FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MANATEE MIDDLE SCHOOL

District Name: Collier

Principal: Mrs. Peggy Aune

SAC Chair: Mr. Antoine Bernard

Superintendent: Dr. Kamela Patton

Date of School Board Approval: Pending

Last Modified on: 10/18/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Peggy Aune	Degrees: B.S., Special Education; M.Ed., Educational Leadership; Ed.D. in progress. Certifications: School Principal All Levels; Exceptional Student Education K-12; ESOL K-12; Emotional Handicaps, 6-12	4	7	School Grades: 2009-10-C 2010-11-B 2011-12-C High Standards: 2009-10 Reading-53% 2010-11 Reading-55% 2011-12 Reading-38% 2009-10 Math-48% 2010-11 Math-55% 2011-12 Math-37% Learning Gains: 2009-10 Reading-62% 2010-11 Reading-59% 2011-12 Reading-59% 2009-10 Math-59% 2010-11 Math-73% 2011-12 Math-68% Lowest 25%: 2009-10 Reading-70%

					2010-11 Reading-72% 2011-12 Reading-67% 2009-10 Math-67% 2010-11 Math-80% 2011-12 Math-74%
Assis Principal	Diana Little	Degrees: BS in Elementary Ed. MS in Ed Admin Certification: Ed Leadership (K-12) Elem Ed (K-6) Math (5-9) ESOL	1	2	2010-11-A (Tommie Barfield ES) 2011-12 C High Standards: 2010-11 Reading-86% 2011-12 Reading-38% 2010-11 Math-81% 2011-12 Math-37% Learning Gains: 2010-11 Reading-70% 2011-12 Reading-59% 2010-11 Math-63% 2011-12 Math-68% Lowest 25%: 2010-11 Reading-54% 2011-12 Reading-67% 2010-11 Math-54% 2011-12 Math-68%

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	Morgan Summa	Degree/s: Bachelors of Science in Communication Masters of Arts in Social Science Education Certifications: Middle Grades Integrated: 5-9 Social Science Education: 6-12 Reading/ESOL/Gifted Endorsements (K-12)	8	1	School Grades: 2009-10-C 2010-11-B 2011-12-C High Standards: 2009-10 Reading-53% 2010-11 Reading-55% 2011-12 Reading-38% 2009-10 Math-48% 2010-11 Math-55% 2011-12 Math-37% Learning Gains: 2009-10 Reading-62% 2010-11 Reading-59% 2011-12 Reading-59% 2009-10 Math-59% 2010-11 Math-73% 2011-12 Math-68% Lowest 25%: 2009-10 Reading-70% 2010-11 Reading-72% 2011-12 Reading-67% 2009-10 Math-67% 2010-11 Math-80% 2011-12 Math-74%
Math Coach	Justin Moomaw	Bachelor of Science in education (secondary social studies) Certification: MGIC 5-9 and Math 5-9	9	1	School Grades: 2009-10-C 2010-11-B High Standards: 2009-10 Reading-53% 2010-11 Reading-52% 2009-10 Math-48% 2010-11 Math-55% Learning Gains: 2009-10 Reading-62% 2010-11 Reading-59% 2009-10 Math-59% 2010-11 Math-73% Lowest 25%: 2009-10 Reading-70%

					2010-11 Reading-72% 2009-10 Math-67% 2010-11 Math-80% AYP: 2009-10 74% 2010-11 82%
Content Area Coach	Lynn Shearer	Bachelor of Science in Psychology; Bachelor of Science in Elementary Education; Master of Education in Educational Leadership Certification: Elementary Education K-6; MGIC 5-9; Social Science 5-9	26		School Grades: 2009-10-C 2010-11-B High Standards: 2009-10 Reading-53% 2010-11 Reading-52% 2009-10 Math-48% 2010-11 Math-55% Learning Gains: 2009-10 Reading-62% 2010-11 Reading-59% 2009-10 Math-59% 2010-11 Math-73% Lowest 25%: 2009-10 Reading-70% 2010-11 Reading-72% 2009-10 Math-67% 2010-11 Math-80% AYP: 2009-10 74% 2010-11 82%
Intervention Support Specialist	Jennifer Knutowski	Bachelor of Arts in Elementary Education, Master of Education in Elementary Education, Ed.D in progress in Curriculum, Teaching,and Teacher Education Certification: Elementary Education, ESE K-12, ELL Endorsement	3	3	School Grades: 2009-10-C 2010-11-B High Standards: 2009-10 Reading-53% 2010-11 Reading-52% 2009-10 Math-48% 2010-11 Math-55% Learning Gains: 2009-10 Reading-62% 2010-11 Reading-59% 2009-10 Math-59% 2010-11 Math-73% Lowest 25%: 2009-10 Reading-70% 2010-11 Reading-72% 2009-10 Math-67% 2010-11 Math-80% AYP: 2009-10 74% 2010-11 82%

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	Comprehensive Site-Based Mentoring Program	Peggy Aune, Principal Diana Little, Assistant Principal	June 2013	
2	New Teacher Induction Program	District Staff Development	August 2012	
3	Monthly Site-Based Seminars	Peggy Aune, Principal Diana Little, Assistant Principal	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0%	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
61	13.1%(8)	32.8%(20)	44.3%(27)	9.8%(6)	34.4%(21)	62.3%(38)	13.1%(8)	0.0%(0)	49.2%(30)

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
Maryjane Slaughter	Gina Carriere	Experienced Science Teacher/New Teacher to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Brian David	Rita Kentros	Experienced Language Arts Teacher/Experienced Teacher New to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Brian David	Josh Vet	Experienced Language Arts Teacher/New Teacher to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Jennifer Correa	Stephen McFadden	Experienced School Counselor/Counselor Returning to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Kelly Bergey	Julie Kerchner	Experienced Related Arts Teacher/Experienced Teacher New to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Kelly Bergey	Emily Louwsma	Experienced Content Area Teacher/New Teacher to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Morgan Summa	Francisco Garcia	Experienced Content Area Teacher/New Teacher to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Sherrie Siers	Marisol Fernandez	Experienced Content Area Teacher/Experienced Teacher New to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Mashon Thomas	Wendy Pellant	Experienced Content Area Teacher/Experienced Teacher New to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
		Experienced	-Weekly Meetings

Mashon Thomas	Colleen Newkirk	Content Area Teacher/New Teacher to CCPS	-Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Justin Moomaw	Aaron Thayer	Experienced Content Area Teacher/New Teacher to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Justin Moomaw	Alex Richett	Experienced Content Area Teacher/Experienced Teacher New to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Justin Moomaw	Vincent Price	Experienced Instructional Coach/Experienced Teacher New to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Nicole Litchko	Deana Kinter	Experienced Content Area Teacher/Experienced Teacher New to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Jennifer Knutowski	David Copper	Experienced Content Area Teacher/Teacher New to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Jennifer Knutowski	Ann Horton	Experienced Content Area Teacher/Teacher New to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Sherrie Siers	Christina Harrison	Experienced Content Area Teacher/Experienced Teacher New to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Morgan Summa	Lynzee Morris	Experienced Content Area Teacher/Teacher New to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee
Jennifer Knutowski	Michael Patterson	Experienced Content Area Teacher/Teacher New to CCPS	-Weekly Meetings -Joint Attendance at Monthly Seminars -District Support for both Mentor and Mentee

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

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, the K-12 Comprehensive Reading Plan and District Collaborative Planning process. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:

Title I Parts A, C, D, and School Improvement (1003a and 1003g), Title II Part A and Title III are managed out of the same Federal and State Grants and English Language Learner Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.
Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical Education.
LEA, Title I Basic, Title I Migrant, Title X coordinate services to assist homeless parents of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools.

The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.
Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I Part A funds to provide after school tutorials for homeless students in non-Title I schools.
Title I Part A, Title II Part A and RTTT fund exam reimbursements to ensure staff meet HQT Requirements.
Title I Part A funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund Academic Coaches at Elementary, Middle and High schools, depending on school DA status and professional learning needs of school faculty.
As applicable, depending on school:
• District Resource Team meetings will provide forum for coordination and integration of resources to support unique needs of school sites.

Title I, Part C- Migrant

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources in form of supplemental resource teachers, counselors, paraprofessionals, tutors.

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

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

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

Title I, Part D

Title II

• Title II, Part A collaborates with Collier County Public School's Human Resources in providing funds that are used to reimburse teachers striving to meet Highly Qualified Teacher requirements through subject area tests. This helps ensure that all teachers meet HQT requirements and provide high quality instruction.
• Title II funds will support schools with instructional coaching, lesson planning and professional learning by funding several teachers on special assignment in areas of Math and Science; these staff will integrate with the instructional staff at school sites to ensure high quality instruction differentiated to address unique student needs.
• Coordination of professional learning activities, including those funded by Title II, occurs through the following activities:
o Individual schools conduct annual staff development surveys to determine staff development needs. A district comprehensive Staff Development Plan and consolidated planning coordinates all available district resources.
o Staff development within a school (including the use of Title I money) is coordinated through the SIP/Title I Plan and comprehensive needs assessment.
o Title I and II in-service is coordinated through Learning Support Services departmental curriculum staff.
o The Director of Federal and State Grants, Executive Director of Federal and State Grants and ELL, the Chief Academic Officer review the professional development allocations in the Title I plans and in the Title II project.
o Reading coaches receive ongoing professional development through their bi-monthly literacy team meetings. The teacher's individual plan (IPDP) is based upon an assessment of student learning needs, and this analysis of student achievement data in reading is essential to the creation of each teacher's professional development plan.
o The district will provide ongoing professional development and support for principals on classroom walk-through strategies, including how to give feedback to teachers.

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

oIndividual schools conduct annual staff development surveys to determine staff development needs. A district comprehensive Staff Development Plan and consolidated planning coordinates all available district resources.
oStaff development within a school (including the use of Title I money) is coordinated through the SIP/Title I Plan and comprehensive needs assessment.
oTitle I and II in-service is coordinated through Learning Support Services departmental curriculum staff.
oThe Director of Federal and State Grants, Executive Director of Federal and State Grants and ELL, the Chief Academic Officer review the professional development allocations in the Title I plans and in the Title II project.
oReading coaches receive ongoing professional development through their bi-monthly literacy team meetings. The teacher's individual plan (IPDP) is based upon an assessment of student learning needs, and this analysis of student achievement data in reading is essential to the creation of each teacher's professional development plan.
oThe district will provide ongoing professional development and support for principals on classroom walk-through strategies, including how to give feedback to teachers.
•In addition Title II funds are used, in collaboration with Title I, IDEA, District, and Reading funds, to support Reading Coaches at the following schools: BCE, CES, CPE, EES, LOE, LPE, NPE, OES, PES, PME, SGE, TBE, VES, VME, CMS, CPM, GVMS, NNMS,

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

Title III

Title I and Title III administrators have met to collaborate by providing Title I schools the optimum resources necessary to bring improve academic instruction. This has allowed them to maximize productivity while also eliminating duplicity of services, use of personnel and instructional materials. There are five major areas of collaboration: 1) tutoring, 2) teacher training, 3) parental involvement activities, 4) highly qualified personnel and 5) before and after school programs to address the needs of our most needy students in order to improve student achievement and development while meeting the Annual Measurable Achievement Objectives (AMAOs). Upon reviewing and analyzing the English Language Learners' (ELLs) data, found key factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs). Among those factors are included two groups:
Group 1 presented the following challenges:
1) Lack of previous education or limited education,
2) Lack of literacy in heritage language
3) Lack of academic skills in ELLs' heritage language,
4) Lack of consistency in attending school in home country and/or in the United States, and
5) Lack of parental support in the home.
Group 2 presented the following challenges:
1) Uninterrupted education.
2) Average literacy in heritage language.
3) Less than average academic proficiency in heritage language.
4) Consistency in attending school, and
5) Some parental support in the home.
(See District School Improvement Plan for English Language Learners.)

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

This is restricted funding which provides flexibility for school districts to use funds to help students gain at least a year of knowledge for each year in school. Strategies may include but are not limited to: high school summer school, extended day and extended year programs, class size reduction, and intervention programs.

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

N/A

Head Start

The Head Start Program in Collier County Public Schools serves over 700 four-year-olds in targeted elementary sites based on the needs of the parents and students. The Head Start Program includes students identified for ESE services, Voluntary Prekindergarten (VPK) students, and students identified as Title I and Migrant. By coordinating efforts and funding, the all encompassing Head Start Program is able to serve approximately 300 additional eligible students than the funding from Head Start alone supports.
Head Start provides comprehensive services to eligible families and their children. These comprehensive services include education, social services, parent involvement, and health services. These services are coordinated with the requirements of the other funding sources as a seamless service for parents and our 4-year-old students. The Head Start Program is a vital part of our school community and these students are included in all academic and extra-curricular/enrichment programs as appropriate.

Adult Education

N/A

Career and Technical Education

Career Education participants are measured using Perkins Accountability standards. For school year 2010-2011 the local targets are 65% for Academic Attainment Reading, 85.01% for Academic Attainment Math, 90.78% for Secondary Technical Skills, 96.03% for Secondary School Completion, 94.99% for Secondary School Completion, 94.99% for Secondary Graduation Rate, 87% for Secondary Placement, 17% for Non-traditional enrollment, and 98.06% for Non-traditional completion rate. Professional development activities will be implemented to upgrade the reading instruction skills of all Career Education teachers. Reading is integrated in all CE courses. Math is integrated into business education, construction, architectural, drafting and technology courses. Teachers are trained to address the needs of ELL and ESE students as needed. Each academy/program has curriculum integration strategies specific for each subject area. Teachers are also encouraged to complete additional endorsements in CAR-PD and ELL. The district conducts CAR-PD courses for CE teachers and selected CE teachers are completing FOR PD online with UCF. FCAT level 2 (fluent) students will be able to complete their intensive reading requirement in CE classes where the teacher has already completed the CAR-PD endorsement.

Job Training

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

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Peggy Aune-Principal
Diana Little-Assistant Principal
Jennifer Correa- School Counselor
Jennifer Knutowski-Intervention Support Specialist
Morgan Summa-Reading Coach/Social Studies Department Chair
Lynn Shearer-Content Area Coach
Justin Moomaw-Math Coach

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 school based RtI team meets every Tuesday at 2:15 PM. We begin by reviewing the meeting norms, the problem solving process and RIOT by ICEL. We then discuss the status of our mentor program and students we are focusing on. These students discussed have been recommended by members of the RtI team for academic and/or behavior support. Our mentor program is designed to aid students described as “at risk” in Data Warehouse. We conclude by implementing an action plan for the week. The RtI Leadership Team serves as a model for other PLC's (Department, Team) within the school.

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 school based RtI Leadership team collaborates in the development and implementation of the school improvement plan. We work to implement strategies with our staff that promote high quality and research based instruction. We facilitate universal screenings and use continuous progress monitoring to assess all students. Research-based interventions and

progress monitoring during interventions are measured with fidelity.
We use the problem solving model to guide our decisions:
1. Define the problem-Explain the data that reveals the problem
2. Analyze the problem-Why is the problem occurring?
3. Determine Intervention Plan-What intervention plan can meet the needs of these students?
4. Determine the Data Collection Plan-How will we know if our intervention was effective?
5. Write the PMP-Student PMPs are written and saved in Data Warehouse
6. Review Intervention Data-What does the data tell us about the students' response to the intervention
Assessments will be viewed to check for 80% mastery. If 80% of mastery is not attained for assessment, concepts should be re-taught using core instruction. For students not mastering the standards within core instruction, students need to receive supplemental instruction in addition to the core. If students continue to not master standards after supplemental instruction is applied—then tier 2 interventions will occur. PLCs will use the problem solving model to guide this process. If students are unable to make improvement after receiving tier 2 interventions, the PLC will meet to work through the problem solving process formulating a hypothesis statement describing the possible effects of a tier 3 intervention. The RtI school based team will work diligently to provide tier 3 interventions.

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.

We use Data Warehouse to enhance our data driven decision making in the problem solving MTSS/RtI process. For reading, the FAIR test is used for Universal Screening and weekly assessments are used to collect data. In mathematics and science, the district tests are used to guide instruction and summarize data at each tier. For all subjects we will use bi-weekly samples and assessment for core instruction and weekly samples for students being serviced with tier 2 and tier 3 interventions. Behavior data will be collected through student PASS system. The RtI team will view the data quarterly for all students. Data will be reviewed by period, daily, or weekly for students receiving tier 2 or tier 3 interventions. The RtI team will make decisions based on level of skill, rate of progress, and decision rules. We will follow the Collier County Public Schools Response to Intervention Data Guide.

Describe the plan to train staff on MTSS.

All staff will be trained in Problem Solving RtI, by Jennifer Knutowski, an RtI district trainer by December 2012. This will be the third year of the training cycle for RtI at our school. On all early release days, at least 30 minutes will be dedicated to Data Warehouse usage and implementation. Before December, all staff will also be trained in Differentiated Instruction, by Jennifer Knutowski, who is also a district trainer in DI. This will support strong core instruction for teachers.

Describe the plan to support MTSS.

Disctrict-wide reading initiatives will support Tier-I literacy and writing activities. The addition of an intensive math class for students scoring below proficiency will support Tier-I mathematics instruction. Manatee Middle School institutes an elective fluency-focused reading class for students with significant reading delays, supporting Tier II. The Intervention Support Specialist, Math Intervention Specialist, Reading Coach, and Content-Area Coach will work with teachers to assist in the writing of PMPs, the collection of data, and the selection of appropriate interventions for students at all levels of our MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Peggy Aune-Principal
Diana Little-Assistant Principal
Jennifer Knutowski-Intervention Support Specialist
Morgan Summa-Reading Coach/Social Studies Department Chair
Justin Moomaw-Math Coach
Lynn Shearer-Content Area Coach

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

The Literacy Leadership Team will meet in the Principal's conference room once a week for 1-2 hours to review current literacy programs and design and implement new programs that will enhance reading throughout the school and in all content areas. The principal and reading coach will be co-facilitators of the literacy team. Representation of departmental chairs and leadership team contribute their expertise to the agenda items including the media center specialist.

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

Supporting FCIM lessons in language arts, social studies, math and science content areas. Building our school wide reading initiative incentives, including Reading Counts and Sunshine State Young Reader rewards. Planning promotional events to kick-off Reading Is Fundamental (RIF) distributions three times throughout the year. Establishing guidelines, strategies and use of new electronic books in the media center. Planning workshops for Differentiated Reading strategies in the content area.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/16/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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

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

*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:	Last year SY2012, at Manatee Middle School 25% (181) of our students achieved a level 3 on FCAT Reading. This year SY2013, 30% (249) will achieve a level 3 on FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (181) meeting high standards in Reading	30% (249) meeting high standards in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
	Data-driven planning, instruction and communication have not become uniform	2a. Professional Learning Communities will meet 2 times each month for the specific	Administration Mentor Teachers/Coaches Team	School-level data chats: administrator to teacher or team (2x each month); teacher to student in core content areas	Collier Teacher Evaluation Model (CTEM)

2	practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Leaders/Department Chairs	(Science; Math; Social Studies; Language Arts)student to parent Student-Led Conferences are held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration Mentor Teachers/Coaches/Team Leaders/Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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:	Last year SY2012, at Manatee Middle School 14% (1) of our students achieved a level 4,5, or 6 on FAA. This year, our goal is to increase the % of students scoring at a 7,8, or 9 in reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (7,8, or 9 level in Reading)	91% (7,8, or 9 level in Reading)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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.	Administration, Literacy Coaches, Intervention Support Specialist, and 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) My Virtual Reading Coach 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	Administration, Literacy Coaches, Intervention Support Specialist, and 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 sequenced directions, and analyze information in graphs/charts.	Administration, Literacy Coaches, Intervention Support Specialist, and IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Last year SY2012, at Manatee Middle School 13% (92) of our students achieved a level 4 or 4 on FCAT Reading. This year SY2013, 14% (116) will achieve a level 4 or 5 on FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (92)	14% (116)

Problem-Solving Process to Increase Student Achievement					
			Person or		

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.	Administration, Mentor Teachers,Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity, lesson plans

		provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.			
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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:	Last year SY2012, at Manatee Middle School 86% (6) of our students achieved a level 7 or above on FAA Reading. This year in 2013, 95%(13) will achieve a level 7 or above on FAA Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (6)	95%(13)

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	2b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	2b.1. 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, Reading Coaches, Intervention Support Specialist, IEP Team Members	Progress Monitoring, Data-collected through Pre-and Post-test, Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	2b.2. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	2b2. 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, Intervention Support Specialist, IEP Team Members	2b.2. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2b.2. 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
3	2b.3 Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	2b.3 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, Intervention Support Specialist, IEP Team Members	2b.3 Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	2b.3 Assistive Technology Evaluation ULS: AT Decision Guide 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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Last year SY2012, at Manatee Middle School 59%(402) of our students made learning gains on FCAT Reading. This year SY2013, 63% (495) will make learning gains on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(402)	63%(495)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating

		and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.			
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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.	Last year SY2012, at Manatee Middle School 33% (2) of our students made learning gains on FAA. This year SY2013, 43% (6) will make learning gains on FAA.

Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(2)	43%(6)

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, Intervention Support Specialist, 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, Reading Coaches, Intervention Support Specialist, 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
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, Intervention Support Specialist, 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:	Last year SY2012, at Manatee Middle School 67%(113) of our lowest 25% of students made learning gains on FCAT Reading. This year SY2013, 70%(137) of our lowest 25% of students will make learning gains on FCAT Reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(113)	70%(137)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social	Administration, Mentor Teachers, Coaches, Team Leaders, Department	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data:

3	strategies.	studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.	Chairs	teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Disaggregated by item complexity, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A : 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 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: 52%(26) Black: 41%(76) Hispanic: 36%(173) Asian: (100%)(1)	White: 57%(34) Black: 47%(107) Hispanic: 42%(222) Asian: (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
	Lessons do not	1a.Teachers will be	Administration,	During classroom observations,	Collier Teacher

	1	routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c.Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.	Mentor Teachers, Coaches, Team Leaders, Department Chairs	administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
	2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. Maintain high expectations for all students to participate in collaborative activities and to	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans

		appropriately fulfill specified role within groups.			
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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:	Last year SY2012, at Manatee Middle School 33%(162) of our English Language Learners achieved a level 3 or above on FCAT Reading. This year SY2013, 40% (80) will make achieve a level 3 or above on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(162)	40%(80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity

	1		rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.		standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	rating
	2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis and inclusion of ELL strategies. 2c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
		Instruction infrequently utilizes both fiction and non-fiction texts to	1. Teachers will utilize a minimum of 50% non-fiction/informational	Administration, Mentor Teachers,	TE use of close reading and intertextual triads across all content will be monitored through	Collier Teacher Evaluation Model (CTEM) Reports,

3	build analytic and evaluative thinking and comprehension strategies.	text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.	Coaches, Team Leaders, Department Chairs	CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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:	Last year SY2012, at Manatee Middle School 23%(26) of our Students with Disabilities achieved a level 3 or above on FCAT Reading. This year SY2013, 31% (38) will make achieve a 3 or above on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(26)	31(38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating

1		incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.			
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans

3		analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning. 3c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.			
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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:	Last year SY2012, at Manatee Middle School 38%(258) of our Economically Disadvantaged Students achieved a level 3 or above on FCAT Reading. This year SY2013, 44% (341) will make achieve a 3 or above on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(258)	44%(341)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating

1		include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.			
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts)	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans

3		and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning. 1c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.			
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	All	Jenny Knutowski, Intervention Support Specialist, Morgan Summa Social Studies Department Chair and Reading Coach	All Faculty	Ongoing	Review of Lesson Plans, PLC's, Classroom Walk-through Observations	Peggy Aune, Principal Diana Little, Assistant Principal Morgan Summa, Reading Coach Jenny Knutowski, Intervention Support Specialist
Instructional Focus Calendar	6-8 Reading and Language Arts	Morgan Summa, Reading Coach	Reading and Language Arts Departments	Ongoing	Review of Lesson Plans, PLCs, Classroom Walk-throughs	Peggy Aune, Principal Diana Little, Assistant Principal Morgan Summa, Reading Coach
Collaborative Comprehension Strategies	All	Morgan Summa, Reading Coach	All Faculty	Ongoing	Review of Lesson Plans PLCs	Peggy Aune, Principal

Reading and Language Arts PLC	6-8 Reading and Language Arts	Morgan Summa, Reading Coach	Reading and Language Arts Departments	Ongoing	Minutes posted on Data Warehouse, administrator review of documents	Peggy Aune, Principal Diana Little, Assistant Principal Morgan Summa, Reading Coach
Marzano Instructional Strategies	All	Reading Coach, Math Intervention Specialist,Content Area Coach, Intervention Support Specialist	All Faculty	Ongoing	Review of Lesson Plans, PLS, Classroom Walk-Throughs	Principal, Assistant Principal, Reading Coach, Math Intervention Specialist,Content Area Coach, Intervention Support Specialist
Springboard & Intensive Reading/Language Arts	6-8 Reading and Language Arts	Morgan Summa, Reading Coach	Reading and Language Arts Departments	Ongoing	Review of Lesson Plans, PLCs, Classroom Walk-throughs	Peggy Aune, Principal Diana Little, Assistant Principal Morgan Summa, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Camp Hurricane FCAT Preparatory Saturday Program and After-School Science Program for Students Identified as Migrant	The target population to be served is students currently in grades 6-8 that have demonstrated that they need additional support with reading, writing and math skills (levels 1-2). Additionally, students in grade 8 who are proficient in FCAT Reading/Math (levels 3-5) may take part in an enrichment science program. The after-school science program targets students identified as Migrant.	Title I Basic/Title I Migrant	$14,214.00
			Subtotal: $14,214.00
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
Content Area Coach	The Content Area Reading Coach assist teachers with incorporating both content and language objectives into lessons, model instruction, coordinate and implement Parent Involvement trainings and activities and work specifically with new teachers.	Title I Basic	$73,063.77
Staff Development in Leadership PLC	MMS Leadership PLC (Team Leaders/Department Chairs) will be compensated to take part in planning activities (1 day) prior to the start of the 2012-13 school year.	Title I Basic	$2,500.00
Guest Teachers for Staff Development Purposes	Guest Teachers will be used to cover classes so that teachers may observe in other classrooms and conduct Lesson Studies.	Title I Basic	$1,000.00
			Subtotal: $76,563.77
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Transport for Hurricane	Busing provided for after-school		

Academy after-school program and Camp Hurricane Saturday FCAT Preparatory program	Hurricane Academy/FCAT enrichment Camp Hurricane will enhance attendance.	Title I Basic	$7,000.00
Student Supplies	Additional supplies will be purchased to support all students. These funds will support our School Improvement Plan objectives in Reading, Writing, Math, and Science (Reading is Fundamental school contribution, Scholastic book materials, general school supplies such as paper, binders, ink and school-wide science fair materials).	Title I Basic	$15,834.41
Student Planners	Student planners will be initially provided to all students at no cost. Planners have been found to be effective in helping students to stay organized and focused on task management.	Title I Basic	$3,000.00
			Subtotal: $25,834.41
			Grand Total: $116,612.18

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% (50) to the expected 63% (55).
2012 Current Percent of Students Proficient in listening/speaking:	
57%(50)	

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 Counselor	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 10% (9) to the expected 11% (10).
2012 Current Percent of Students Proficient in reading:	
10%(9)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home.	Employ checks for understanding that include 1:1 questioning with the student or written responses to text dependent questions to determine student's level of understanding of what was read.	Principal Assistant Principal Dean ELL Guidance Counselor	Utilize a variety of assessments, including but not limited to formative, summative and performance-based assessments.	Formative Classroom Assessments Summative Classroom Assessments CELLA

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 23% (20) to the expected 25%(22).
2012 Current Percent of Students Proficient in writing:	
23%(20)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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
Supplemental ELL Tutors	Supplemental ELL Tutors (Spanish and Creole) will provide additional academic assistance to all English Language Learners (ELL's).	Title I Basic/Title III/Title I Migrant/Title I District	$62,000.00
			Subtotal: $62,000.00
			Grand Total: $62,000.00

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 from 26%(189) to the expected level of performance 31%(257).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(189)	31%(257)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction,	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	School-level data chats: administrator to teacher or team (2x each month); teacher to student in core content areas (Science; Math; Social Studies; Language Arts)student to parent Student-Led Conferences are held routinely, monitor PLC notes in Data	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data:

2	interventions and enrichment are not driven by data and do not address individual student needs.	instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.		Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Disaggregated by item complexity rating, Data Warehouse, lesson plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration Mentor Teachers/Coaches/Team Leaders/Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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:	Last year SY2012, at Manatee Middle School 75% (6) of our students achieved a level 4,5, or 6 on FAA Mathematics. This year SY2013, 5% more will achieve a level 7,8, or 9 on FAA Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (6)	70%

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	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.	Administration, Literacy Coaches, Intervention Support Specialist, and 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) My Virtual Reading Coach 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	Administration, Literacy Coaches, Intervention Support Specialist, and 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 sequenced directions, and analyze information in graphs/charts.	Administration, Literacy Coaches, Intervention Support Specialist, and IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	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:

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 11% (77) to 12% (99).
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(77)	12%(99)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lessons do not	1a.Teachers will be	Administration,	During classroom observations,	Collier Teacher

1	routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.	Mentor Teachers,Coaches, Team Leaders, Department Chairs	administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity, lesson plans

		classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.			
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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:	The percent of students scoring a level 7 or above on FAA Mathematics will increase from 25%(2)to 28%(5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(2)	28%(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	2b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	2b.1. 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, Reading Coaches, Intervention Support Specialist, IEP Team Members	Progress Monitoring, Data-collected through Pre-and Post-test, Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	2b.2. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	2b2. 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, Intervention Support Specialist, IEP Team Members	2b.2. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2b.2. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)

					CTEM
3	2b.3 Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	2b.3 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, Intervention Support Specialist, IEP Team Members	2b.3 Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	2b.3 Assistive Technology Evaluation ULS: AT Decision Guide 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:	
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 68% (466) to 71% (557).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(466)	71%(557)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating

		mastery of the learning goal and its embedded standards/benchmarks.			
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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:	The percent of students achieving learning gains on the 2013 FAA mathematics will increase from 57%(4) to 61% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:

57%(4)	61%(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	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, Intervention Support Specialist, 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, Reading Coaches, Intervention Support Specialist, 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
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, Intervention Support Specialist, 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 74% (122) to 77% (151).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(122)	77%(151)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity, lesson plans

3		analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.			
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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 # 5A : 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: 40%(20) Black: 32%(59) Hispanic: 39%(189) Asian: 100%(1) American Indian: 25%(1)	White: 46%(27) Black: 39%(89) Hispanic: 45%(238) Asian: 100%(1) American Indian: 33%(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
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by

1	standard/ benchmark.	determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c.Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.		demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	item complexity rating
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
	Instruction infrequently utilizes both fiction and	1. Teachers will utilize a minimum of 50% non-	Administration, Mentor	TE use of close reading and intertextual triads across all	Collier Teacher Evaluation Model

3	non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.	Teachers, Coaches, Team Leaders, Department Chairs	content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	(CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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 35%(169) to 42%(74).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(169)	42%(74)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG)	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating

1		and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.		coaching cycle.	
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis and inclusion of ELL strategies. 2c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity

3		triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.		specific feedback and professional development as needed	rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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 23% (26) to 31% (38).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(26)	31%(38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating

1		assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.			
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans

3		3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning. 3c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.			
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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 38% (258) to 44% (341).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(258)	44%(341)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating

1		level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.			
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans

3		comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning. 1c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.			
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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 70% (33) to the expected level of performance 70% (76).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (33)	70%(76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating

1		the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.		Focused feedback will be provided to teachers using the coaching cycle.	
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	School-level data chats: administrator to teacher or team (2x each month); teacher to student in core content areas (Science; Math; Social Studies; Language Arts)student to parent Student-Led Conferences are held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads.	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans

		Teachers will be accountable for implementing professional learning.			
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration Mentor Teachers/Coaches/Team Leaders/Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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 26% (12) to the expected level of performance 29% (31).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(12)	29%(31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.	Administration, Mentor Teachers,Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
	Data-driven planning, instruction and	2a. Professional Learning Communities	Administration, Mentor Teachers,	School-level data chats, administrator to teacher team (2x	Collier Teacher Evaluation

2	communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Coaches, Team Leaders, Department Chairs	each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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 #

3A : 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:

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%(5) Black: 92%(11) Hispanic: 100%(29)	White: 100%(5) Black: 93%(20) Hispanic: 100%(80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c.Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating

		the goal.			
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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 achieving a level 3 or higher on the 2013 EOC in Algebra will increase from 97% (29) to 97%(2).

2012 Current Level of Performance:	2013 Expected Level of Performance:
97%(29)	97%(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	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently,	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by

2	instruction, interventions and enrichment are not driven by data and do not address individual student needs.	inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis and inclusion of ELL strategies. 2c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.		Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	item complexity rating, Data Warehouse, lesson plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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% (1) to 100% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1)	100%(6)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction,	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans

		careful data analysis. 2c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.		provide specific feedback and professional development as needed	
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning. 3c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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 98% (44) to 98% (102).
2012 Current Level of Performance:	2013 Expected Level of Performance:
98%(44)	98%(102)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans

		2c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.		professional development as needed	
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning. 1c. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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 :

Baseline data 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 Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Utilization of MTSS Strategies	All	Math Coach, Math Department Chair	School-Wide	Ongoing	Review of Lesson Plans, PLCs Walk-throughs	Peggy Aune, Principal Diana Little, Assistant Principal Justin Moomaw, Math Coach
Collaborative Comprehension Strategies	All	Math Coach, Math Department Chair	School-Wide	Ongoing	Review of Lesson Plans, PLCs Walk-throughs	Peggy Aune, Principal Diana Little, Assistant Principal Justin Moomaw, Math Coach
Integration of Technology in all classrooms	All	Technology Committee	School-Wide	Ongoing	Review of Lesson Plans, PLCs Walk-throughs	Peggy Aune, Principal Diana Little, Assistant Principal Justin Moomaw, Math Coach
Lesson Study	All	Math Coach, Math Department Chair	Math Department	Ongoing	Scheduled Debriefing	Peggy Aune, Principal Diana Little, Assistant Principal Justin Moomaw, Math

						Intervention Specialist
Math PLC	All	Math Coach, Math Department Chair	Math Department	Ongoing	Minutes posted on data warehouse, administrator review of documents	Peggy Aune, Principal Diana Little, Assistant Principal Justin Moomaw, Math Coach
Agile Mind	All	Math Coach, Math Department Teacher	Math Department	August 2012	Review of Lesson Plans, PLCs, Walkthroughs	Peggy Aune, Principal Diana Little, Assistant Principal Justin Moomaw, Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Camp Hurricane Saturday FCAT Preparatory Program	The target population to be served is students currently in grades 6-8 that have demonstrated that they need additional support with reading, writing and math skills (levels 1-2). Additionally, students in grade 8 who are proficient in FCAT Reading/Math (levels 3-5) may take part in an enrichment science program.	Title I Basic	$2,741.25
			Subtotal: $2,741.25
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: $2,741.25

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 from the current level of perfomance 25% (54) to the expected level of performance 32% (86).

2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(54)	32%(86)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	School-level data chats: administrator to teacher or team (2x each month); teacher to student in core content areas (Science; Math; Social Studies; Language Arts)student to parent Student-Led Conferences are held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
	Instruction infrequently utilizes both fiction and non-	1. Teachers will utilize a minimum of 50% non-fiction/informational	Administration Mentor Teachers/Coaches Team	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and	Collier Teacher Evaluation Model (CTEM)

3	fiction texts to build analytic and evaluative thinking and comprehension strategies.	text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.	Leaders/Department Chairs	study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration Mentor Teachers/Coaches/Team Leaders/Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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:	Last year SY2012, at Manatee Middle School 14% (1) of our students achieved a level 4,5, or 6 on FAA. This year, our goal is to increase the % of students scoring at a 7,8, or 9 in reading by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (7,8, or 9 level in Science)	91% (7,8, or 9 level in Science)

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	Administration, Literacy Coaches, Intervention Support Specialist, and 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)

		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.			My Virtual Reading Coach 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	Administration, Literacy Coaches, Intervention Support Specialist, and 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 sequenced directions, and analyze information in graphs/charts.	Administration, Literacy Coaches, Intervention Support Specialist, and IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	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:	
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 2% (5) to 2% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
2%(5)	2%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify	Administration, Mentor Teachers,Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating

1		the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.		Focused feedback will be provided to teachers using the coaching cycle.	
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month), teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity, lesson plans

		accountable for implementing professional learning.			
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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:	The percent of students scoring a level 7 or above on the 2013 FAA in science will increase from 50% (1) to 55% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(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	2b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	2b.1. 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, Reading Coaches, Intervention Support Specialist, IEP Team Members	Progress Monitoring, Data-collected through Pre-and Post-test, Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	2b.2. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	2b2. 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, Intervention Support Specialist, IEP Team Members	2b.2. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2b.2. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
	2b.3 Inconsistent use of Augmentative and	2b.3 Professional Learning Communities will focus	Principal, Assistant Principal, Reading Coaches,	2b.3 Observations: the use of a variety of	2b.3 Assistive Technology

3	Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	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.	Intervention Support Specialist, IEP Team Members	communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Evaluation ULS: AT Decision Guide CTEM

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	6-8	Science Department Chair	Science Department	Ongoing	Scheduled Debriefing	Science Department Chair
Science PLC	6-8	Science Department Chair	Science Department	Scheduled monthly and may meet weekly as necessary	Minutes posted on Data Warehouse, Administrator review of documents	Science Department Chair
LIFE Grant	7	Jennifer Maloney, LIFE Grant Coordinator	Science Department	Dates TBA	Scheduled Debriefing	Jennifer Maloney, LIFE Grant Coordinator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Camp Hurricane Saturday FCAT Preparatory Program	The target population to be served is students currently in grades 6-8 that have demonstrated that they need additional support with reading, writing and math skills (levels 1-2). Additionally, students in grade 8 who are proficient in FCAT Reading/Math (levels 3-5) may take part in an enrichment science program.	Title I Basic	$2,741.25
			Subtotal: $2,741.25
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: $2,741.25

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 65% (141) to 71% (192).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(141)	71%(192)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers via the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating

		standards/benchmarks.			
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	School-level data chats, administrator to teacher team (2x each month, teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	We will conduct surveys with all stakeholders and adapt process based on data.	Survey Data

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:	The percent of students achieving a 4 or higher (4.0 or higher)on FAA writing will continue at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	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
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.	Administration, Literacy Coaches, Intervention Support Specialist, and 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) My Virtual Reading Coach 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	Administration, Literacy Coaches, Intervention Support Specialist, and 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 sequenced directions, and analyze information in graphs/charts.	Administration, Literacy Coaches, Intervention Support Specialist, and IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

School-Wide Essay Contest: Understanding the Rubric	All	Morgan Summa, Reading Coach	School-Wide	Faculty PLC/Monthly	Monthly Monitoring via Language Arts Submission of Writing Scores	Principal, AP, Reading Coach
Collier Writes Training	Language Arts/6-8	Morgan Summa, Reading Coach	Language Arts/Reading PLC	February 2012	Participation in Scoring the Collier Writes Prompts	Principal, AP, Reading Coach
6+1 Write Traits	Social Studies/Science/ Language Arts/Reading 6-8	Reading Coach, Department Chairs	All	Joint Department PLC/Monthly	Bi-monthly Writing Prompts	Principal, AP, Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Camp Hurricane Saturday FCAT Preparatory Program	The target population to be served is students currently in grades 6-8 that have demonstrated that they need additional support with reading, writing and math skills (levels 1-2). Additionally, students in grade 8 who are proficient in FCAT Reading/Math (levels 3-5) may take part in an enrichment science program.	Title I Basic	$2,741.25
School-Wide Essay Writing Contest	Incentive for Student Participation	Internal	$250.00
Hurricane Pride Literary Magazine	Production for Student-Developed Literary Magazine	Internal	$250.00
			Subtotal: $3,241.25
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: $3,241.25

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
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. Focused feedback will be provided to teachers using the coaching cycle.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	School-level data chats: administrator to teacher or team (2x each month); teacher to student in core content areas (Science; Math; Social Studies; Language Arts)student to parent Student-Led Conferences are held routinely, monitor PLC notes in Data Warehouse and provide suggestions for instruction/interventions/enrichment or professional development if needed, monitor lesson plans to determine if teachers are planning for differentiated instruction, provide specific feedback and professional development as needed.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating, Data Warehouse, lesson plans
	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative	1. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (science, social	Administration Mentor Teachers/Coaches Team Leaders/Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans, monitor lesson plans to determine if teachers are planning for	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment

3	thinking and comprehension strategies.	studies, language arts), intertextual triads (science, social studies, language arts) and Cornell Notes (all core subject areas), students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model, Cornell Notes and intertextual triads. Teachers will be accountable for implementing professional learning.		differentiated instruction, provide specific feedback and professional development as needed	Data: Disaggregated by item complexity rating, lesson plans
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration Mentor Teachers/Coaches/Team Leaders/Department Chairs	Conduct surveys with all stakeholders and adapt process based on data received from surveys. Survey feedback will be provided via SAC, PLC's and Data Teams.	Survey Data

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
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	During classroom observations, administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted in student-friendly language, the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating

1		that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.		Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment)	
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	2c. School-level data chats, administrator to teacher team (2x each month, teacher to student in core content areas (science, math, social studies, language arts), student-led conferences held routinely	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	Collier Teacher Evaluation Model (CTEM) Reports, Quarterly Assessment Data: Disaggregated by item complexity rating
4	Parents/Guardians may not have a thorough understanding of the grade level expectations in the core content areas.	Student-led conferences will be initiated in all core content areas at least 2x/annually.	Administration, Mentor Teachers, Coaches, Team Leaders, Department Chairs	We will conduct surveys with all stakeholders and adapt process based on data.	Survey Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Seminar	7	Social Studies Coordinator	7th Grade Civics Teachers	June 2012/13	Meetings/ANGEL Collaboration	Principal, Assistant Principal, Social Studies Coordinator, Social Studies Department Chair
DBQ Civics Training	7	Social Studies Coordinator	7th Grade Civics Coordinator	Fall 2012	Meetings and Surveys	Principal, Assistant Principal, Social Studies Coordinator, Social Studies Department Chair

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of supplemental reading materials will further engage student interest in the subject matter.	Scholastic Magazine subscription	Title I Basic	$500.00
			Subtotal: $500.00
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: $500.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	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 21(181)% to 15% (124). At the close of the 2012-2013 school year, the percent of students accruing 10 or more tardies in a one year

	period will remain at 0%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
21%(181)	15%(124)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0%	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	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,Faculty, Staff	We will analyze attendance data on a weekly basis and provide interventions for at-risk students.	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,Faculty, Staff	We will analyze attendance data on a weekly basis and provide interventions for at-risk students..	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
Positive Behavior Support (PBS)	6-8	Intervention Support Specialist and PBS Coach	Grade Level Teams	Early Release/Bi-Monthly/Ongoing	PBS and Attendance Data	Principal, Assistant Principal, Dean

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentives	Tangible incentives for students based on meeting attendance goals	Internal	$250.00
			Subtotal: $250.00

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: $250.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	A. By July 2013, number of in-school suspension, total in-school suspension days assigned, and percent of students receiving in-school suspension days will be decreased by 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
213	192
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
134	121
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
183	165
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
116	104

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	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,PBS Team	We will analyze student data on a weekly basis and provide interventions for at-risk students.	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
Positive Behavior Support (PBS)	6-8	Intervention Support Specialist and PBS Coach	Grade Level Teams	Early Release/Bi-Monthly/Ongoing	PBS Data/Suspension Data	Principal, Assistant Principal, Dean
Love and Logic Training	6-8	Dean and PBS Coach	New Teachers	Bi-Monthly	PBS Data/Suspension Data	Principal, Assistant Principal, Dean

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Emphasis on students receiving consequences outside of class time through Saturday School and After-School Detention	Saturday School/After-School Detention can be utilized as a consequence in lieu of in- or out-of-school suspension resulting in no lost instructional time	Safe School/After-School Grant Funding	$2,000.00
			Subtotal: $2,000.00
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: $2,000.00

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	In 2012, 85% of families attended at least one school-wide event. In 2013, 90% of families will attend at least one school-wide event.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
85%	90%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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, Faculty, Staff	We will collect enrollment/participation data, utilizing accurate record-keeping methods and conduct surveys with all stakeholders and adapt process based on data. We will plan activities for parents based on the survey data.	Volunteer Office Records, Community Partnership Records, Survey Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Training	6-8	Guidance Counselor	All Faculty	September 2012	Grade Level PLC discussions	Principal, Assistant Principal, Guidance Counselor

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Translation services will increase parent involvement in school activities.	Translation will be available (Spanish/Creole) during workshops/learning opportunities.	Title I Parent Involvement Budget	$1,150.00
			Subtotal: $1,150.00
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: $1,150.00

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. All Civics teachers will receive training via the "Teach Me in My World" Project that integrates technology with academic content.

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 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/Social Studies Coordinators	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
Common Core State Standards	6-8	Department Chairs and Instructional Coaches	Department Data Teams	Bi-Weekly	Department Data Team Agendas/Minutes	Principal, Assistant Principal, Content Area Coach, Math Coach
Agile Mind Algebra	8	Agile Mind Trainers	Agile Mind Algebra I Teacher	Annually	Lesson Plans/Student Work, EOC Results	Principal,Assistant Principal, Math Coach

iPad Training	7-8	District Presenters	Civics/American History Teachers	On-going	Department Data Team Agendas/Minutes and Lesson Plans	Principal, Assistant Principal, Social Studies Department Chair
CCPS 2013 STEM Conference	6-8	District Presenters	All Teachers Who Opt to Participate	Annually	Surveys	Principal, Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student involvement/achievement in annual science fair activities.	Science Fair materials needed to boost student participation (boards, materials)	Title I Basic	$1,000.00
			Subtotal: $1,000.00
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: $1,000.00

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
Industry Certification (Word, Publisher, Excel) for CTE Teacher	8	District Facilitator	8th CTE Teacher	2012-13	Obtain Industry Certification	Principal, Assistant Principal

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
Increase student exposure to real-world application projects in Introduction to Technology course for high-school credit.	Color Printer Toner/Ink	Locational	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Camp Hurricane FCAT Preparatory Saturday Program and After-School Science Program for Students Identified as Migrant	The target population to be served is students currently in grades 6-8 that have demonstrated that they need additional support with reading, writing and math skills (levels 1-2). Additionally, students in grade 8 who are proficient in FCAT Reading/Math (levels 3-5) may take part in an enrichment science program. The after-school science program targets students identified as Migrant.	Title I Basic/Title I Migrant	$14,214.00
Mathematics	Camp Hurricane Saturday FCAT Preparatory Program	The target population to be served is students currently in grades 6-8 that have demonstrated that they need additional support with reading, writing and math skills (levels 1-2). Additionally, students in grade 8 who are proficient in FCAT Reading/Math (levels 3-5) may take part in an enrichment science program.	Title I Basic	$2,741.25
Science	Camp Hurricane Saturday FCAT Preparatory Program	The target population to be served is students currently in grades 6-8 that have demonstrated that they need additional support with reading, writing and math skills (levels 1-2). Additionally, students in grade 8 who are proficient in FCAT Reading/Math (levels 3-5) may take part in an enrichment science program.	Title I Basic	$2,741.25
Writing	Camp Hurricane Saturday FCAT Preparatory Program	The target population to be served is students currently in grades 6-8 that have demonstrated that they need additional support with reading, writing and math skills (levels 1-2). Additionally, students in grade 8 who are proficient in FCAT Reading/Math (levels 3-5) may take part in an enrichment science program.	Title I Basic	$2,741.25
Writing	School-Wide Essay Writing Contest	Incentive for Student Participation	Internal	$250.00
Writing	Hurricane Pride Literary Magazine	Production for Student-Developed Literary Magazine	Internal	$250.00
	Use of supplemental			

Civics	reading materials will further engage student interest in the subject matter.	Scholastic Magazine subscription	Title I Basic	$500.00
Attendance	Attendance Incentives	Tangible incentives for students based on meeting attendance goals	Internal	$250.00
Suspension	Emphasis on students receiving consequences outside of class time through Saturday School and After-School Detention	Saturday School/After-School Detention can be utilized as a consequence in lieu of in- or out-of-school suspension resulting in no lost instructional time	Safe School/After-School Grant Funding	$2,000.00
Parent Involvement	Translation services will increase parent involvement in school activities.	Translation will be available (Spanish/Creole) during workshops/learning opportunities.	Title I Parent Involvement Budget	$1,150.00
STEM	Increase student involvement/achievement in annual science fair activities.	Science Fair materials needed to boost student participation (boards, materials)	Title I Basic	$1,000.00
				Subtotal: $27,837.75

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CTE	Increase student exposure to real-world application projects in Introduction to Technology course for high-school credit.	Color Printer Toner/Ink	Locational	$500.00
				Subtotal: $500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Content Area Coach	The Content Area Reading Coach assist teachers with incorporating both content and language objectives into lessons, model instruction, coordinate and implement Parent Involvement trainings and activities and work specifically with new teachers.	Title I Basic	$73,063.77
Reading	Staff Development in Leadership PLC	MMS Leadership PLC (Team Leaders/Department Chairs) will be compensated to take part in planning activities (1 day) prior to the start of the 2012-13 school year.	Title I Basic	$2,500.00
Reading	Guest Teachers for Staff Development Purposes	Guest Teachers will be used to cover classes so that teachers may observe in other classrooms and conduct Lesson Studies.	Title I Basic	$1,000.00
				Subtotal: $76,563.77

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student Transport for Hurricane Academy after-school program and Camp Hurricane Saturday FCAT Preparatory program	Busing provided for after-school Hurricane Academy/FCAT enrichment Camp Hurricane will enhance attendance.	Title I Basic	$7,000.00
		Additional supplies will		

Reading	Student Supplies	be purchased to support all students. These funds will support our School Improvement Plan objectives in Reading, Writing, Math, and Science (Reading is Fundamental school contribution, Scholastic book materials, general school supplies such as paper, binders, ink and school-wide science fair materials).	Title I Basic	$15,834.41
Reading	Student Planners	Student planners will be initially provided to all students at no cost. Planners have been found to be effective in helping students to stay organized and focused on task management.	Title I Basic	$3,000.00
CELLA	Supplemental ELL Tutors	Supplemental ELL Tutors (Spanish and Creole) will provide additional academic assistance to all English Language Learners (ELL's).	Title I Basic/Title III/Title I Migrant/Title I District	$62,000.00
				Subtotal: $87,834.41
				Grand Total: $192,735.93

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

View uploaded file (Uploaded on 9/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Temporary Duty days to allow teachers to observe best practices throughout the school (6)	$1,000.00
Additional materials for the Professional Development Library	$500.00

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

The MMS School Advisory Council will monitor the School Improvement Plan and make recommendations to enhance student

achievement and development.

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
MANATEE MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	55%	83%	27%	217	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	59%	73%			132	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?	72% (YES)	80% (YES)			152	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					501	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Collier School District
MANATEE MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	48%	88%	30%	219	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	62%	59%			121	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?	70% (YES)	67% (YES)			137	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					477	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested