

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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Dr. Mike Grego, Chancellor
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Florida Department of Education
325 West Gaines Street
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School Name: PINE RIDGE MIDDLE SCHOOL

District Name: Collier

Principal: George Brenco

SAC Chair: Julie Ward

Superintendent: Dr. Kamela Patton

Date of School Board Approval: Pending

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	George Brenco	BSEd -Physical Education, Illinois State University MSEd. Special Education, Illinois State University Educational Leadership, University of South Florida	8	19	Pine Ridge Middle School has been an A school since 2000. It is a continuing goal to maintain and improve upon the A grade every year.
Assis Principal	David Mankiewicz	BSEd., Physical Education, Boston State College MSEd., Educational Leadership, Nova University	10	17	Pine Ridge Middle School has been an A school since 2000. It is a continuing goal to maintain and improve upon the A grade every year.

Assis Principal	Valerie Hernandez	BS Business Administration, University of Richmond MEd., Educational Leadership, University of South Florida	1	8	Pine Ridge Middle School has been an A school since 2000. It is a continuing goal to maintain and improve upon the A grade every year.
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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	Gloria Oxendine	MEd. - Reading	4	4	Reading/language arts teacher 8 years in Collier County with reading endorsement (15 years total), Masters in Education specializing in Reading, and a history of academic excellence working with students needing remediation in all areas.

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	Peer Mentoring, Monthly Meetings with Administrators, Coordination with Division of Human Resources	Peer Teacher Administration Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Three (3)	Peer teacher mentoring by department chairperson in teaching area. Preparing for certification examination this school year in subject area.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
65	1.5%(1)	10.8%(7)	41.5%(27)	46.2%(30)	64.6%(42)	98.5%(64)	13.8%(9)	4.6%(3)	30.8%(20)

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
Lisa Carraher	Robin Olson	Like subject area and close proximity to each other's classrooms for ease of information sharing	Classroom Management, CTEM, Technology, PLC, Parent Communication, Pupil Progression, County Assessments, and Data Warehouse trainings. Early Release Day and End of Year activities.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Benfatti, Vincent, Intervention Support Specialist - TL
 Kozlowksi, Cathy, Behavior Specialist (coach)
 Brenco, George, Principal
 Nichols, Carol, Mathematics Department Chairperson
 Brisson, Carey, Social Studies Teacher
 Oxendine, Gloria, Reading Coach
 Gentile, Janet, Guidance Department Chairperson
 Zack, Michelle, Mathematics Teacher
 Hernandez, Valerie, Dean
 Link, Mary, School Psychologist
 Mankiewicz, David, Assistant Principal
 Bailey, Lauren, Guidance Counselor

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

The MTSS leadership team meets as a component of the school leadership team. Therefore, MTSS information is shared with members of other school teams. This meeting is scheduled on Wednesdays approximately two times a month, and is scheduled every 4th Thursday when there is not a conflict with other essential school meetings or activities. The purpose of the meeting is to discuss the direction and focus of the MTSS process, review data collection and analysis procedures, which is communicated to staff at the Professional Learning Communities meetings. The meeting are held on the subsequent Thursdays. Professional Learning Communities also meet on District early dismissal days. Data from formative/summative assessments, and global assessments is reviewed. Instructional strategies that are based on data are shared and a plan for action is developed. Methodologies and strategies based on proven educational practices are reviewed for implementation.

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?

MTSS Leadership Team members meet with the grade level Professional Learning Communities in which Team Leaders conduct problem solving sessions. Leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and analysis. At these meetings student data is discussed and analyzed. Data driven decisions are made and continuous student improvement is the focus of discussion. Academic as well as behavior data is reviewed. Data Warehouse is utilized to list specific populations who need to be targeted by progress indicators. Based on data, fidelity of academic and behavioral services delivered is monitored. With regard to students with disabilities who are FCAT and FAA eligible, the Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, provide levels of support and interventions to students based on data.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Students are expected to reach progress goals subsequent to quality instruction through differentiation and intervention strategies. Targeted skill populations are brought to the attention of the MTSS Leadership Team and are discussed with a

review/analysis of the data at PLC meetings. Those students who have not mastered the skills are considered for Tier 2 strategies. Online assessments and other data points are tracked on the charts and graphs in the Data Warehouse. In addition, any documentation provided by the teachers, recording benchmarks, other assessments recorded in E-Semler, work samples, and observations are shared.

Describe the plan to train staff on MTSS.

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

A position was created called Intervention Support Specialist. This person is expected to spear head the MTSS process in each school in addition to managing the ESE Department. Inservice was provided to give these individuals the resources to serve on the MTSS Leadership Team and provide direction and training for the school faculty. Review and training of MTSS process is conducted at staff meetings, leadership meetings, and PLCs. This process is led by the School Principal. The MTSS process is organized in steps and reintroduced to the staff. The InSS meets with small groups of teachers and individuals to reinforce the process/procedures of MTSS.

A PBS coach is also positioned in each school.

Training is conducted subsequent to a survey of staff needs, as new members of the school faculty are at different levels of understanding.

District level training is provided for Task Force Leaders.

Subsequent to staff survey of needs an action plan is developed for the school year to address training the staff who are at different levels of understanding.

Other technology is available through Angel, tutorials related to RtI, PBS.

Ongoing face to face collaboration will be utilized for topics such as differentiating instruction, strategies for target populations, data analysis, accessing related resources, specific interventions, and classroom management for individualization.

Reflection and follow up strategies will be performed utilizing various resources.

Describe the plan to support MTSS.

The administration has included the various components of the PRM School Staff in the development and decision making process for MTSS. Instructional and leadership staff is provided scheduled time at Professional Learning Community Meetings to accomplish the planning, and implementation of appropriate action to support our students. Data collection from various sources is in place, and is encouraged as a main focus in making decisions for student achievement. Leadership and non-instructional professional staff are an active part of the implementation of services. Fidelity of support is based on data and self monitoring. A system of reinforcing of the MTSS process is in place. The InSS monitors progress, checks procedural data, works closely with staff.

In regard to FAA eligible students with disabilities, the LLT will provide opportunities to extend the six components of reading in differentiated literacy centers for the Unique Learning System's monthly thematic instructional unit. Literacy materials will be made accessible, not only for physical manipulation, but by adding pictures and objects along with print, or by modifying the cognitive demands of text content.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Oxendine, Gloria, Reading Coach - TL
Anthony, Greg, Science Department Chairperson
Carragher, Lisa, Social Studies Department Chairperson
Hutter, Susan, Language Arts Department Chairperson
Nichols, Carol, Mathematics Department Chairperson

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

The LLT meets monthly to discuss the implementation of comprehension strategies that will be taught consistently within core subject areas. Students and teacher concerns regarding comprehension issues are discussed and action plans are created as a team.

During the weekly PLC grade level meetings struggling readers are identified with support given through differentiated instruction and Multi Tiered Support System.

The LLT will conduct a needs assessment and analysis of the school data for all students taking the FAA in order to make decisions on how to implement the delivery of instruction to target the unique needs of students. The LLT will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies based on instructional targets in daily lesson and the student profile and checkpoint comparison. The team will meet on a monthly basis to monitor progress of all students scoring a Level 1, 2, and 3 on the FAA in the areas of math, reading, writing, or science, and, use the data from district and classroom assessments to determine mastery of access points for each student's level of academic functioning.

For FCAT, the use of differentiated instructional delivery strategies will also be evident within the teacher's lesson plans, as well as, throughout professional learning. Based on all information gathered above, the LLT will determine the professional learning and resources needed to optimize instructional and intervention supports to improve instruction for SWD.

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

The major initiatives of the LLT for SY11-12 are to review student progress using specific assessments to determine effectiveness of instructional strategies and to evaluate learning gains.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading coach is responsible to insure reading strategies are taught in all content area classes, through observation and individual work with content area teachers. The reading coach's cycle of work requires that during semester one there will be instructional coaching with teachers. During semester two, the reading coach's responsibilities include individual and small group instruction with students.

*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 Pine Ridge Middle School 27% or 259 students achieved a level 3 on FCAT. This year SY 2013, 27% or 276 students will achieve a level 3 on FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (259)	27% (276)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teacher will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.	Administration Mentor Teachers Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administration Mentor Teachers Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation (CTEM) Reports Quarterly Assessment Data
	3. Use of Informational Text across all Content to Teach Reading and	Students will be accountable for writing short and extended	Administrators Teacher Mentors Team Leaders in	Teachers will maintain student writing samples and academic notebooks	Collier Teacher Evaluation Model (CTEM) reports

3	Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	<p>responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, that the response is a complete sentence, and Cornell Notes and close reading are utilized.</p>	PLC groups	to demonstrate writing in the content and provide focus feedback. These will be available to observers upon request.	Quarterly Assessment Data
4	See 1. Rigor	TE will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	<p>Utilize a variety of strategies to enhance students' understanding of text (Literature Circles, Socratic Seminars, Philosophical Chairs, cooperative structures, reading and re-reading of text with increasing complexity).</p> <p>Incorporate technology resources to meet identified individual learning needs and to provide for higher levels of engagement. Eg., interactive use of Mimio/white board technology, use of mobile technologies (mobis, lifescribe pens, e-readers), software specifically aligned to student's learning needs, web 2.0 tools (Angel, Edmodo, blogs, wikis</p>	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Last year SY2012, 24% or 4 students scored at a level 4, 5, and 6 on the FAA. This year SY2013, 24% or 5 students will score at a level 4, 5, and 6 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:

24% (4)		24% (5)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide Universal Design Lessons (UDL) based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments
2	2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation ULS: AT Decision Guide CTEM
3	3. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Last year SY2012, at Pine Ridge Middle School 46% or 442 students received an FCAT 4 or 5. This year 2013, 51% or 521 students will receive an FCAT 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (442)	51% (521)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. TE will develop higher order questions that are text dependent and require students to utilize close reading, use of Cornell Notes, and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels.	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
	See 1. Rigor	TE will develop higher order questions that are text dependent and require students to utilize	See 1. Rigor	See 1. Rigor	See 1. Rigor

4		close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels.			
5	See 2. Interactive Learning Strategies	Utilize a variety of strategies to enhance students' understanding of text (Literature Circles, Socratic Seminars, Philosophical Chairs, cooperative structures, reading and re-reading of text with increasing complexity). Advanced readers will be given leadership opportunities within a variety of cooperative structures. Incorporate technology resources to meet identified individual learning needs and to provide for higher levels of engagement. Eg., interactive use of Mimio/white board technology, use of mobile technologies (mobis, livescribe pens, e-readers), software specifically aligned to student's learning needs, web 2.0 tools (Angel, Edmodo, blogs, wikis)	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Last year SY2012, 41% or 7 students scored at or above a level 7 on the FAA. This year SY2013, 45% or 9 students will score at or above a level 7 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (7)	45% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Data-driven planning for instruction is limited, and instructional practices and interventions are not	Provide UDL based professional learning on planning and instruction to support modified curriculum through	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data-collected through Pre-and Post-test Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints,

1	uniform for students working on Florida's Access Points.	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			and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	2. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
3	3. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation ULS: AT Decision Guide CTEM

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, 71% or 608 students at Pine Ridge Middle School achieved gains in reading. This year SY2013, 74% or 669 students at Pine Ridge Middle School will achieve gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (608)	74% (669)

Problem-Solving Process to Increase Student Achievement

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

				for answering questions. (See CTEM alignment.)	
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	Maintain high expectations for all students to appropriately respond to higher order questions, providing scaffolded support and structure as appropriate for low-expectancy students, enabling their success in meeting rigorous expectations.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Last year SY12, 67% or 9 students made learning gains in reading on the FAA. This year SY13, 70% or 10 students will make learning gains in reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (9)	70% (10)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
2	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, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
3	3. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Last year SY2012, 66% or 132 students of Pine Ridge Middle School made learning gains in reading. This year SY2013, 69% or 156 students are expected to make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (132)	69% (156)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. Teacher will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: . Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations. Secondary; intensive math classes provide for co-teach opportunities so that student's intensive math needs are met in daily	See 1. Rigor	See 1. Rigor	See 1. Rigor

		small group instruction with both the basic and co-teach personnel as well as independent practice and use of tech applications specific to the student's needs.			
5	See 2. Interactive Learning Strategies	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years the achievement gap will be reduced by 50%.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By reducing the students not achieving proficiency last year by 10%, at least 82% (531) of White students, and 49% (18) of Black students, and 68% (186) of Hispanic students, will achieve proficiency in Reading in SY 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 43%(18) Hispanic 64%(162) White 80%(480)	Black 49%(18) Hispanic 68%(186) White 82%(531)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data

		model will be included in lesson plans and monitored through CTEM.			
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
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. Rigor: Lessons do not routinely incorporate questioning	Teachers will plan for and include higher order questions in weekly	Administrators Teacher Mentors Team Leaders in	During classroom observations administrators will	Collier Teacher Evaluation Model (CTEM) Reports

1	strategies designed to promote critical, independent, and creative thinking.	lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS	PLC groups	determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Quarterly Assessment Data
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of students with disabilities (SWD) achieving level 3 or higher on the 2013 FCAT in reading will increase from 41% (53 students) to 47% (61 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (53)	47% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
2	2.Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts)Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	TE will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students to support improved reading skills(differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	TE will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students to support improved reading skills(differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Last year SY2012, 63% (230) of the subgroup Economically Disadvantaged made Adequate Yearly Progress (AYP) in reading. This year SY2013, 67% (275) in the subgroup Economically Disadvantaged will make Adequate Yearly Progress (AYP) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

63% (230)			67% (275)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	See 1. Rigor	See 1. Rigor	See 1. Rigor
	See 2. Interactive Learning Strategies	TE will maintain data by sub-group in order to identify issues specific to the risk-factors	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies

5		associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study, Agile Mind PD, and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.	6,7,8 All subjects	District Facilitator, Gifted Services	School Wide	Sept 25th, 2012, and as needed	Collier Teacher Evaluation Model (CTEM) reports.	Principal Assistant Principal Dean Language Arts Department Chair
Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.	6,7,8 Allsubjects	InSS, Vincent Benfatti	School Wide	TBD	Collier Teacher Evaluation Model (CTEM) reports.	Principal Assistant Principal Dean Language Arts Department Chair

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		Last year, SY 2012, 75% (21) of the students scored proficient in Listening/Speaking on the CELLA test. This year our goal is to have 83% (20) of the students score proficient.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
75% (21)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	1.1. TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs. 1.2 TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding	Administrators Teacher Mentors	Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data to determine additional supports that may be needed to improve oral language skills of identified ELL learners.	Collier Teacher Evaluation (CTEM) Model. Quarterly Assessment Data

1	<p>support for meeting high expectations for participation in oral language opportunities.</p> <p>1.3 Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate.</p> <p>1.4 Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.</p>			
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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:	Last year, SY2012, 36% (10) of Pine Ridge Middle School ELL students scored proficient in Reading. Our goal is for %40 (10) of the ELL students to score proficient in Reading in SY 2013.
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2012 Current Percent of Students Proficient in reading:

36% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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.	<p>2.1. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for reading on grade level/meeting grade level expectations.</p> <p>2.2 Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate.</p> <p>2.3 Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell,</p>	Administrators Mentor Teachers	<p>Monitor progress a minimum of once every 2 weeks using running records or mini-cloze reading assessments.</p> <p>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</p>	<p>Collier Teacher Assessment Model (CTEM) reports.</p> <p>Quarterly Assessment Data.</p>

	explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Last year, SY2012, 48% (13) of Pine Ridge Middle School ELL students scored proficient in writing. Our goal is for 53% (13) of the ELL students to score proficient in writing in SY 2013.
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2012 Current Percent of Students Proficient in writing:

48% (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	Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	To develop strategic and extended thinking in regard to student writing, TE will provide opportunities for peer evaluation of students' writing based on the writing rubric. Students will be accountable for defending their thinking based on specific examples from the writing and their understanding of expectations for quality writing, providing recommendations for improving the writing.	Administrators Mentor Teachers	TE will maintain a portfolio of student work.	Collier Teacher Evaluation Model (CTEM) reports. Quarterly Assessment Data

CELLA Budget:

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Last year SY2012, 28% (266) of students achieved proficiency (FCAT level 3) in mathematics. This year SY2013, 28% (286) will achieve proficiency (FCAT level 3) in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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28% (266)	28% (286)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teacher will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.	Administration Mentor Teachers Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administration Mentor Teachers Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation (CTEM) Reports Quarterly Assessment Data
	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples and academic notebooks to demonstrate writing in the content and provide focus feedback. These	Collier Teacher Evaluation Model (CTEM) reports Quarterly Assessment Data

3	opportunities for writing outside of language arts instruction.	with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, that the response is a complete sentence, and Cornell Notes and close reading are utilized.		will be available to observers upon request.	
4	See 1. Rigor	Utilize embedded learning goals and scales available in curriculum guides, appropriate questioning techniques in district/state formats, and multiple representations with the expectation that students develop conceptual understandings and are able to explain their thinking both orally and in writing.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel).	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies
6	See 3. Use of Informational Text	Learners will write to explain their reasoning on mathematical tasks.	See 3. Use of Informational Text	See 3. Use of Informational Text	See 3. Use of Informational Text

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Last year SY12, 35% or 6 students scored at Levels 4, 5, and 6 in mathematics on the FAA. This year SY13, 36% or 8 students will score at Levels, 4, 5, and 6 in mathematics on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (6)	36% (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. 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	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments

1		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.			
2	2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation ULS: AT Decision Guide CTEM
3	3. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Last year SY2012, 48% (460) of students achieved above proficiency in mathematics. This year SY2013, 53% (541) will achieve above proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (460)	53% (541)

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. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. TE will develop higher order questions that are	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data

1		text dependent and require students to utilize close reading, use of Cornell Notes, and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels.			
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	: Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students demonstrate their conceptual understandings both orally and in writing. Provide challenge opportunities for advanced learners to demonstrate mastery of the standard/benchmark at exemplary levels.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies

		Angel).			
6	See 3. Use of Informational Text	Learners will write to explain their reasoning on mathematical tasks.	See 3. Use of Informational Text	See 3. Use of Informational Text	See 3. Use of Informational Text

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Last year SY12, 29% or 5 students scored at Level 7 or above in mathematics on the FAA. This year SY13, 32% or 7 students will score at Level 7 or above in mathematics on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (5)	32% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. 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, Literacy Leadership Team, 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	2. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
3	3. 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	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation ULS: AT Decision Guide CTEM

presentation, responses and engagement

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:	Last year SY2012, 83% (709) of students achieved learning gains in mathematics. This year SY2011, 85% (768) will achieve learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (709)	85% (768)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
	See 1. Rigor	Maintain high expectations for all	See 1. Rigor	See 1. Rigor	See 1. Rigor

4		students to appropriately respond to higher order questions, providing scaffolded support and structure as appropriate for low-expectancy students, enabling their success in meeting rigorous expectations			
5	See 2. Interactive Learning Strategies	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies
6	See 3. Use of Informational Text	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	See 3. Use of Informational Text	See 3. Use of Informational Text	See 3. Use of Informational Text

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Last year SY12, 83% or 11 students made learning gains in mathematics on the FAA. This year SY13, 85% or 12 students will make learning gains in mathematics on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (11)	85% (12)

Problem-Solving Process to Increase Student Achievement

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Last year SY2011, 77% (163) of students in lowest 25% made learning gains in mathematics. This year SY2013, 79% (178) in lowest 25% will achieve learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (163)	79% (178)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. Teacher will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment 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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>By reducing the students not achieving proficiency last year by 10%, at least 84% (544) of White students, and 55% (20) of Black students, and 72% (197) of Hispanic students, will achieve proficiency in Reading in SY 2013.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Black 50% (20) Hispanic 69% (175) White 82% (493)</p>	<p>Black 55% (20) Hispanic 72% (197) White 84% (544)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</p>	<p>Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.</p>	<p>Administrators Teacher Mentors Team Leaders in PLC groups</p>	<p>During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)</p>	<p>Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data</p>
2	<p>2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.</p>	<p>Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p>	<p>Administrators Teacher Mentors Team Leaders in PLC groups</p>	<p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)</p>	<p>Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data</p>
3	<p>3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.</p>	<p>Administrators Teacher Mentors Team Leaders in PLC groups</p>	<p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request</p>	<p>Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data</p>
	<p>See 1. Rigor</p>	<p>TE will maintain data by sub-group in order to identify issues specific to the risk-factors</p>	<p>See 1. Rigor</p>	<p>See 1. Rigor</p>	<p>See 1. Rigor</p>

4		associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.			
5	See 2. Interactive Learning Strategies	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies
6	See 3. Use of Informational Text	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	See 3. Use of Informational Text	See 3. Use of Informational Text	See 3. Use of Informational Text

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Last year SY12, 65% or 108 ELL students did not make satisfactory progress in mathematics. This year SY13, 69% or 36 ELL students will not make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (108)	69% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice,	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data

		Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.			
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies
6	See 3. Use of Informational Text	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 3. Use of Informational Text	See 3. Use of Informational Text	See 3. Use of Informational Text

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Last year SY2012, 51% (67) of the subgroup Students with Disabilities (SWD) made Adequate Yearly Progress (AYP) in mathematics. This year SY2013, 56% (73) in the subgroup Students with Disabilities (SWD) will make Adequate Yearly Progress (AYP) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (67)	56% (73)

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.Rigor: Lessons do not routinely incorporate questioning strategies	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administrators Teacher Mentors Team Leaders	During classroom observations administrators will determine whether	Collier Teacher Evaluation Model (CTEM) Reports

1	designed to promote critical, independent, and creative thinking.		in PLC groups	higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Quarterly Assessment Data
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See Barriers 1,2,3	TE will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students to support improved reading skills(differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment 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:	Last year SY2012, 65% (237) of the subgroup Economically Disadvantaged made Adequate Yearly Progress (AYP) in mathematics. This year SY2013, 69% (283) in the subgroup Economically Disadvantaged will make Adequate Yearly Progress (AYP) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (237)	69% (283)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data

				determine expectations for answering questions. (See CTEM alignment.)	
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies
6	See 3. Use of Informational Text	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to	See 3. Use of Informational Text	See 3. Use of Informational Text	See 3. Use of Informational Text

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:	SY12 Algebra students scoring at Level 3 were 2% (3). SY13 Algebra students scoring at Level 3 will be 2% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (3)	2% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teacher will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.	Administration Mentor Teachers Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administration Mentor Teachers Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation (CTEM) Reports Quarterly Assessment Data
	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and	Students will be accountable for writing short and extended responses a minimum of	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples and academic notebooks to demonstrate writing in	Collier Teacher Evaluation Model (CTEM) reports

3	Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, that the response is a complete sentence, and Cornell Notes and close reading are utilized.		the content and provide focus feedback. These will be available to observers upon request.	Quarterly Assessment Data
4	See 1. Rigor	Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students develop conceptual understandings and are able to explain their thinking both orally and in writing.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies.	Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel).	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies
6	See 3. Use of Informational Text	Learners will write to explain their reasoning on mathematical tasks.	See 3. Use of Informational Text	See 3. Use of Informational Text	See 3. Use of Informational Text

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	SY12 students scoring at a Level 4 or 5 were 98% (122). SY13 students scoring at a Level 4 or 5 will be 100% (146).
2012 Current Level of Performance:	2013 Expected Level of Performance:
98% (122)	100% (146)

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. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. TE will develop higher	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data

1		order questions that are text dependent and require students to utilize close reading, use of Cornell Notes, and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels.		(See CTEM alignment.)	
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students demonstrate their conceptual understandings both orally and in writing. Provide challenge opportunities for advanced learners to demonstrate mastery of the standard/benchmark at exemplary levels.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies

		resources available in Angel).			
6	See 3. Use of Informational Text	Learners will write to explain their reasoning on mathematical tasks.	See 3. Use of Informational Text	See 3. Use of Informational Text	See 3. Use of Informational Text

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 : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Last SY12 all students achieved proficiency by ethnicity: 100% (99) White student, 100% (19) Hispanic students, 100% (1) Black student, and 100% (3) Asian students. SY13 all students will achieve proficiency by ethnicity: 100% (114) White students, 100% (22) Hispanic students, 100% (4) Black students and 100% (3) Asian students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (99)White 100% (19)Hispanic 100% (1) Black 100% (3) Asian	100% (114)White 100% (22) Hispanic 100% (4) Black 100% (3) Asian

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and	Students will be accountable for writing short and extended responses a minimum of	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will	Collier Teacher Evaluation Model (CTEM) Reports Quarterly

3	Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.		be available to observers upon request	Assessment Data
4	See. 1 Rigor	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	See. 1 Rigor	See. 1 Rigor	See. 1 Rigor
5	See 2. Interactive Learning Strategies	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies
6	See 3. Use of Informational Text	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	See 3. Use of Informational Text	See 3. Use of Informational Text	See 3. Use of Informational Text

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	SY12 100% (10) of ELL students made satisfactory progress. SY13 100% (2) will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (10)	100% (2)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies
6	See 3. Use of Informational Text	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	See 3. Use of Informational Text	See 3. Use of Informational Text	See 3. Use of Informational Text

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

3D. Students with Disabilities (SWD) not making

satisfactory progress in Algebra. Algebra Goal #3D:	In SY12, 100% (5) students with disabilities made satisfactory progress. In SY13, 100% (4) students with disabilities will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (5)	100% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
2	2.Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts)Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See Barriers 1, 2, 3	TE will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment 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:	SY12, 100% (23) Economically disadvantaged students made satisfactory progress. In SY13, 100% (38) Economically disadvantaged students will make satisfactory progress.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (23)	100% (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
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	See 1. Rigor	See 1. Rigor	See 1. Rigor
	See 2. Interactive	TE will maintain data by	See 2. Interactive	See 2. Interactive	See 2. Interactive

5	Learning Strategies	sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Learning Strategies	Learning Strategies	Learning Strategies
6	See 3. Use of Informational Text	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	See 3. Use of Informational Text	See 3. Use of Informational Text	See 3. Use of Informational Text

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Geometry.				
Geometry Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	
Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal # 3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will be provided professional learning opportunities such as online classes, evening/ Saturday classes, lesson study, Agile Mind PD, and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.	6,7,8 All subjects	InSS, Vincent Benfatti	School Wide	TBD	Collier Teacher Evaluation Model (CTEM) reports.	Principal Assistant Principal Dean Math Department Chair
Teachers will be provided professional learning opportunities such as online classes, evening/ Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.	6,7,8 All subjects	District Facilitator, Gifted Services	School Wide	September 25th, 2012, and as needed	Collier Teacher Evaluation Model (CTEM) reports.	Principal Assistant Principal Dean Math Department Chair
Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.	6,7,8 Non-Language Arts Subjects	Gloria Oxedine, Reading Coach	Non-Language Arts Teachers	TBD	Collier Teacher Evaluation Model (CTEM) reports.	Principal Assistant Principal Dean Math Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Last year, SY 2012, 37% or 126 students at Pine Ridge Middle School achieved level 3. This year, SY 2013, 40% or 133 students will achieve level 3.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
37% (126)		40% (133)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teacher will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in	Administration Mentor Teachers Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports

		such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.			
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administration Mentor Teachers Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, that the response is a complete sentence, and Cornell Notes and close reading are utilized.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples and academic notebooks to demonstrate writing in the content and provide focus feedback. These will be available to observers upon request.	Collier Teacher Evaluation Model (CTEM) reports Quarterly Assessment Data
4	See 1. Rigor	TE will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will use text to support responses and will appropriately apply scientific thinking and inquiry in performing these tasks.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content providing scaffolded support as appropriate.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies
	3. Use of Informational Text	Students will extend learning by writing in a science notebook as a	3. Use of Informational Text	3. Use of Informational Text	3. Use of Informational Text

6		matter of routine to organize their authentic thoughts about labs and content learning. This habit will encourage original thoughts and beliefs about science in their world.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Last year SY12, 40% or 2 students scored at Level 4, 5, and 6 in science on the FAA. This SY13, 46% or 3 students will score at Levels 4, 5, and 6 in science on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2)	46% (3)

Problem-Solving Process to Increase Student Achievement

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

3	practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	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.	Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Data collected through Pre and Post-tests Monthly Benchmark Assessments	System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Last year, SY 2012, 17% or 60 students at Pine Ridge Middle School achieved level 4 and 5. This year, SY 2013, 19% or 63 students will achieve level 4 and 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (60)	19% (63)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. TE will develop higher order questions that are text dependent and require students to utilize close reading, use of Cornell Notes, and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels.	Administrators Teacher Mentors Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative	Administrators Teacher Mentors Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data

		and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.			
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request	Collier Teacher Evaluation Model (CTEM) Reports Quarterly Assessment Data
4	See 1. Rigor	TE will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will use text to support responses and will appropriately apply scientific thinking and inquiry in performing these tasks. TE will provide challenge opportunities for advanced learners to demonstrate exemplary mastery of standard/benchmark.	See 1. Rigor	See 1. Rigor	See 1. Rigor
5	See 2. Interactive Learning Strategies	Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content. TE will a variety of curriculum resources to provide enrichment activities for advanced learners.	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies	See 2. Interactive Learning Strategies
6	See 3. Use of Informational Text	Students will extend their learning by writing in a science notebook as a matter of routine to organize their authentic thoughts about labs and content learning. This habit will encourage student's original thoughts and beliefs about science in their world. The science notebook can serve as an end-of-year portfolio of essential learning.	See 3. Use of Informational Text	See 3. Use of Informational Text	See 3. Use of Informational Text

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Last year 0% or 0 students scored at or above Level 7 in science on the FAA. This SY13, 10% or 1 student will score at Levels 7 in science on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 (0%)	1 (10%)

Problem-Solving Process to Increase Student Achievement

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

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
Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.	6,7,8 All subjects	District Facilitator, Gifted Services	School Wide	Sept. 25th, 2012, and as needed	Collier Teacher Evaluation Model (CTEM) reports.	Principal, Assistant Principal, Science Department Chair
Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.	6,7,8 All Subjects	InSS, Vincent Benfatti	School Wide	TBD	Collier Teacher Evaluation Model (CTEM) reports.	Principal, Assistant Principal, Science Department Chair,
Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-	6,7,8 All departments except for Language Arts	Reading Coach, Gloria Oxendine	All departments except for Language Arts	TBD	Collier Teacher Evaluation Model (CTEM) reports.	Principal, Assistant Principal, Science Department Chair,

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Last year SY 2012, at Pine Ridge Middle School, 81% (278) students achieved AYP in writing. This year, SY2013, at Pine Ridge Middle School, 89% (295) will achieve AYP in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (278)	89% (295)

Problem-Solving Process to Increase Student Achievement

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

2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administrators Mentor Teachers	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) reports. Quarterly Data Assessment
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administrators Mentor Teachers	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Collier Teacher Evaluation Model (CTEM) reports. Quarterly Data Assessment.

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:	Last year SY12, 40% or 2 students scored 4 or higher on writing on the FAA. For SY13, 40% or 3 students will score at 4 or higher in writing on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2)	40% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments

		Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation.			
2	2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation ULS: AT Decision Guide CTEM
3	3. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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
Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.	6,7,8 All departments except for Language Arts	Reading Coach, Gloria Oxendine	All departments except for Language Arts	TBD	Collier Teacher Evaluation Model (CTEM) Reports	Principal Assistant Principal Dean Department Chairs

Writing Budget:

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

End of 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:		Last year, SY2012, we did not have a Civics course. So this year our goal is to have the same % passing the Civics course as our students who read at a level 3 which is 27% (276).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		27%(276)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teacher will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the	Administration Mentor Teachers Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	Collier Teacher Evaluation Model (CTEM) Reports

		level of rigor appropriate to the standard/benchmark.			
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administration Mentor Teachers Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, that the response is a complete sentence, and Cornell Notes and close reading are utilized.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples and academic notebooks to demonstrate writing in the content and provide focus feedback. These will be available to observers upon request.	Collier Teacher Evaluation Model (CTEM) reports Quarterly Assessment 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:	Last year, SY2012, we did not have a Civics course. So this year our goal is to have the same % passing the Civics course as our students who read at a level 4 or 5 which is 51% (521).
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	51% (521)

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. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical,	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are	Administration Mentor Teachers Team Leaders in PLC groups	During classroom observations administrators will determine whether higher order questions	Collier Teacher Evaluation Model (CTEM) Reports

1	independent, and creative thinking.	purposeful and aligned to the NGSSS or CCSS. 1b. Teacher will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.		are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)	
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Administration Mentor Teachers Team Leaders in PLC groups	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)	Collier Teacher Evaluation (CTEM) Reports Quarterly Assessment Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used . In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence and Cornell Notes and close reading are utilized.	Administrators Teacher Mentors Team Leaders in PLC groups	Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Collier Teacher Evaluation Model (CTEM) reports Quarterly Assessment 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
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Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.	6,7,8 All subjects	District Facilitator, Gifted Services	6,7,8 All Subjects	Sept 25, 2012, and as needed	Collier Teacher Evaluation Model (CTEM)	Principal, Assistant Principal Dean Department Chair
Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.	6,7,8 All Subjects	InSS, Vincent Benfatti	6,7,8 All Subjects	TBD	Collier Teacher Evaluation Model (CTEM)	Principal, Assistant Principal Dean Department Chair
Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.	6,7,8 All subjects except for Language Arts	Gloria Oxendine, Reading Coach	6,7,8 All subjects except for Language Arts	TBD	Collier Leadership Evaluation Model (CTEM)	Principal, Assistant Principal Dean Department Chair

Civics Budget:

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

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

End of 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:	Last year SY2012, 96% of all students attended school on a regular basis. In SY2013, 98% of all students will attend school on a regular basis.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
21% (233)	20% (220)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0% (0)	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	1.1. Students missing school due to transportation issues.	1.1. Increase communication alerting all stakeholders (including PLCs) of student absences. Parent/teacher conferences. YRD interventions. Use of faculty mentoring program.	1.1. Principal Assistant Principal YRD Dean Teachers	1.1. Review school data to see gains.	1.1. Terms/Attendance Studentpass
	1.2. Students lack of motivation and/or	1.2. Increase communication alerting all stakeholders	1.2. Principal	1.2. Review school data to see gains.	1.2. Terms/Attendance

2	desire to attend school.	(including PLCs) of student absences. Creating a positive adult-student relationship (faculty mentoring program). Use of enrichment programs during and outside of normal school hours.	Assistant Principal YRD Dean Teachers Guidance Counselors		Studentpass
3	1.3. Student illnesses.	1.3. Increase communication alerting all stakeholders (including PLCs) of student absences. Continuous cleaning within classrooms. Signs reminding students to wash hands and cover mouths when coughing. Send sick students to school nurse. Send students with contagious illnesses home.	1.3. Principal Assistant Principal School Nurse YRD Dean Teachers	1.3. Review school data to see gains.	1.3. Terms/Attendance Studentpass
4	1.4 Students staying home to avoid confrontations with other students or bullying.	1.4 Bullying warnings. Increase awareness through class presentations. Encourage students to seek help when needed.	1.4 Principal Assistant Principal YRD Dean Teachers Guidance Counselors District Administrative Assistance on Attendance Issues	1.4 Review school data to see gains.	1.4 Terms/Attendance 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
Grade level issues	6, 7, 8	Grade level team leaders	Schoolwide staff	Twice monthly PLCs	PLC minutes, Studentpass, TERMS	Principal, Assistant Principal, Dean, Guidance Counselors, YRD

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Reduce the total number of in-school and out-of-school suspensions from the previous school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
265	130 (13%)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
93 students (10%) suspended in school one or more times	90 (9%)suspended in school one or more times
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
139	30 (3%)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
96 students (10%) suspended out of school one or more times	20 (2%)suspended out of school one or more times

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	Peer pressure	Antiviolence presentations Continued Positive Behavior Support MTSS	YRD Principal Assistant Principal Deans Staff	Quarterly monitoring of discipline data	TERMS discipline 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
Grade level issues	6, 7, 8	Administration Grade level team leaders YRD	Schoolwide staff	Twice monthly meetings Early release day YRD presentations	TERMS, Studentpass, PLC minutes	Principal, Assistant Principal, Dean, Guidance counselors, YRD

Suspension Budget:

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

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Parent involvement is traditionally high at Pine Ridge Middle School. The tracking of volunteers and volunteer hours allows for an objective way to track improvement. The goal is to increase the number of volunteers working in our school as well as the hours served.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In SY12 323 volunteers (32%) served our school with a total of 3,253.25 hours.	In SY13, it will be expected that 330 volunteers (33.5%) would serve our school in excess of 3,253 hours.

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	Current economic situations require a two spouse income forcing both parents into the work force leaving limited time for one or both parents to volunteer for school events.	Keeping all parents better informed of volunteer opportunities through the school website, PTO Newsletter, and the automatic dial system. Keeping parents informed regarding school events during curriculum night, family dinner night and all music concerts. Monthly/mid monthly parent newsletter from Principal and PTO.	School volunteer coordinator PTO president SAC chairperson School webmaster	FASTPASS sign in Hard copy sign in sheets PTO meeting minutes	FASTPASS reports Hard copy sign in sheets totals Winocular

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

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
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. Educators will present and/or participate in the CCPS 2013 STEM conference. Discovery Education has some wonderful opportunities for writing prompts that incorporate web 2.0 technologies.	6-8 Math	District Facilitator	Math Teachers	TBD	TBD	Administrators Math Department Chair
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STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

1. CTE CTE Goal #1:		Increase the number of students passing industry certification testing.			
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 are not industry certified.	Provide professional development and opportunities to complete industry certification testing for CTE and non CTE teachers. Provide instructional tools and teacher if training for teachers to use in the classroom that will promote student success on industry certifications.	Administration District CTE Coordinator Technology Teacher Consumer Ed. Teacher Journalism Teacher	Appropriate Teacher Industry certification(s) achieved	Specific industry certification exam (s)

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
Provide professional development and opportunities to complete industry certification testing for CTE and non CTE teachers.	Grade 7/ Technology Grade 8/ Culinary	District Facilitator/CTE department.	Technology - Margaret Bastida Culinary - Sandy Brock	TBD	TBD	Administrators

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

Place Community Partnerships Goal here Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Place Community Partnerships Goal here Goal Place Community Partnerships Goal here Goal #1:		Increase number of partnerships with community members and businesses to most effectively utilize their contributions of money, materials, and time for the good of the Pine Ridge family.			
2012 Current level:		2013 Expected level:			
FY12 Pine Ridge Middle School had partnerships in excess of 20 organizations or businesses.		This school year we will realize a 50% increase (an excess of 30) in organizations and/or business participating in Pine Ridge partnerships.			
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	Economic climate continues to inhibit ability of local businesses and organizations to participate in partnerships.	Encourage businesses/organizations to donate percentage of sales generated by Pine Ridge family. Encourage donations of surplus equipment and supplies. Encourage classroom involvement of community business leaders to share expertise as appropriate with curriculum. Include PTO involvement in soliciting community contributions.	Principal	Keep calendar of events that show the participation of community/businesses/organizations in school activities. Monthly internal account records to show monetary donations.	Feedback from staff, parents, students PTO records District volunteer records

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

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

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

Budget:

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

End of Place Community Partnerships Goal here Goal(s)

Increase number of partnerships with community members and businesses and to most effectively utilize their contributions of money, materials, and time for the good of the Pine Ridge family. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Increase number of partnerships with community members and businesses and to most effectively utilize their contributions of money, materials, and time for the good of the Pine Ridge family. Goal		Increase number of partnerships with community members and businesses and to most effectively utilize their contributions of money, materials, and time for the good of the Pine Ridge family.		
I increase number of partnerships with community members and businesses and to most effectively utilize their contributions of money, materials, and time for the good of the Pine Ridge family. Goal #1:				
2012 Current level:		2013 Expected level:		
SY12 Pine Ridge Middle School had partnerships in excess of 20 organizations or businesses that provided contributions of money, materials, and time.		SY13 we hope to realize an increase of 50% to realize an excess of 30 organizations and/or businesses participating in Pine Ridge partnerships.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Budget:

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

End of I increase number of partnerships with community members and businesses and to most effectively utilize their contributions of money, materials, and time for the good of the Pine Ridge family. Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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
SAC budget is determined by Florida Legislature. Historically, the majority of the budget is used to purchase student planners, an important learning tool for the entire population.	\$4,148.00

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

For SY13 the Pine Ridge Middle School SAC is charged with collaboratively reviewing the School Improvement Plan and suggesting adjustments as determined necessary while monitoring of student progress. SAC will approve the distribution of A+ monies and determine appropriate SAC fund expenditures and review budget throughout the year. SAC will maintain appropriate SAC

membership to meet statutory requirements.

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 PINE RIDGE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	84%	86%	62%	314	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	66%	78%			144	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?	68% (YES)	75% (YES)			143	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					601	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Collier School District PINE RIDGE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	84%	90%	60%	317	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	76%			143	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	78% (YES)			146	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					606	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested