		the necessary knowledge and skills, e.g., exit ticket, journal response, etc.		summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher 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. Teacher will identify appropriate differentiated instructional strategies to remove the barrier.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills	Teacher will maintain data by sub-group in order to identify issues specific to the risk-	See 3. Use of Informational Text across all Content to Teach Reading	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills	See 3. Use of Informational Text across all Content to Teach Reading

6	and Strategies	factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap. Teacher will identify appropriate differentiated instructional strategies to remove the barrier.	and Writing Skills and Strategies	and Strategies	and Writing Skills and Strategies
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	FY13 English Language Learners (ELL) not making satisfactory progress in Algebra is expected to increase in percentage from 50% (28) to 55% (20) though total number of students will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (28)	55% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1. Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson. Exit slips, clicker mini- assessments, responses to appropriate questioning	iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Instructional personnel (teachers)	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	iObservation
	3. Use of Informational Text across all Content	In all content areas when assessing student	Administrators Instructional	Students will be accountable for writing	Student writing samples

3	to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	personnel (teachers)	short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	FY13 Students with Disabilities (SWD) not making satisfactory progress in Algebra is expected to increase from 30% (9) to 37% (19).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (9)	37% (19)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Instructional Rigor: Checks for understanding are not used or are used	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying	Exit slips, clicker mini-assessments, responses to

1	inappropriately in many classrooms.	ticket, journal response, etc.		and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Teacher 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.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher 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.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
	See 3. Use of Informational Text across all Content to	Teacher will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or	See 3. Use of Informational Text across all	See 3. Use of Informational Text across all Content to	See 3. Use of Informational Text across all

6	Teach Reading and Writing Skills and Strategies	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.	Content to Teach Reading and Writing Skills and Strategies	Teach Reading and Writing Skills and Strategies	Content to Teach Reading and Writing Skills and Strategies
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	FY13 Economically Disadvantaged students not making satisfactory progress in Algebra is expected to increase from 44% (130) to 50% (200).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (130)	50% (200)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini- assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing	In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed	Student writing samples

3	outside of language arts instruction.	of the sentence, and that the response is a complete sentence. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.		expectations for response writing will be displayed and used.	
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Based on triangulation of multiple data, TE will differentiate instruction, extensions, and intervention as appropriate (multiple resources available in Angel).	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Learners will write to explain their reasoning on mathematical tasks.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	FY 13 Students scoring at Achievement Level 3 in Geometry is expected to be 26% (102).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (80)	26% (102)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation

1				of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Based on triangulation of multiple data, Teacher will differentiate instruction and extensions as appropriate (multiple resources available in Angel).	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Learners will write to explain their reasoning on mathematical tasks.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

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

2. Students scoring at or above Achievement Levels


4 and 5 in Geometry. Geometry Goal #2:	FY 13 Students scoring at or above Achievement Level 4 in Geometry is expected to increase from 46% (154) to 49% (154).
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (154)	49% (154)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples

		responses and writing rubrics during department PLCs.			
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel).	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Learners will write to explain their reasoning on mathematical tasks.	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	FY 13 Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry is expected to increase among Black students in percentage 37% (2) to 42% (2) though the number represented remains the same. FY 13 Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry is expected to increase among American Indian students in percentage 57% (1) to 60% (1) though the number represented remains the same.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 37% (2) American Indian: 57% (1)	Black: 42% (2) American Indian: 60% (1)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills,	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2.	Exit slips, clicker mini-assessments, responses to appropriate questioning

1		e.g., exit ticket, journal response, etc.		circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Teacher will maintain data to monitor subgroups 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.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher 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, Teacher will identify appropriate	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

		differentiated instructional strategies to remove the barrier.			
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Teacher 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, Teacher will identify appropriate differentiated instructional strategies to remove the barrier.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	FY13 English Language Learners (ELL) not making satisfactory progress in Geometry will increase in percentage but decrease in number of students from 40% (11) to 45% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (11)	45% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1. Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson. Exit slips, clicker mini- assessments, responses to appropriate questioning	iObservation
	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided	Administrators Instructional personnel (teachers)	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in	iObservation

2	the needs of all learners.	Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.		the area of expectations and support for low-expectancy students.	
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Teacher will utilize a variety of ELL strategies to enhance understanding of content.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies		See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	FY13 Students with Disabilities (SWD) not making satisfactory progress in Geometry is expected to increase from 20% (2) to 27% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	27% (5)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Instructional Rigor: Checks for understanding are	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the	Administrators Instructional	1.Utilization of exit slips, whiteboards, clickers, appropriate	Exit slips, clicker mini-assessments,

1	not used or are used inappropriately in many classrooms.	necessary knowledge and skills, e.g., exit ticket, journal response, etc.	personnel (teachers)	questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Teacher 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.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	2. Interactive Learning Strategies and Differentiated Instruction	Teacher 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.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction

See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Teacher 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.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	FY13 Economically Disadvantaged students not making satisfactory progress in Geometry is expected to increase from 46% (33) to 50% (52).
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (33)	50% (52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
2	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing	Exit slips, clicker mini-assessments, responses to appropriate

3	classrooms.	obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.		techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	questioning iObservation
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Based on triangulation of multiple data, Teacher will differentiate instruction and intervention as appropriate (multiple resources available in Angel).	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Based on triangulation of multiple data, Teacher will differentiate instruction and intervention as appropriate (multiple resources available in Angel).	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Learning Framework	9-12	Principal, Assistant Principal for Curriculum/Instruction, Department Heads (PLC Leaders)	Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel	Ongoing beginning August 2012; early release days, teacher in-service days, district in-service days	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Teachers, District Personnel
			Administrators,	Ongoing		

Collier Teacher Evaluation Model (CTEM)	9-12	Principal, Assistant Principal for Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, CTEM Lead Teachers	Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel, Teachers	beginning August 2012; early release days, teacher in-service days, district in-service days	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Peer Teachers, CTEM Teacher Reps District Personnel
Best Practices	9-12	Assistant Principal for Principal, Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students	Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel, Teachers	Ongoing beginning August 2012; early release days, teacher in-service days, district in-service days	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Peer Teachers, CTEM Teacher Reps, District Personnel
Agile Mind Algebra	9	Assistant Principal for Principal, Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, District Math Coordinator, Math Teachers	Administrators, Teachers of Intensive Math for Algebra and Intensified Algebra	Ongoing beginning August 2012; training dates determined by District personnel	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, District Personnel
AICE	9-11	Principal, Assistant Principal for Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, AICE School-based Coordinator, Cambridge (AICE) Regional Coordinator, District Subject Area Coordinators, District Gifted Coordinator, Pre-AICE/ AICE Teachers	Administrators, Teachers of Pre-AICE Math I, Math II, and AICE Math I	Ongoing beginning August 2011	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, District Personnel
Advanced Placement	9-12	Principal, Assistant Principal for Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, College Board Instructors, Teachers	Advanced Placement teachers of calculus, probability and statistics	Ongoing beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, District Personnel
Live Scribe	9-12	Principal, Assistant Principal for Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, Intervention Support Specialist, District ESE Personnel	ESE Inclusion, ESE Teachers	Ongoing beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback	Principal, Assistant Principal for Curriculum/ Instruction, Teachers
Study Island	9-12	Assistant Principal for Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, Media Specialist	Media Specialist Teachers	Ongoing beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Review monthly report	Principal, Assistant Principal for Curriculum/ Instruction, Teachers

Mathematics Budget:

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

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

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	FY13 Florida Alternate Assessment Students scoring at Levels 4, 5, and 6 in science is expected to increase in percentage from 37% (3) to 50% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (3)	50% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation
	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at	iObservation

2	not appropriately differentiated to meet the needs of all learners.	Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.		differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	
3	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	FY13 Florida Alternate Assessment Students scoring at or above Level 7 in science is expected to increase from 13% (1) to 25% (1) though the total number of students remains the same.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (1)	25% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice,	iObservation

		expectancy students.		Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	
3	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	FY 13 Students scoring at Achievement Level 3 in Biology is expected to increase from 20% (94) to 23% (77).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (94)	23% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1. Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation
	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct	iObservation

2	the needs of all learners.	the area of expectations and support for low-expectancy students.		Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content providing scaffolded support as appropriate.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Students will extend their learning by writing in a science notebook as a matter of routine to organize their authentic thoughts about labs and content learning. This habit will encourage student's original thoughts and beliefs about science in their world.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	FY 13 Students scoring at or above Achievement Level 4 in Biology from 55% (258) to 58% (194).
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (258)	58% (194)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
	See 2. Interactive Learning Strategies	Teachers will utilize the 5E Model of	See 2. Interactive Learning	See 2. Interactive Learning Strategies	See 2. Interactive Learning

5	and Differentiated Instruction	instruction based in Engage, Explore, Explain, Elaborate and Evaluate content. TE will a variety of curriculum resources to provide enrichment activities for advanced learners.	Strategies and Differentiated Instruction	and Differentiated Instruction	Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	Students will extend their learning by writing in a science notebook as a matter of routine to organize their authentic thoughts about labs and content learning. This habit will encourage student's original thoughts and beliefs about science in their world. The science notebook can serve as an end-of-year portfolio of essential learning.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Learning Framework	9-12	Principal, Assistant Principal for Curriculum/Instruction, Department Heads (PLC Leaders)	Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel Ongoing	Ongoing beginning August 2012; early release days, teacher in-service days, district in-service	Formal/Informal days observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Teachers, District Personnel
Collier Teacher Evaluation Model (CTEM)	9-12	Principal, Assistant Principal for Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, CTEM Lead Teachers	Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel, Teachers	Ongoing beginning August 2012; early release days, teacher in-service days, district in-service days	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Peer Teachers, CTEM Teacher Reps District Personnel
				Ongoing beginning		

Best Practices	9-12	Assistant Principal for Principal, Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students	Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel, Teachers	August 2012; early release days, teacher in-service days, district in-service days	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Peer Teachers, District Personnel
Technology - iPad/Apple TV	9-10	Assistant Principal for Principal, Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, District Science Coordinator, Teachers trained in technology,	Assistant Principal for Principal, Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, District Science Coordinator, Teachers trained in technology, Earth Space Science Teachers, selected biology teachers	Ongoing beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback;	Administrators, Department Heads, District Personnel
Advanced Placement	9-12	Principal, Assistant Principal for Curriculum/ Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, College Board Instructors, Teachers	Advanced Placement teachers of chemistry and physics,	Ongoing beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, District Personnel

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	FY13 students scoring at Achievement Level 3.0 and higher in writing are expected to increase from 84% (277) to 92% (397). If Level 4 had been the proficiency level for FY12, current level of performance would be 42% (137) and FY13 expected performance would be 46% (198)
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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84% (277)	92% (397)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1. Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples

		short and extended responses and writing rubrics during department PLCs.			
4	See 1. Instructional Rigor:	Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	See 1. Instructional Rigor:	See 1. Instructional Rigor:	See 1. Instructional Rigor:
5	See 2. Interactive Learning Strategies and Differentiated Instruction	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.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	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.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	FY Florida ALternate Assessment Students scoring at 4 or higher in writing is expected to increase from 50%(2) to 75% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	75% (3)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1.Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation

				Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teacher use of differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Administrators Instructional personnel (teachers)	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	iObservation
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples
4	See 1. Instructional Rigor	Teacher 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.	See 1. Instructional Rigor	See 1. Instructional Rigor	See 1. Instructional Rigor
5	See 2. Interactive Learning Strategies and Differentiated Instruction	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.	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction	See 2. Interactive Learning Strategies and Differentiated Instruction
6	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	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.	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies	See 3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Learning Framework	9-12	Principal, Assistant Principal for Curriculum/Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, CTEM Lead Teachers	Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel, Teachers	Ongoing beginning August 2012; early release days, teacher in-service days, district in-service days	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Peer Teachers, CTEM Teacher Reps District Personnel
Collier Teacher Evaluation Model (CTEM)	9-12	Principal, Assistant Principal for Curriculum/Instruction, Teachers (PLC Leaders)	Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel	Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Peer Teachers, CTEM Teacher Reps District Personnel
AICE	9-12	Principal, Assistant Principal for Curriculum/Instruction, Assistant Principal for Discipline and Attendance, Dean of Students, School-based AICE Coordinator, Cambridge (AICE) Regional Coordinator, District Subject Area Coordinators, District Gifted Coordinator, Pre-AICE/ AICE Teachers	School-based AICE Coordinator, Assistant Principal Curriculum/Instruction, Teachers of Pre-AICE English, Spanish, Biology, Algebra, Geometry, AICE Math I, General Paper, International History, Thinking Skills, Biology, Global Perspectives	Ongoing beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback	Principal, Assistant Principal for Curriculum/Instruction, Teachers, Cambridge Representatives, District Advanced Studies Personnel
Best Practices	9-12	Principal, Assistant Principal for Curriculum/Instruction, Assistant Principal for Discipline and Attendance, Dean of Students	Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel, Teachers	Ongoing beginning August 2012; early release days, teacher in-service days, district in-service days	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Peer Teachers, CTEM Teacher Reps, District Personnel

Writing Budget:

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

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

End of Writing Goals

U.S. History End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.	Administrators Instructional personnel (teachers)	1. Utilization of exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques; 2. circulation to check for understanding, followed by 3. instructional adaptation as a result of the monitoring activity During observations, administrators will utilize CTEM/ Art and Science of Teaching Observation and Feedback Protocol to monitor checks for understanding as a routine part of the lesson.	Exit slips, clicker mini-assessments, responses to appropriate questioning iObservation
	2. Interactive Learning	Teacher use of	Administrators	Teachers will utilize the	iObservation

2	Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	differentiated instructional strategies will be monitored through Collier Teacher Evaluation Model (CTEM) particularly in the area of expectations and support for low-expectancy students.	Instructional personnel (teachers)	gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	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. Part-time reading coach and language arts teachers trained by District personnel will provide inservice on short and extended responses and writing rubrics during department PLCs.	Administrators Instructional personnel (teachers)	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Student writing samples

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	
Attendance Goal #1:	FY13 attendance rate is to expected to increase by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% (1546)	97% (1567)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
21% (401)	22% (371)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

1% (12)

2% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learner's motivation to attend school	<p>Track students at 5, 7, 10 days absent. Communicate with parents/ guardians of absent students at 5 days by phone, 7 by USPS letter, and 10 days by USPS certified letter.</p> <p>Hold conference between parent/guardian/student and Student Services personnel to develop an attendance plan to improve attendance</p> <p>Schedule conferences with School Counselors for habitually absent students beginning no later than seventh absence.</p> <p>Offer PBS incentives.</p>	Assistant Principal for Attendance and Discipline; Dean of Students; Guidance School Teachers; PBS facilitator; MTSS Support Services; Students; Parents	Review attendance data every five, seven, and 10 days	TERMS/STUDENT PASS - District systems merging for attendance data
2	Students are difficult to track for attendance/truancy issues when teachers are inconsistent at taking accurate attendance.	<p>Communicate details of District attendance policy with emphasis on credit denial potential.</p> <p>Meet with teachers whose data suggests inconsistent record-keeping.</p> <p>Provide training in technology used for attendance records.</p>	Assistant Principal for Attendance and Discipline; and Dean of Students.	Review attendance data every five, seven, and 10 days; Review data collected in weekly administration meetings.	TERMS and Student Pass - District system for attendance data and teacher attendance records.
3	Students' level of engagement is based, in part, on instructional strategies used by teacher.	<p>Continue to train teachers in the Art and Science of Teaching focusing on Domain 1 of Marzano's Art and Science of Teaching Framework. Domain 1 identifies 41 instructional categories that happen in the classroom.</p> <p>Teachers will continue to receive ongoing feedback and training re: the implementation of research-based classroom strategies designed to improve teachers' instructional expertise leading to greater student engagement and achievement.</p>	Administrators, District Personnel, Teachers, Literacy Team	Formal, Informal Observations; Classroom Walk Throughs; (All using Marzano's Framework Protocols)	Collier Teacher Evaluation Model (CTEM)

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	9-12	Principal, Assistant Principal for Curriculum/ Instruction, Assistant Principal for Attendance and Discipline, Dean of Students, Intervention Support Specialist, PBS Committee Members, MTSS Committee Members	All Staff	Ongoing beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, PBS Committee, Teachers

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

The FY13 goal is to decrease total in-school suspension

1. Suspension Suspension Goal # 1:	by 1%(16); total number of students suspended in-school by 2%(32); number of out of school suspensions by 1% (16); and total number of students suspended out of school by 1% (16).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
41% (663)	40% (646)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
14% (234)	12% (193)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13% (218)	12% (193)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
8% (124)	7% (113)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior can be inconsistent and/or unpredictable.	<p>Increase PBS incentives</p> <p>Maintain visibility of staff throughout campus.</p> <p>Communicate behavior expectations to students and parents through a variety of venues including but not limited to school newsletter, new student orientation, class meetings, school website, District website, etc.</p> <p>Provide consistent expectations from all staff for all students.</p> <p>Implement consistent interventions from all staff.</p>	<p>Assistant Principal for Attendance and Discipline;</p> <p>Dean of Students;</p> <p>Assistant Principal for Curriculum and Instruction;</p> <p>Principal;</p> <p>Counselors;</p> <p>Teachers;</p> <p>Intervention Support Specialist, MTSS Committee, PBS Committee, Students;</p> <p>Parents</p>	<p>Review suspension data monthly.</p>	<p>TERMS and Student Pass, District system for discipline reporting.</p>
	An inconsistency in enforcing the Code of Student Conduct can affect student behavior.	<p>Increase PBS incentives</p> <p>Maintain visibility of staff throughout campus.</p>	<p>Assistant Principal for Attendance and Discipline;</p> <p>Dean of Students;</p> <p>Assistant Principal for Curriculum and</p>	<p>Review suspension data monthly looking for enforcement trends.</p>	<p>TERMS and Student Pass, District system for discipline reporting.</p>

2	Communicate behavior expectations to students and parents through a variety of venues including but not limited to school newsletter, new student orientation, class meetings, school website, District website, etc.	Instruction; Principal; Counselors; Teachers; Intervention Support Specialist, PBS Committee Students; Parents	
	Provide consistent expectations from all staff for all students.		
	Implement consistent interventions from all staff.		

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Multi-Tier Support System (MTSS)	9-12	Principal, Assistant Principal for Curriculum/ Instruction, Assistant Principal for Attendance and Discipline, Dean of Students, InterventionSupport Specialist, MTSS Committee Members	All Instructional Staff	Ongoing beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Intervention Support Specialist, MTSS Committee, School Psychologist, Teachers
Positive Behavior Support	9-12	Principal, Assistant Principal for Curriculum/ Instruction, Teachers, Para-professionals, Support Staff	All Staff	Ongoing beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, PBS Committee, Teachers

Suspension Budget:

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

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		FY13 Graduation Rate is expected to increase from 93% (477) to 95% (359).			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
1% (18)		.5% (7)			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
93% (477)		95% (359)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may leave without officially withdrawing from school.	School Counselors review student withdrawal data weekly and pursue collecting students' location/plans Counselors conference re: program options with students who are in danger of failing and include parents/guardians in discussions	Assistant Principal for Curriculum and Instruction; Counselors; Registrar	Review dropout data quarterly; Review grades quarterly to determine if student is on track for graduation; Review credits earned each semester to determine if student is on track for graduation	Graduation rate Dropout rate information through Data Warehouse and TERMS
2	At-risk students are reluctant to accept the reality they are in danger of not graduating.	Counselors conference re: program options with students who are in danger of failing and include parents/guardians in discussions	Assistant Principal for Curriculum and Instruction; Counselors	Monitor progress of those enrolled in alternative programs Monitor at-risk student data	Graduation rate Dropout rate information through Data Warehouse and TERMS

		Counselors offer program alternative to at-risk students in junior year, start of senior year, and second semester of senior year.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	9-12	Administrators, Teachers, Para-professionals, PBS Committee Members, MTSS Committee Members	All Staff	Ongoing beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, PBS Committee, Teachers
Multi-Tier Support System (MTSS)	9-12	Administrators, Teachers, Para-professionals, MTSS Committee Members, Intervention Support Specialist,	All Instructional Staff	Ongoing beginning August 2012	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Intervention Support Specialist, MTSS Committee Members, School Psychologist

Dropout Prevention Budget:

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

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding among some parents of volunteer registration process that leads to documentation of involvement.	Present process to capture volunteer hours to all parents/guardians.	Administrators, Counselors, Intervention Support Specialists, Teachers, Clerical Personnel, Parent Volunteer Coordinator, School-based Volunteer liaison, District Volunteer Liaison President/Chair of each Booster group	Quarterly monitoring of volunteers registered	District system data
2	See anticipated barrier.	Provide written instructions for volunteer registration to all parent groups (i.e. Sports, Academic Boosters, SAC, JROTC, Engineering Task Force, etc.).	See anticipated barrier.	See anticipated barrier.	See anticipated barrier.
3	See anticipated barrier.	Include volunteer process and opportunities in quarterly newsletter.	See anticipated barrier.	See anticipated barrier.	See anticipated barrier.
4	See anticipated barrier.	Increase frequency of email blasts and email news.	See anticipated barrier.	See anticipated barrier.	See anticipated barrier.

(PLC) or PD Activity

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		1) To continue participation in the State Robotics competition and improve placement in final event. 2) To continue to foster the relationship between members of the Project Lead the Way Community Task Force as a support for Project Lead the Way activities.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Competition includes teams from private, STEM-based academies	Incorporate learning from last year's initial competitive experience.	Engineering Teachers	Development of robot that will be used in competition will be	Competition placement and feedback

				incrementally built and tested	
2	See anticipated barrier	Integrate students from Programming course to assist in robotics development	See anticipated barrier	See anticipated barrier	See anticipated barrier
3	Task Force members are active leaders in community and may have limited time to devote to Engineering Academy.	Work with key members to garner additional community participation of peers/advocates for Project Lead the Way curriculum.	Engineering Academy Teachers Administration	Task Force Meeting Attendance Logs Task Force Member participation in Engineering Academy events	Feedback from Task Force Members re: involvement

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE CTE Goal #1:	Students in the Teaching Academy will have the opportunity to earn industry certification(s) in three different areas and/or up to six (6) college credits.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may fail to adequately prepare for industry exams.	Teachers will incorporate industry certification test preparation in their curriculum.	Assistant Principal for Curriculum Teaching Academy Teachers	Students will be assessed regularly to determine readiness for industry certification assessments prior to taking actual exams	Scores on industry certification exams

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

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

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

CTE Budget:

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

Additional Goal(s)

The FY13 ACT goal is to earn a composite scored above the state averages and for students to score at the college readiness benchmark scores for designated college courses as established by ACT through collaborative research with postsecondary institutions nationwide.

Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. The FY13 ACT goal is to earn a composite scored above the state averages and for students to score at the college readiness benchmark scores for designated college courses as established by ACT through collaborative research with postsecondary institutions nationwide. Goal		FY13 composite will increase from 26% (68) to 30% (81) and remain higher than the State level.			
The FY13 ACT goal is to earn a composite scored above the state averages and for students to score at the college readiness benchmark scores for designated college courses as established by ACT through collaborative research with postsecondary institutions nationwide. Goal #1:					
2012 Current level:		2013 Expected level:			
Average composite score for the school 21.7 and 19.8 for state. 26% (68)		30% (81) for school composite score			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	More students are expected to take the ACT.	Provide test-preparation opportunities and exposure to the types of questions asked on the ACT.	Assistant Principal for Curriculum, Counselors, Teachers	Registration enrollment when course is offered Review/compare scores of students who take ACT Prep course to those who have no such preparation	College Readiness information from ACT ACT scores through District's Data Warehouse
2	See anticipated barrier	Provide several sessions of ACT "Bootcamp" two weeks prior to each scheduled ACT held at Naples High School.	See anticipated barrier	See anticipated barrier	See anticipated barrier
3	See anticipated barrier	Utilize Study Island with all students.	See anticipated barrier	See anticipated barrier	See anticipated barrier

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

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

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

Budget:

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

End of The FY13 ACT goal is to earn a composite scored above the state averages and for students to score at the college readiness benchmark scores for designated college courses as established by ACT through collaborative research with postsecondary institutions nationwide.

Goal(s)

The FY13 goal is to increase the percentage of scores at 3 or higher on Advanced Placement tests.

Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<p>1. The FY13 goal is to increase the percentage of scores at 3 or higher on Advanced Placement tests. Goal</p> <p>The FY13 goal is to increase the percentage of scores at 3 or higher on Advanced Placement tests. Goal #1:</p>	<p>FY13 students earning a 3, 4, or 5 on Advanced Placement exams will increase in percentage from 67% (254) to 70% (231).</p>

2012 Current level:		2013 Expected level:			
67% (254)		70% (231)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who enroll in multiple Advanced Placement classes selectively study for exams.	Offer guidance to students and parents during the enrollment process. Encourage teachers to work with students to develop study timeline prior to exam date.	Assistant Principal for Curriculum Advanced Placement teachers School Counselors Parents Students	Review Advanced Placement Exams score data Monitor Advanced Placement enrollment	Data Warehouse and College Board reporting

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

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

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

Budget:

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

Grand Total: \$0.00

End of The FY13 goal is to increase the percentage of scores at 3 or higher on Advanced Placement tests.

Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Professional Development instructional/administrative in areas related to SIP goals Instructional materials/supplements related to SIP goals	\$12,000.00

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

Each member of the School Advisory Council (SAC) is expected to be an active participant in regularly scheduled SAC meetings and other related activities (i.e. new student orientation, Open House, etc.). The SAC serves in an advisory capacity and shall assume none of the powers or duties now reserved by Florida Statutes for the School Board, the principal, or other administrative or

instructional staff. In the event a conflict emerges between the SAC and the principal, the law which makes the SAC advisory to the principal will prevail. The duties of the SAC shall be as follows:

- 1) Assist in the development , implementation, monitoring and evaluation of the School Improvement Plan and the Annual Report of Educational Improvement;
- 2) Review the results of all needs assessments;
- 3) Prepare and distribute information to the public to report the status of implementing the School Improvement Plan, the performance of students and educational programs, and progression in accomplishing the school goals;
- 4) Serve as a resource for the principal;
- 5) Provide assistance as the principal may request in the preparation of the school budget (FS1008.385(1)).
- 6) Approve expenditures of school improvement funds;
- 7) Act as a liaison between the school and the community;
- 8) Consult with persons or departments for assistance regarding the school improvement process and other school related matters.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Collier School District NAPLES HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	82%	89%	50%	276	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	75%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	41% (NO)	63% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					517	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Collier School District NAPLES HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	81%	86%	54%	281	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	77%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	60% (YES)			105	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					521	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested