

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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: GULFVIEW MIDDLE SCHOOL

District Name: Collier

Principal: Kevin Huelsman

SAC Chair: Laird Lile Chair Vince Laz Co-Chair

Superintendent: Dr. Kamela Patton

Date of School Board Approval:

Last Modified on: 10/22/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kevin Huelsman	BA Music; MA Education School Principal (all levels)	6	24	According to statute, the Superintendent has the authority to strategically place administrators within the school district.
Assis Principal	Kristina Lee	BA Secondary Education and Mathematics; MA Educational Leadership and Administration Educational Leadership; Mathematics 6-12	4	1	According to statute, the Superintendent has the authority to strategically place administrators within the school district.

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Lisa Wilk	BS - Elementary Education; Master in Instructional Technology  1-6 Certification; Reading Endorsed, ESOL Endorsed, and CAR-PD Academy	1	3	Has a history of academic excellence and past work performance with at-risk students.
Intervention Support Specialist	Kathy Swart	BA - Speech; Master in Special Ed, Masters in Ed. Leadership  Speech 9-12 (middle school endorsement), VE K-12, Ed. Leadership	2	21	Has a history of academic excellence and past work performance with at-risk students.

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	2. Careful selection of candidates for employment through interview process to ensure high quality employees.	Principal/Assistant Principal/Dean	Ongoing	
2	1. Highly qualified teachers are recruited utilizing district screening tools.	Principal/Assistant Principal/Dean	Ongoing	
3	3. Peer mentoring	Peer Teacher	Ongoing	
4	4. Professional Learning communities, leadership team, grade level, and department team meetings held on a regular basis. These meetings are opportunities to share pertinent information with staff and to focus on unique staff development needs.	Principal/Assistant Principal/Dean	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]).

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

### 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
47	6.4%(3)	17.0%(8)	19.1%(9)	57.4%(27)	53.2%(25)	100.0%(47)	23.4%(11)	4.3%(2)	23.4%(11)

## 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
Sharon Condon	Devon Toohey	Mrs. Condon's students have shown substantial gains in Math. Ms. Toohey would benefit through shared best practices with Mrs. Condon.	The mentor and mentee are participating in the activities assigned through the mentor/mentee program. The mentor will be given release time to observe the mentee. Time for feedback, coaching, and planning will be provided.
Kathleen Deye	Elizabeth Carlson	Mrs. Deye's students have shown substantial gains in Language Arts. Ms. Carlson would benefit through shared best practices with Mrs. Deye.	The mentor and mentee are participating in the activities assigned through the mentor/mentee program. The mentor will be given release time to observe the mentee. Time for feedback, coaching, and planning will be provided.
Kathleen Deye	Eric Ruiz	Mrs. Deye's students have shown substantial gains in Language Arts. Mr. Ruiz would benefit through shared best practices with Mrs. Deye.	The mentor and mentee are participating in the activities assigned through the mentor/mentee program. The mentor will be given release time to observe the mentee. Time for feedback, coaching, and planning will be provided.
Latham Hill	Elaine Reilly	Mr. Hill's students have shown substantial gains in Reading as well as History. Ms. Reilly would benefit through shared best practices with Mr. Hill.	The mentor and mentee are participating in the activities assigned through the mentor/mentee program. The mentor will be given release time to observe the mentee. Time for feedback, coaching, and planning will be provided.
Lori Frontz	Jeffrey Spartz	Mrs. Frontz's students have shown substantial gains in Science. Mr. Spartz would benefit through shared best practices with Mrs. Frontz.	The mentor and mentee are logging their weekly meetings. The mentor will be given release time to observe the mentee. Time for feedback, coaching, and planning will be provided.

## 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.

The RTI Leadership Team consists of the Principal, Administrative Team, Intervention Support Specialist, Counselors, Teachers, Behavior Specialist and Identified District support staff (psychologist, Literacy Specialist, Gifted Specialist).

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

The RTI Leadership Team will be meeting on a monthly basis or more frequently as needed. The function of the RTI Leadership Team will be to formulate strategies that will be shared in the bi-weekly grade level/RTI Coordinator meetings. The intervention support specialist will be instrumental in training staff on the tier processes. The intervention support specialist will be meeting on a bi-weekly basis with each grade level team. The purpose of these meetings will be to share data and to assist staff with strategies and effective curriculum practices that will meet student needs.

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 SIP was developed in conjunction with the RTI Leadership Team and SAC. The RTI leadership team will meet to check implementation and to ensure fidelity within the identified intervention strategies utilized by teachers. These checks will be both visual and data driven.

### 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.

Students are expected to reach progress goals subsequent to quality instruction through differentiation and intervention strategies. Targeted skill populations are brought to the attention of the RTI Leadership Team, Task Force Leaders, and discussed at PLC meetings. Progress is analyzed and those students who have not mastered the skills are considered for Tier 2 strategies. Online assessments and other data points are tracked on the charts and graphs in the Data Warehouse. In addition, any documentation provided by the teachers, recording benchmarks, other assessments and observations are shared..

Tier 3 interventions will be explored upon analysis of Tier 2 progression and Tier 3 interventions may result in a change line affecting the frequency of the intervention duration and grouping. Specific scientifically based research interventions will be implemented at all multi-levels of student support.

Describe the plan to train staff on MTSS.

District-level training has established and online staff development program in which all staff members were expected to complete the course of study.

To further reach support at the school building level, an intervention support specialist has been designated to assist in coaching and mentoring of staff. The role of the intervention support specialist is to oversee the problem solving process, ensure the integrity and consistency of implementation of the process, and facilitate the RTI Team Meetings.

Finally, mini-workshops on RtI-related topics, such as differentiating instruction, data analysis, and specific intervention training are available through district personnel throughout the school year upon the request of a school administrator. In addition to district face-to-face training, a variety of online tools are available for use in the schools. ANGEL is being used as an online facilitator for RtI related documents, video clips, training materials and power points, research links, intervention tools, and has a district Problem Solving/Response to Intervention manual. The PLC teams will continue to monitor progress for all students throughout the year, through the use of the Data Warehouse resources. Professional Development will be provided during in-service days, planning, and early release days. The RTI team will also evaluate additional staff professional development needs during the RTI Leadership Team meetings.

Describe the plan to support MTSS.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

The Literacy Leadership Team will be comprised of the Reading Coach, four Reading/Lang Arts teachers, the ELL teacher, the Social Studies Department Chair, the Media Specialist, and the Principal/Assistant Principal.

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

The meetings are held twice a month. The function of the team will be to design projects to engage our students in a number of literacy-type activities throughout the school year.

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

Parental involvement in all students reading at home (U.S. Dept of Ed info to parents at Curriculum Night);  
How to assist 8th Graders in reading (scores drop dramatically with 8th Grade FCAT);  
Sunshine State Young Reader's Award Program (state book list of 15 novels, students read, get rewards for # of books read, and get to vote in a statewide election for favorite book of the 15);  
Book Clubs (before school, lunch, or after school);  
Vocabulary Word of the Day/Week (on Morning Announcements);  
Poetry Jam/Poetry Tournament;  
Coordination with the Public Library next door (book lists, book talks, etc.).

## 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.

Following the district model, we have adopted Marzano's comprehensive framework for effective instruction. Each staff member was provided with a copy of his book The Art and Science of Teaching. This work will be referenced throughout the year as time will be devoted to discussing these strategies at faculty meetings and early release days. During these times, training will also be provided to support all content area teachers on teaching reading in their content areas.

### \*High Schools Only

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

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

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

## Postsecondary Transition

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

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



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The percent of students scoring level 3 on the 2013 FCAT in reading will increase by 10%(14); from the current level of performance 27% (169) to the expected level of performance 27% (183).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (169)	27% (183)

#### 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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical,	TE will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills. Develop FCIM calendar	Evaluate prior knowledge (pre-test) CTEM FAIR testing



4	independent, and creative thinking.	Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.		for reteaching.
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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:	Our goal for the 2012-2013 school year is to increase the raw score on the Reading assessment for our FAA student by 5 points: from a level 5 with a raw score of 78, to a raw score of 83.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide Universal Design Lessons (UDL) based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)  Raz Kids Discrete Trial Trainer My Reading Coaches CTEM
2	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation  ULS: AT Decision Guide  CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile

	sequenced directions, and analyze information in graphs/charts.		Comparisons UNIQUE Goals, Preferences, Skills (GPS)  CTEM
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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:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in reading will increase from 47% (296) to 52% (352).
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (296)	52% (352)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	TE will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into	Principal Assistant Principal Dean Reading Coach LA Department Chair	Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills. Develop FCIM calendar for reteaching.	Evaluate prior knowledge (pre-test) CTEM FAIR testing

	strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels.		
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	Our goal for the 2012-2013 school year is to increase FAA Reading proficiency by 5 raw scores or 10 percentage points to 10%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (0)

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The percent of students achieving learning gains on the 2013 FCAT in reading will increase from 77% (424) to 79% (501).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (424)	79% (501)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
	Instructional: Students do not have opportunities to engage in rigorous	Teachers will utilize appropriate cooperative structures/strategies	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will	CTEM Trend Reports

2	accountable talk to show, tell, explain and prove reasoning aligned to the standards.	that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.		be monitored through quarterly trend reports.	
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Common Formative Assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	Our goal for the 2012-2013 school year is to increase learning gains for our FAA student by 5 points, from a level 5 raw score of 78 to a raw score of 83.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation (AT)  ULS: AT Decision Guide  CTEM
	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile

2		the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation			Comparisons UNIQUE Goals, Preferences, Skills (GPS)  CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)  CTEM

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The percent of students in Lowest 25% making learning gains on the 2013 FCAT in reading will increase from 74% (105) to 77% (122).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (105)	77% (122)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports

3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations. Secondary intensive reading classes provide for co-teach opportunities so that student's intensive reading needs are met in daily small group instruction with both the basic and co-teach personnel as well as independent practice and use of tech applications specific to the student's needs.	Principal Assistant Principal Dean Reading Coach LA Department Chair Instructional Support Specialist	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	Common Summative Assessments DW Submitted Meeting Minutes

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 # In 6 years the achievement gap will be reduced by 50%				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The percent of students achieving level 3 or higher on the 2013 FCAT in reading in each ethnic subgroup will increase by 10% of the percentage not currently proficient. (See individual subgroups for specific current and expected percentages.)				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
White: 80% (343) Black: 38% (17) Hispanic: 61% (74) Asian: 91% (10) American Indian: 67% (2)	White: 82% (364) Black: 44% (26) Hispanic: 65% (85) Asian: 92% (11) American Indian: 70% (4)				
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
	Instructional: Lessons do not routinely incorporate questioning strategies designed to promote	Teachers will plan for and include higher order questions in weekly lesson plans so that the	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher	Collier Teacher Evaluation Model (CTEM)

1	critical, independent, and creative thinking.	questions are purposeful and aligned to the NGSSS or CCSS.		order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	Common Formative Assessments FAIR Testing

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:	The percent of English language learners (ELL) achieving level 3 or higher on the 2013 FCAT in reading will increase from 53% (44) to 58% (26).
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (44)	58% (26)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Collier Teacher Evaluation Model (CTEM)

				(See CTEM alignment.)	
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Utilize agreed upon, research-based effective teaching strategies.	Common Formative Assessments FAIR Testing

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:	The percent of students with disabilities (SWD) achieving level 3 or higher on the 2013 FCAT in reading will increase from 40% (35) to 46% (36).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (35)	46% (36)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports



	prove reasoning aligned to the standards.	to the standards. Teachers will include use of these in weekly lesson plans.			
3	Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	TE will accommodate/adapt classroom work to be consistent with IEP goals or accommodations, working in small group or individually with students to support improved reading skills(differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Principal Assistant Principal Dean Reading Coach LA Department Chair Instructional Support Specialist	Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills. Utilize FCIM calendar for re-teaching.	Common Formative Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The percent of economically disadvantaged students achieving level 3 or higher on the 2013 FCAT in reading will increase from 57% (129) to 61% (171).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (129)	61% (171)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports

3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Maintain high expectations for all students to appropriately respond to higher order questions, providing scaffolded support and structure as appropriate for low-expectancy students, enabling their success in meeting rigorous expectations.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Provided Comments on Walkthroughs and Post-Conference Conversation

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development in higher-order thinking skills, Web's Depth of Knowledge, & Close Reading.	6-8 Language Arts Related Arts Social Studies Math Science	Reading Coach Language Arts Department Chair District Language Arts Personnel	PLC (Department Teams)	Early Release Days	CTEM	Principal Assistant Principal Dean

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:		The percentage of students scoring proficient in listening/speaking on the CELLA will increase from the current percent of 57% (8) to the expected 63% (11).			
2012 Current Percent of Students Proficient in listening/speaking:					
57% (8)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate.	Principal Assistant Principal Dean ELL Guidance	Utilize agreed upon, research-based effective teaching strategies.	Teacher made Pre/Post Tests Formative Assessment CELLA

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:		The percentage of students scoring proficient in reading on the CELLA will increase from the current percent of 14% (2) to the expected 15% (3).			
2012 Current Percent of Students Proficient in reading:					
14% (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
	ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited	Employ checks for understanding that include 1:1 questioning with the student or written responses to	Principal Assistant Principal Dean ELL Guidance	Utilize a variety of assessments, including but not limited to formative, summative and performance-based	Formative Classroom Assessments Summative Classroom

1	experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home.	text dependent questions to determine student's level of understanding of what was read.	Counselor	assessments.	Assessments CELLA
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of students scoring proficient in writing on the CELLA will increase from the current percent of 7% (1) to the expected 8% (1).
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2012 Current Percent of Students Proficient in writing:

7% (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	Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	As evidence of strategic and extended thinking in writing, TE will hold students accountable for producing an oral or written analysis of multiple genres of thematically connected texts a minimum of six times per year. Depending on students' writing skills, the process may be implemented through Read-Alouds.	Principal Assistant Principal Dean ELL Guidance Counselor	Utilize agreed upon, research-based effective teaching strategies.	Rubrics Writing Samples CELLA

CELLA Budget:

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

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

*End of CELLA Goals*

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The percent of students scoring level 3 on the 2013 FCAT in mathematics will increase by 10%(12); from the current level of performance 26% (164) to the expected level of performance 26% (176).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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26% (164)	26% (176)
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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	Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students develop conceptual understandings and are able to explain their	Principal Assistant Principal Dean Math Department Chair	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Learning Goals and Scales to determine levels of understanding

	thinking both orally and in writing.		
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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 mathematics. Mathematics Goal #1b:	Our goal for the 2012-2013 school year is to increase FAA Math by 5 points, from a level 3 raw scores of 45 to a raw score of 50.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (0)

**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	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
2	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
	Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving and interpreting information.	a) Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons

3	and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP goals into lesson plans to support remediation, differentiation, and accommodations in daily math instruction.		UNIQUE Goals, Preferences, Skills (GPS)  CTEM
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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 mathematics.  Mathematics Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in mathematics will increase from 48% (301) to 53% (358).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (301)	53% (358)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
	In reference to Instructional Barrier: Lessons do not routinely	Utilize embedded learning goals and scales, appropriate questioning	Principal Assistant Principal Dean	Implement and provide feedback for math journals/notebooks/exit	Quarterly Benchmark Assessments



4	incorporate questioning strategies designed to promote critical, independent, and creative thinking.	techniques, and multiple representations with the expectation that students demonstrate their conceptual understandings both orally and in writing. Provide challenge opportunities for advanced learners to demonstrate mastery of the standard/benchmark at exemplary levels.	Math Department Chair	tickets.
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Our goal for the 2012-2013 school year is to increase FAA Math proficiency by 5 raw scores or 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (0)

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percent of students achieving learning gains on the 2013 FCAT in mathematics will increase from 84% (466) to 86% (545).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (466)	86% (545)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations	Collier Teacher Evaluation Model (CTEM)

				for answering questions. (See CTEM alignment.)	
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to the Instructional Barrier: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal Assistant Principal Dean Math Department Chair	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM walkthrough comments provided through iObservation CTEM formal observation post conference

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	Our goal for the 2012-2013 school year is to increase FAA Math gains by 5 points, from a level 3 raw scores of 45 to a raw score of 50.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)  CTEM

		c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation.			
2	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation (AT)  ULS: AT Decision Guide  CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving and interpreting information.	a) Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP goals into lesson plans to support remediation, differentiation, and accommodations in daily math instruction.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)  CTEM

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The percent of students in Lowest 25% making learning gains on the 2013 FCAT in mathematics will increase from 80% (109) to 82% (129).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (109)	82% (129)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and	Collier Teacher Evaluation Model (CTEM)

		or CCSS.		interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations. Intensive math classes provide for co-teach opportunities so that student's intensive math needs are met in daily small group instruction with both the basic and co-teach personnel as well as independent practice and use of tech applications specific to the student's needs.	Principal Assistant Principal Dean Math Department Chair	Provide tiered interventions to assist in mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly to make data-driven decisions.	CTEM Benchmark Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # In 6 years the achievement gap will be reduced by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The percent of students achieving level 3 or higher on the 2013 FCAT in mathematics in each ethnic subgroup will increase by 10% of the percentage not currently proficient. (See individual subgroups for specific current and expected percentages.)
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: 82% (350)  
 Black: 36% (16)  
 Hispanic: 61% (74)  
 Asian: 100% (11)  
 American Indian: 67% (2)

White: 84% (373)  
 Black: 42% (25)  
 Hispanic: 65% (85)  
 Asian: 100% (12)  
 American Indian: 70% (4)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Dean Math Department Chair	Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills. Develop FCIM calendar for reteaching.	Benchmark Assessments FCIM Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The percent of English language learners (ELL) achieving level 3 or higher on the 2013 FCAT in mathematics will increase from 50% (41) to 55% (24).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (41)	55% (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	Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal Assistant Principal Dean Math Department Chair	Utilize agreed upon, research-based effective teaching strategies.	CELLA Benchmark Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The percent of students with disabilities (SWD) achieving level 3 or higher on the 2013 FCAT in mathematics will increase from 45% (39) to 51% (40).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (39)	51% (40)

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
	Instructional: Lessons	Teachers will plan for and include higher	Principal	During classroom	Collier Teacher

1	do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Assistant Principal Dean	observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	TE will accommodate/adapt classroom work to be consistent with IEP goals and accommodations, working in small group or individually with students to support improved reading skills(differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Principal Assistant Principal Dean Instructional Support Specialist Math Department Chair	Utilize a variety of assessments, including but not limited to formative, summative and performance-based assessments.	Benchmark Assessments Common Summative Assessments Common Formative Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The percent of economically disadvantaged students achieving level 3 or higher on the 2013 FCAT in mathematics will increase from 58% (131) to 62% (174).
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (131)	62% (174)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations	Collier Teacher Evaluation Model (CTEM)

				for answering questions. (See CTEM alignment.)	
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal Assistant Principal Dean Math Department Chair	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM

End of Middle School Mathematics Goals

## 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:	On the 2013 Algebra End-of-Course Exam, the percentage of students scoring achievement level 3 will increase from the current level of performance 2% (2) to the expected level of performance 2% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (2)	2% (3)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)



2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students demonstrate their conceptual understandings both orally and in writing. Provide challenge opportunities for advanced learners to demonstrate mastery of the standard/benchmark at exemplary levels.	Principal Assistant Principal Dean Math Department Chair	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM Benchmark Assessments Common Formative Assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	On the 2013 Algebra End-of-Course Exam, the percentage of students scoring achievement levels 4 or 5 will increase from the current level of performance 98% (84) to the expected level of performance 100% (126).
2012 Current Level of Performance:	2013 Expected Level of Performance:
98% (84)	100% (126)

**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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for	Collier Teacher Evaluation Model (CTEM)

				answering questions. (See CTEM alignment.)	
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Students have inadequate opportunities for writing outside of language arts instruction.	Learners will write to explain their reasoning on mathematical tasks.	Principal Assistant Principal Dean Math Department Chair	Implement and provide feedback for math journals/notebooks/exit tickets.	CTEM Benchmark Assessments Students' Notebooks/Journals/Exit Tickets

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 # In 6 years the achievement gap will be reduced by 50%. 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	The percent of students achieving level 3 or higher on the 2013 EOC in Algebra in each ethnic subgroup will increase as defined below. (See individual subgroups for specific current and expected percentages.)			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
White: 100% (68) Black: 100% (1) Hispanic: 100% (11) Asian: -- American Indian: --	White: 100% (93) Black: 100% (4) Hispanic: 100% (21) Asian: -- American Indian: --			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Dean Math Department Chair	Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills. Develop FCIM calendar for reteaching.	Benchmark Assessments FCIM Mini-Assessments

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	The percent of English language learners (ELL) achieving level 3 or higher on the 2013 EOC in Algebra will increase from 100% (5) to 100% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (5)	100% (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
	Instructional: Lessons do not routinely incorporate questioning strategies designed to promote	Teachers will plan for and include higher order questions in weekly lesson plans so that the	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher	Collier Teacher Evaluation Model (CTEM)

1	critical, independent, and creative thinking.	questions are purposeful and aligned to the NGSSS or CCSS.		order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal Assistant Principal Dean Math Department Chair	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Benchmark Assessments Common Formative Assessments CTEM

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	The percent of Students with Disabilities(SWD) achieving level 3 or higher on the 2013 EOC in Algebra will increase from 100% (4) to 100% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4)	100% (4)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)

2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	TE will accommodate/adapt classroom work to be consistent with IEP goals and accommodations, working in small group or individually with students to support improved math skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Principal Assistant Principal Principal Dean Instructional Support Specialist Math Department Chair	Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills. Develop FCIM calendar for reteaching.	Benchmark Assessments FCIM Mini-Assessments Common Formative Assessments

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	The percent of Economically Disadvantaged(ED) achieving level 3 or higher on the 2013 EOC in Algebra will increase from 100% (13) to 100% (33).
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (13)	100% (33)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports

		prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.			
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal Assistant Principal Dean Math Department Chair	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Walkthrough Observation Comments (provided through iObservation)

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.				
Geometry 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				

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 : <input type="text"/>			
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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	
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				



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
Agile Mind CCPS Questioning Strategies	6-8 Mathematics	Department Chair District Math Coordinator Agile Mind Trainer	6-8 Math Department PLC	Inservice Days Early Release	CTEM	Principal Assistant Principal Dean

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

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	The percent of students scoring level 3 on the 2013 FCAT in science will increase by 10%(9); from the current level of performance 42% (91) to the expected level of performance 42% (100).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (91)	42% (100)
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	TE will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will use text to support responses and will appropriately apply scientific thinking and inquiry in performing these tasks.	Principal Assistant Principal Dean Reading Coach Science Department Chair	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Learning Goals and Scales to determine levels of understanding

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

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in science will increase from 26% (56) to 29% (69).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (56)	29% (69)

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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
	In reference to Instructional Barrier:	TE will utilize text-specific, complex	Principal Assistant	Check students' level of understanding	Learning Goals and Scales to

4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	questions and cognitively complex tasks with the expectation that students will use text to support responses and will appropriately apply scientific thinking and inquiry in performing these tasks. TE will provide challenge opportunities for advanced learners to demonstrate exemplary mastery of standard/benchmark.	Principal Dean Science Department Chair	through discussion and higher-order questioning; adjust instruction based on need.	determine levels of understanding
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	
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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						

Science Budget:

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

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:		The percent of students achieving proficiency on 2013 FCAT writing (3.0 or higher) will increase from 84% (183) to 92% (218).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
84% (183)		92% (218)			
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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Dean	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM)
	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports

2	reasoning aligned to the standards.	and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.			
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach	Incorporate writing across the content area with response and summary journals/exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: 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.	Principal Assistant Principal Dean Reading Coach	Incorporate writing across the content area with response and summary journals/exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.				
Writing Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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
			<b>Grand Total: \$0.00</b>

*End of Writing Goals*

## Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:		To implement the new Civics course with instructional resources and curriculum guides to pace the content of the class for student success on the EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
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
	Instructional: Lessons do not routinely incorporate	Teachers will plan for and include higher order questions in	Principal Assistant Principal	During classroom observations administrators will	Collier Teacher Evaluation Model (CTEM)

1	questioning strategies designed to promote critical, independent, and creative thinking.	weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Dean	determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach LA Department Chair	Incorporate writing across the content area with response and summary utilizing academic notebooks, journals, and exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Regularly utilize Intertextual Triad and Close Reading designed around the primary documents of the founding fathers and essentials documents that established our country.	Principal Assistant Principal Dean Reading Coach Social Studies Department Chair	Examine students' work to determine if they are appropriately integrating a variety of source material when completing Intertextual Triads.	Students' Notebooks/Journals/Exit Tickets

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 Civics.  Civics Goal #2:	To implement rigorous and historically relevant writing extensions through critical reading of primary historical sources. (Document Based Questions – DBQ)
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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
	Instructional: Lessons do not routinely incorporate questioning	Teachers will plan for and include higher order questions in weekly	Principal Assistant Principal Dean	During classroom observations administrators will	Collier Teacher Evaluation Model (CTEM)



1	strategies designed to promote critical, independent, and creative thinking.	lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.		determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	
2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Principal Assistant Principal Dean	Teachers' use of cooperative structures/strategies will be monitored through quarterly trend reports.	CTEM Trend Reports
3	Instructional: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Principal Assistant Principal Dean Reading Coach	Incorporate writing across the content area with response and summary journals/exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly.	Writing Samples CTEM
4	In reference to Instructional Barrier: Students have inadequate opportunities for writing outside of language arts instruction.	The cadre of Civics teachers at 7th grade across the district belong to an Angel group where resources will be shared in key areas of curriculum development including vocabulary, comprehension and writing extensions.	Principal Assistant Principal Dean Social Studies Department Chair	Compare monthly Writing Assessments/Prompts results to identify students that may require reteaching of key concepts/skills.	Notebooks Writing samples

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						

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

*End of Civics Goals*

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		At the close of the 2012-2013 school year, the Average Daily Attendance (ADA) will increase from 96% to 97%. At the close of the 2012-2013 school year, the percent of students accruing 10 or more days absent in a one year period will decrease from 24% to 15%. At the close of the 2012-2013 school year, the percent of students accruing 10 or more tardies in a one year period will decrease by 2%			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96% (629)		97% (655)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
24% (171)		20% (135)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
12% (89)		10% (68)			
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	Due to economic issues some students may have limited home resources and limited school readiness.	Implement new student attendance policy with fidelity.	Assistant Principal Dean Data Entry Clerk	Analysis of attendance data on a weekly basis.	Attendance reports StudentPass Average Daily Attendance

					Reports
2	The importance of school attendance is not necessarily supported or enforced with some of our students' families.	Impress the importance of attendance in school during School Advisory Council meetings and family nights.	Assistant Principal Dean Data Entry Clerk	Analysis of attendance data on a weekly basis.	Attendance reports StudentPass Average Daily Attendance Reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

A. By July 2013, number of in-school suspension, total in-school suspension days assigned, and percent of

1. Suspension Suspension Goal # 1:	students receiving in-school suspension days will be decreased by 10%.  B. By July 2013, number of out-of-school suspension, total out-of-school suspension days assigned, and percent of students receiving out-of-school suspension days will be decreased by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
164	148
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
11% (74)	10% (68)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
67	60
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6% (41)	5% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of social norm and self-discipline instruction within our instructional programming.	Teachers will implement and instruct PBS expectations and utilize PBS incentive processes in their classrooms.	Principal Assistant Principal  Dean Behavior Specialist PBS Team	Analyzing student discipline data.	StudentPass

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		The percent of parents and parent volunteer hours involved in school activities will increase by 2%, from 121 Volunteers and 2038 Hours to 123 Volunteers and 2079 Hours			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
121 Parent Volunteers 2038 Volunteer Hours		123 Parent Volunteers 2079 Volunteer Hours (+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	Having a high percentage of parents involved makes it difficult to increase the amount of involvement.	Use of PTA and SAC meetings, newsletters, personal contacts, school messenger, curriculum night, and parent nights with the intention to include various parental groups and establish/foster community partnerships.	Principal Assistant Principal Dean Media Specialist	Collect enrollment/participation data, utilizing accurate record-keeping methods.	Volunteer Office Records Community Partnership Records

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

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

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

Parent Involvement Budget:

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

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:			
1. STEM STEM Goal # 1:	All secondary math teachers will receive two years of PD in Common Core State Standards content and pedagogy from Agile Mind to include group-face to face, co-teaching/coaching and individual effort, PLC lesson planning of CCSS STEM-focused lessons.		
Problem-Solving Process to Increase Student Achievement			
		Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have not been trained in STEM-focused strategies.	Provide professional learning opportunities in STEM skills and strategies with a focus on both content and pedagogy.	Principal Assistant Principal Dean District Math Coordinator	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Walkthrough Observation Comments (provided through iObservation)

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
Educators will present and/or participate in the CCPS 2013 STEM conference.	6-8 Math Science	District Personnel	Science and Math Department PLC	Inservice Day	CTEM	Principal Assistant Principal Dean

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:	Provide 8th grade a Career Planning Program that meets statutory requirements for middle school career planning including completion of four to six year high school/postsecondary school plan.				
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	Teachers and counselors not prepared to implement statutory requirements.	Professional Development for teachers and counselors that are implementing the Career Planning requirement.	Principal Assistant Principal Dean	Provide instructional tools and teacher training for teachers to use in the classroom that will promote student success on industry certifications.	Administrator's Observations

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)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
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 10/12/2012)

## 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.

Describe projected use of SAC funds	Amount
No data submitted	

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

- 1) Assist in the development of the school improvement plan.
- 2) Provide for parent education and/or solicit parent involvement and communication.



# 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 GULFVIEW MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	85%	94%	67%	326	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	65%	82%			147	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?	64% (YES)	75% (YES)			139	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					612	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Collier School District GULFVIEW MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	83%	94%	68%	326	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	67%	76%			143	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?	61% (YES)	70% (YES)			131	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					600	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested