Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name Marco Island Academy Charter High School	District Name: Collier County
Principal: George Andreozzi	Superintendent: Kamela Patton
SAC Chair: Jane Watt	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	George Andreozzi	BA, MS / ESE,Soc.Stud,Admin	1	39	C
Assistant Principal					

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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 ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Joanne Urban	BA/MA Reading	1	30	

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
1. Advertise and Interview prospective teachers	Principal	Ongoing
2.		
3.		
4.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and 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 instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
8	0	12%	35%	53%	75%	100%	25%	25%	12%

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
George Andreozzi	Kelly Monnot	Experience of Mentor	Classroom observations, Meetings, Training

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Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

Title I, Part A
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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Renee Maile, ESE,ESOL Teacher, Betsy Klemme, Guidance Counselor; Justin Feller, Gifted Coordinator; Amber Prange, AICE Coordinator
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? *The RtI Team meets at least once per month, communicates with staff as needed, and monitors the integrity of intervention implementation and data collected. Through the leadership of the RtI Intervention Support Specialist, the RtI team works together with staff in identifying specific student challenges. Problem analysis is used as a first step towards implementation of an appropriate evidence-based intervention. The RtI team also identifies the person or person(s) responsible for implementation, including frequency and necessary data collection to assess the student's response to intervention. A review of the data occurs during implementation and throughout the process; readdressing interventions as needed to most appropriately serve the student. The school-based RtI Leadership Team supports school-wide efforts to positively impact behavior and academic achievement through the following: resources provided to teachers, individual classroom teachers' research data re: students who may need to leave Tier 1; and active participation in PLCs, student/parent conferences, and data collection. The RtI team works closely with staff who oversees the implementation of school-wide PBS effort known as P.R.O. (Prepared/Respectful*
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP *The RtI team is collaborative and uses a systematic problem solving process with the goal of significant overall improvement occurring among students. School Improvement goals will include consideration of any discrepancy between what is expected and what is occurring as evidenced by student achievement data.*
MTSS Implementation

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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. Achievement tests, Assessments,Student Portfolios *Individual student data is gathered from the Collier County Public Schools Data Warehouse and other sources including progress monitoring assessments, PLC member discussions, and classroom assessments. This screening data helps determine the effectiveness of core instruction and student progress within the core. Mini-assessments based on focus lessons are administered bi-weekly. The student performance data is analyzed and appropriate instruction is designed. The response to intervention (RtI) model is incorporated in all core courses. In addition, more specific classroom interventions based on collected data are employed for students with specific academic needs. In some cases, supplemental and intensive instruction/interventions are implemented and documented. Mastery is set at 70% to ensure student proficiency of each language arts, reading, and math benchmark. Behavioral data sources including Student Pass and TERMS are also available when assessing students' core achievement. The "Student Snapshot" located in the District's Data Warehouse is utilized as a foundation for academic placement and teacher instruction.*
Describe the plan to train staff on MTSS. Ongoing process of seminars, staff meetings. *The RtI training is ongoing.* *The Intervention Support Specialist will provide individual training as needed for teachers directly involved in the potential movement of a student from one Tier to another.*
Describe the plan to support MTSS. *Supported by Administration, Board of Directors and Parents*

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Renee Maile, ESE,ESOL Teacher, Betsy Klemme, Guidance Counselor; Justin Feller, Gifted Coordinator; Amber Prange, AICE Coordinator
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will conduct a needs assessment and analysis of the school data for all students 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. The use of differentiated instructional delivery strategies will also be evident within the teacher's lesson plans, as well as, throughout professional learning. Based on all information gathered above, the LLT will determine the professional learning and resources needed to optimize instructional and intervention supports to improve instruction in the modified curricula classrooms

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What will be the major initiatives of the LLT this year? . Improved instruction in Reading through direct systematic instruction is our primary focus. . Additionally, using small group instruction to target specific needs is a major component of our Reading program. Our leadership team will assist in this process by monitoring lesson plans and analyzing benchmark data. The LLT will utilize classroom walkthrough data in order to make midcourse adjustments in instruction. This data will be also analyzed by the instructional coaches to drive coaching practices by modeling, planning, and professional learning communities.

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

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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 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

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

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

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

The LLT will become familiar with Florida's Access Points in Math, Science, and Reading/Language Arts. Access Course Content in the areas of Math and Reading will be incorporated into the Pre-Post Test and Monthly UNIQUE Benchmark Assessments in order to: (1) identify learning gains; (2) assist the IEP team in developing annual goals and objectives; (3) inform instructional planning; and (4) monitor student progress from year to year

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?

High School Career Academies and CE program teachers encourage all students to complete or update the FACTS.org planning document each school year. Counselors are expected meet regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a

component of the Florida Ready to Work program.

IEPs will incorporate the student's academic and career planning and guide course selection based on the needs, interests and strengths of the student. Intervention Support Specialists will assist teachers in using the UNIQUE Transition Curriculum and the Attainment: Life Skills to Academics Lessons for Math, Social Studies, Science/Health and Language Arts to aid students in understanding the connection among school, work, and their daily living skills.

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.

High School Career Academies and CE program teachers encourage all students to complete or update the FACTS.org planning document each school year. Counselors are expected meet regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program.

IEPs will incorporate the student's academic and career planning and guide course selection based on the needs, interests and strengths of the student. Intervention Support Specialists will assist teachers in using the UNIQUE Transition Curriculum and the Attainment: Life Skills to Academics Lessons for Math, Social Studies, Science/Health and Language Arts to aid students in understanding the connection among school, work, and their daily living skills.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	*1.1. Students, level of engagement*	*1.1. Administrators, District Informal Pers O*	*1.1. Formal Observation Informal O*	*1.1. Train teachers in Domain 1/Design Question 5 (DQ5) of Marzano's Art and Science of Teaching Framework. Focus on eight instructional strategies (DQ5) that impact student engagement. Provide ongoing feedback and training*	*1.1. Administrator,School Personnel, Teachers, Literacy Team*	*1.1. Formal Observation Informal Observations* Classroom Walk Through *Gallup Student and Teacher Engagement Surveys*	*1.1. Collier Teacher Evaluation Model (CTEM)*	

	is based, in part, on instructiona	onnel, Teachers,	bservations					

	l s t r a t e g i e s u s e d b y t h e t e a c h e r						

			1.1. Administrators, District Perso	1.1. Formal Observation Information Formal Ob					

	nnel, Teachers,	*servations*					
Reading Goal #1A: **The FY13 goal is to increase by 20% (23) students achieving proficiency (FCAT Level 3) in reading**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	22	45					

| | | 1.2. *Learners who are missing pre-requisite skills / competencies are more challenged to reach proficiency levels of achievement* *Missing deficiencies may include but not be limited to vocabulary, gaps in learning, prior knowledge, fluency, etc.* | 1.2. *Extended learning opportunities Individualized academic and behavioral interventions Progress monitoring Weekly D.E.A.R. (Drop Everything and Read) sustained reading opportunities Study Island, a web-based program designed to address student reading deficiencies* *Increased rigor of coursework for ninth and tenth grade students through use of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking,* | 1.2. *Administrators, Counselors, Intervention Support Specialist, teachers, and Students, Literacy Team* | 1.2. *Progress Monitoring Data chats between student-teacher, student-counselor; administrator-teacher* *PMPs (Progress Monitoring Plans)* | 1.2. *Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities Results,* | |
| | | 1A.3. | 1A.3. | 1A.3. | 1A.3. | 1A.3. | |

1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	*2.1 Students' level of engagement is based, in part, on instructional strategies used by the teacher. Marzano's Art and Science of Teaching Math. through instructional strategies student and Te…*	*2.1 Train teachers in Domain 1/Design Question 5 (DQ5) of Marzano's Art and Science of Teaching Framework. Focus on eight instructional strategies (DQ5) that impact student engagement. Provide ongoing feedback and training.*	*2.1 Administrators, District Personnel, Teachers, Literacy Team*	*2.1 Formal Observation Informal Observations*	*2.1 Collier Teacher Evaluation Model (CTEM)*		

		Teaching Framework. Focus on eight instr	*acher Engagement Survey*				

		uctional strategies (DQ5) that impacts stu					

		dentengagement.Provideongoingfeedbac						

	k a n d t r a i n i n g .						
Reading Goal #2 *The FY13 goal is to increase by 14%(15) students achieving above proficiency (FCAT Levels 4 & 5,6) in reading*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29.[36%]	*44 [50%]*					

		2.2 *Students' skills and competencies can be negatively/ positively impacted by the curriculum provided to address specific learning needs.*	*2.2* *Implement Pre-AICE course of study for ninth grade students* *Increased rigor of coursework for ninth and tenth grade students through use of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking and other research-based comprehension strategies designed to address reading, vocabulary, and comprehension*	*2.2* *Administrators, District Personnel, Teachers, Literacy Team*	*2.2* *Progress Monitoring Data chats between student-teacher, student-counselor; administrator-teacher* *PMPs (Progress Monitoring Plans)*	*2.2* *Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportuniti*	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	*2.1 Students' level of engage ment is based, in part, on instru ctional strategies used by the teacher.*	*2.1 Train teachers in Domain 1/Design Question 5 (DQ5) of Marzano's Art and Science of Teaching Framework. Focus on eight instructional strategies (DQ5) that impact student engagement. Provide ongoing feedback and training.*	*2.1 Administrators, District Personnel, Teachers, Literacy Team*	*2.1 Formal Observation Informal Observations Through Gallup Student and Teacher Engagement Survey*	*2.1 Collier Teacher Evaluation Model (CTEM*		

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Reading Goal #2A: *The FY13 goal is to increase by 4% (10) students achieving above proficiency (FCAT Levels 4 & above) in reading*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	29 [36%]	39 [40%].				
		2.2 Students' skills and competencies can be negatively/ positively impacted by the curriculum provided to address specific learning needs.	2.2 Implement Pre-AICE course of study for ninth grade students Increased rigor of coursework for ninth and tenth grade students through use of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking and other research-based comprehension strategies Implement use of Study Island, a web-based program designed to address reading, vocabulary, and comprehension	2.2 Administrators, District Personnel, Teachers, Literacy Team	2.2 Progress Monitoring Data chats between student-teacher, student-counselor; administrator-teacher PMPs (Progress Monitoring Plans)	2.2 Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities Results,

		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3A. FCAT 2.0: Percentage of students making learning gains in reading.	3.1.1 *Students', level of engagement in Domain I/Des*	3.1.1 *Training teachers in Domain I/Des*	3.1.1 *Administrators, Dist rict Pers ob*	3.1.1 *Formal Observation Informal Personal Ob*	3A.1. *Train teachers in Domain I/Design Question 5 (DQ5) of Marzano's Art and Science of Teaching Framework. Focus on eight instructional strategies (DQ5) that impact student engagement. Provide ongoing feedback and training.*	3A.1. *Administrators, District Personnel, Teachers, Literacy Team*	3A.1. *Formal Observation Informal Observations* Classroom Walk Through	3A.1. *Collier Teacher Evaluation Model (CTEM)*		

	is based, in part, on instructional	ign Question 5 (DQ5) of Marzano's A	nnel, Teachers, Literacy Team	servations Gallup Student and Teac		

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	strategies used by the teacher.	rt and Science of Teaching Framewor	her Engagement Surveys				

	k. Focus on eight instructional str					

	ategies (DQ5) that impact student e						

	ngagement. Provide ongoing feedback						

	and training.						

		2011 Current Level of Performance:*	2012 Expected Level of Performance:*					

	57% (386)					

	3.2 Extended learning opportunities	3.2 Administrators, Counselors, Int	3.2 Progress Monitoring Data chats,				

Individualized academic and behavi	ervention Support Specialist, teach	between student-teacher, student-co				

	oral interventions Progress monitor	ers, and Students, Literacy Team	unselor; administrator-teacher				

	ing						

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Reading Goal #3A: *The FY13 goal is to increase by 20%[20]) students making learning gains in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	10%/ 10	*20% / 20*					

| | | *Learners who are missing pre-requisite skills / competencies are more challenged to reach proficiency levels of achievement* *Missing deficiencies may include but n ot be* | *3.2* *Extended learning opportunities* *Individualized academic and behavioral interventions* *Progress monitoring* Blooms Taxonomy, Cornell notes *Increased rigor of coursework for ninth and tenth grade students through use of Student-Generated Bloom's Taxonomy Questions, Cornell Note* | *3.2* *Administrators, Counselors, Intervention Support Specialist, teachers, and Students, Literacy Team* | *3.2* *Progress Monitoring Data chats between student-teacher, student-counselor; administrator-teacher* Report Cards RtI *PMPs (Progress Monitoring Plans)* | *3.2* *Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities Results* | |

		be limited to vocabulary, gaps in l	*Weekly D.E.A.R. (Drop Everything a*			

		earning, prior knowledge, fluency,	*nd Read) sustained reading opportun*				

		etc. .	ities Study Island, a web-based pro				

		gram designed to address student re				

			ading deficiencies Increased rigor				

				of coursework for ninth and tenth g					

				rade students through use of Studen					

				t-Generated Bloom's Taxonomy Questi					

				ons, Cornell Note Taking, T.H.I.E.V					

			. E . S . , and other research-based com				

			prehension strategies Schedule quar				

			t e r l y d a t a c h a t s b e t w e e n s t u d e n t a n			

		d t e a c h e r m e n t o r					
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	*4.1 Students' level of engagement is based, in part, on instructional strategies used by the teacher.*	*4.1 Train teachers in Domain 1/Design Question 5 (DQ5) of Marzano's Art and Science of Teaching Framework. Focus on eight instructional strategies (DQ5) that impact student engagement. Provide ongoing feedback and training.*	*4.1 Administrators, District Personnel, Teachers, Literacy Team*	*4.1 Formal Observation Informal Observations Teacher Engagement Surveys*	*4.1 Collier Teacher Evaluation Model*		

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Reading Goal #4: *The FY13 goal is to increase by 6% (7) students in Lowest 25% making learning gains in reading* *e*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	13%/ 11	19%/ 18				
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Reading Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
Reading Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. *Learners who are missing pre-requisite skills / competencies -- including but not limited to vocabulary and comprehension-- are more challenged to reach proficient levels of achievement Students who have spent the majority of their school career in classes Varying Exceptionalities classes are now mainstream*	5D.1. *Appropriate course placement including classes using the Co-Teach Delivery Model; Schedule quarterly data chats between student and teacher mentor; Extended learning opportunities; Academic and behavioral interventions; Progress monitoring;*	5D.1. *Administrators, Teachers, Literacy Team, Case Manager, Intervention Support Specialist*	5D.1. *Interim Reports; Report Cards; RtI PMPs (Progress Monitoring Plans); Varied assessment tools; Progress Monitoring;*	5D.1. *Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities Results; IEP Go*		

	ed						
Reading Goal #5D: *The FY13 goal is to increase the learning gains of the students in SWD subgroup not making Adequate Yearly Progress (AYP) in Reading by 3%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	10%/7	*5% / 4*					
		5D.2.	5D.2. *Increased rigor of coursework for ninth and tenth grade students through use of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking and other research-based comprehension* strategies	5D.2.	5D.2.	5D.2.	

		5D.3. *Students' level of engagement is based, in part, on instructional strategies used by the teacher.*	5D.3. *Train teachers in Domain l/Design Question 5 (DQ5) of Marzano's Art and Science of Teaching Framework*	5D.3. *Administrators, District Personnel, Teachers, Literacy Team*	5D.3. *Formal Observation Informal Observations Student and Teacher Engagement Surveys*	5D.3. *Collier Teacher Evaluation Model*	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Reading Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						

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Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Learning Framework	*9-12*	*Principal, Pri Teachers (PLC Leaders), Literacy Team members*	*Administrators, Teachers, Counselors, Subject Area Coordinators, Human Resource Personnel*	*Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas*	*Administrators, Department Heads, Teachers,*
Evaluation Model (CTEM)	*9-12*	*Principal, , Teachers*	*Administrators, Teachers, Counselors, Subject Area Coordinators, Human Resource Personnel, Teachers*	*Ongoing throughout school year beginning August 2012 early release days, teacher in-service days, district in-service days*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership agendas*	*Administrators, Department Heads, Peer Teachers, CTEM Teacher*
Instructional Strategies	*9-12*	*Principal, Principal, Teachers*	*Administrators, Teachers, Counselors, Subject Area*	*Ongoing throughout school year beginning August 2012 early release days,*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership agendas*	*Administrators, Department Heads, Peer Teachers, CTEM Teacher*

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AICE	*9*	*Principal, , AICE School-based Coordinator, Cambridge (AICE) Regional Coordinator, Subject Area Coordinators, District Gifted*	*School-based AICE Coordinator, Principal, Teachers of Pre-AICE English, Spanish, Biology, Algebra, and*	*Ongoing throughout school year beginning August 2012*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback*	*Principal, , CTEM Teacher Reps,*

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Reading Budget (Insert rows as needed)

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

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Enter numerical data for current level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	

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CELLA Goal #2: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Reading:					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing :					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
Mathematics Goal #1A:_ _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Mathematics Goal #2B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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Mathematics Goal #3B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

ddle School Mathema	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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1B. **Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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Florida Alternate Assessment High School Mathematics Goals

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

gh School Mathemat	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. *Students' level of engagement is based, in part, on instructional strategies used by teacher.*	1.1. *Train teachers in Domain 1/Design Question 5 (DQ5) of Marzano's Art and Science of Teaching Framework.* *Focus on eight instructional strategies (DQ5) that impact student engagement.* *Provide ongoing feedback and* *instructional expertise leading to greater student engagem*	1.1. *Administrators, District Personnel, CTEM Teacher Reps, Teachers*	1.1. *Formal, Informal Observations; Classroom Walk Throughs; (All using Marzano's Framewok,protocols*	1.1. *Collier Teacher Evaluation Model (CTEM)*	

		ent and achievement				
Algebra 1 Goal #1: ***The FY13 goal is to increase the students achieving proficiency in Algebra I by 6%*** [2]	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	23% [8]	*29% [10]*				

		1.2. Learners who are missing pre-requisite skills / competencies are more challenged to reach proficient levels of achievement Missing deficiencies may include but not be limited to basic comprehension skills, math skills from addition to quadratic equations, computation skills that lead to college-readiness.	1.2. Learners who are missing pre-requisite skills / competencies are more challenged to reach proficient levels of achievement Missing deficiencies may include but not be limited to basic comprehension skills, math skills from addition to quadratic equations, computation skills that lead to college-readiness.	Administrators, Counselors, Intervention Support Specialist, Teachers, Students	1.2. Progress Monitoring; data chats between student-teacher; student-counselor; Interim Reports; Report Cards; RtI PMPs (Progress Monitoring Plans); Varied assessment tools	1.2. Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities	

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		1.3.	1.3.	1.3.	1.3.	1.3.		
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	1.1. *Students' level of engagement is based, in part, on instructional strategies used by teacher.*	1.1. *Train teachers in Domain 1/Design Question 5 (DQ5) of Marzano's Art and Science of Teaching Framework.* *Focus on eight instructional strategies (DQ5) that impact student engagement.* *Provide ongoing feedback and* *instructional expertise leading to greater student engagem*	1.1. *Administrators, District Personnel, CTEM Teacher Reps, Teachers*	1.1. *Formal, Informal Observations; Classroom Walk Throughs; (All using Marzano's Framewok,protocols*	1.1. *Collier Teacher Evaluation Model (CTEM)*		

		ent and achievement				
Algebra Goal #2: **The FY13 goal is to increase the students achieving proficiency in Algebra I levels 4 and 5 by 10%[1.2]**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	34%/ 12	*44%/ 13.2*				

		1.2. *Learners who are missing pre-requisite skills / competencies are more challenged to reach proficient levels of achievement* *Missing deficiencies may include but not be limited to basic comprehension skills, math skills from addition to quadratic equations, computation skills that lead to college-readiness.*	1.2. *Learners who are missing pre-requisite skills / competencies are more challenged to reach proficient levels of achievement* *Missing deficiencies may include but not be limited to basic comprehension skills, math skills from addition to quadratic equations, computation skills that lead to college-readiness.*	*Administrators, Counselors, Intervention Support Specialist, Teachers, Students*	1.2. *Progress Monitoring; data chats between student-teacher; student-counselor; Interim Reports; Report Cards; RtI PMPs (Progress Monitoring Plans); Varied assessment tools*	1.2. *Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities*	

		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Algebra 1 Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Algebra 1 Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra 1 Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra 1 Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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<u>**Geometry End-of-Course Goals**</u> *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

| 1. Students scoring at Achievement Level 3 in Geometry. | 1.1. *Students' level of engagement is based, in part, on instructional strategies used By teacher* | 1.1. *Training teachers in the Art and Sci* | 2.1. *Administrators, District Pers* | 2.1. *Formal, Informal Observations* | 1.1. *Administrators, District Personnel, CTEM, Teachers* | 1.1. *Observations; Classroom Walk Throughs; (All using Marzano's Framework Protocols)* | 2.1. *Collier Teacher Evaluation Model (CTEM* | 1.1 *Collier Teacher Evaluation Model (CTEM)* | | |

		ence of Teaching focusing on Domain	*onnel, CTEM Teacher Reps, Teachers*	*; Classroom Walk Throughs; (All usi*			

		1 of Marzano's Art and Science of	*ng Marzano's Framework Protocols)*				

		Teaching Framework. Domain 1 identi						

		fies 41 instructional categories th						

		at happen in the classroom. Teacher					

		s will receive ongoing feedback and					

		training re: the implementation of					

		research-based classroom strategie						

		s designed to improve teachers', in					

		structional expertise leading to gr				

		eater student engagement and achiev						

		ement.						
			2012 Expected Level of Performance:*					

		86% (243)					
Geometry Goal #1: *The FY113 goal is 80% [24 of 30] of students achieving proficiency in geometry*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	54% [9 of 17]	80%[24of 30]					

		1.2. *Learners who are missing pre-requisite skills / competencies are more challenged to reach proficient levels of achievement*	1.2 *course placement; quarterly data chats between student and teacher mentor; extended learning opportunities; academic and behavioral interventions; progress monitoring; Increased rigor of coursework for ninth and tenth grade students through use of Student-Generated Bloom's*	1.2 *Administrators, Counselors, Intervention Support Specialist, Teachers, Students*	1.2 *Progress Monitoring; data chats between student-teacher; student-counselor; Interim Reports; Report Cards; RtI PMPs (Progress Monitoring Plans); Varied assessment tools*	1.2 *Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities*	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. *Students' level of engagement is based, in part, on instructional strategies used By teacher*	2.1. *Train teachers in the Art and Science of Teaching focusing on Domain 1 of Marzano's Art and Science of Teaching Framework. Domain 1 identifies 41 instructional categories that happen in the classroom. Teachers will receive ongoing feedback and training re: the implementation of research-*	2.1. *Administrators, District Personnel, CTEM, Teachers*	2.1. *Observations; Classroom Walk Throughs; (All using Marzano's Framework Protocols)* / 2.1. *Collier Teacher Evaluation Model (CTEM*	2.1. *Collier Teacher Evaluation Model (CTEM)*

	based classroom strategies designed to improve teachers' instructional expertise leading to greater student engagement and achievement.					
Geometry Goal #2: **The FY113 goal is 66%[20 of 30] of students achieving proficiency in geometry**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	0% [o of 17]	*66% [20 / 30]*				

| | | 2.2. *Learners who are missing pre-requisite skills / competencies are more challenged to reach proficient levels of achievement* | 2.2 *course placement; quarterly data chats between student and teacher mentor; extended learning opportunities; academic and behavioral interventions; progress monitoring; Increased rigor of coursework for ninth and tenth grade students through use of Student-Generated Bloom's* | 2.2 *Administrators, Counselors, Intervention Support Specialist, Teachers, Students* | 2.2 *Progress Monitoring; data chats between student-teacher; student-counselor; Interim Reports; Report Cards; RtI PMPs (Progress Monitoring Plans); Varied assessment tools* | 2.2 *Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities* | |
| | | 2.3. | 2.3 | 2.3 | 2.3 | 2.3 | |

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**						
Geometry Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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Learning Community (PLC) or PD Activities 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
Evaluation Model (CTEM)	*9-12*	*Principal,*	*Administrators, Teachers, Counselors, District Subject Area*	*Ongoing throughout school year beginning August 2011; early release days, teacher*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership*	*Administrators, Department Heads, Peer Teachers, CTEM Teacher Reps*
Marzano's Learning Framework	*9-12*	*Principal, Teachers (PLC Leaders),*	*Administrators, Teachers, Counselors, District Subject Area Coordinators, Human Resource Personnel*	*Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership agendas*	*Administrators, Department Heads, Teachers, District Personnel*

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AICE	*9 -12*	*Principal, Curriculum/ Instruction, AICE School-based Coordinator, Cambridge (AICE) Regional Coordinator, District Subject Area Coordinators, District Gifted Coordinator, Pre-AICE Teachers*	*School-based AICE Coordinator / Instruction, Teachers of Pre-AICE Algebra, Geometry*	*Ongoing throughout school year beginning August 2012*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback*	*Principal, Assistant Principal for Curriculum/ Instruction, CTEM Teacher Reps, Teachers*

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<u>Mathematics Budget</u> (Insert rows as needed)

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.	
Science Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Science Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC Goals	**Problem-Solving Process to Increase Student Achievem**					

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

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1. Students scoring at Achievement Level 3 in Biology 1.	*1.1 Student's level ofengagement is based, in part, on instructional strategies used by teacher.*	*1.1. Teachers will use Five-E model: engagement,exploration, explanation, elaboration, evaluation; Train teachers in the Art and Science of Teaching focusing on Domain 1 of Marzano's Art and Science of Teaching Framework. Domain 1 identifies 41 instructional categories that happen*	*1.1. Administrators, District Personnel, Cambridge/ AICE Personnel, Teachers, Students*	*1.1. Formal, Informal Observations; Classroom Walk Throughs; (All using Marzano's Framework Protocols)*	*1.1. Collier Teacher Evaluation Model CTEM*	

		in the classroom. Teachers will receive ongoing feedback and training re: the implementation of research-based classroom strategies designed to improve teachers' instructional expertise *leading to greater student engagement and achievement*					

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Biology 1 Goal #1: *The FY13 goal is to increase the students achieving proficiency in Biology (EOC) by5%[2]*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	90% [36[	95%[38]					

		1.2	1.2	*1.2.*	*1.2.*	*1.2.*	
		Learners who are missing pre-requisite skills / competencies are more challenged to reach proficient levels of achievement *Missing deficiencies to academic vocabulary. may include but not be limited to academic vocabulary. may include but not be limited*	Appropriate *course placement;* *learning opportunities; academic and behavioral interventions; progress monitoring; Increased rigor of coursework for ninth and tenth grade students through use of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking and other research-based* *comprehension strategies*	*Administrators, Counselors, Intervention Support Specialist, Teachers, Students*	*Progress Monitoring; data chats between student-teacher; student-counselor; Interim Reports; Report Cards; RtI PMPs (Progress Monitoring Plans); Varied*	*Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities*	

		1.3 Students' skills and competencies can be negatively/ positively impacted by the curriculum provided to address specific learning needs.	1.3 Implement Pre-AICE curriculum in biology; Provide AICE training from Cambridge; Provide training for new text books (this is a science	1.3 Administrators, teachers, Cambridge personnel, District personnel	1.3 Progress Monitoring; data chats between student-teacher; student-counselor; Interim Reports; Report Cards; RtI PMPs (Progress Monitoring Plans); Varied assessment tools	1.3 Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities Results	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Textbook (Newly Adopted)	*9-12*	*Principal for Curriculum/ Instruction, District Science Coordinator, Teachers*	*Science Teachers*	*Ongoing beginning in June 2012*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback*	*Administrators, Department Head, Teachers, District Personnel*
Marzano's Learning Framework	*9-12*	*Principal, Curriculum/ Instruction, Teachers (PLC Leaders),*	*Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel*	*Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas*	*Administrators, Department Heads, Teachers, District personnel*
Collier Teacher Evaluation Model (CTEM)	*9-12*	*Principal, Assistant Principal for Curriculum/ Instruction, Teachers*	*Administrators, Teachers, Counselors, District Subject Area Coordinators, Human Resource Personnel, Teachers*	*Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership agendas*	*Administrators, Department Heads, Peer Teachers, CTEM District Personnel*

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Science Budget (Insert rows as needed)

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

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. *Students' level of engagement is based, in part, on instructional strategies used by the Teacher*	1A.1. *Train teachers in the Art and Science of Teaching focusing on Domain 1 of Marzano's Art and Science of Teaching Framework. Domain 1 identifies 41 instructional categories that happen in the classroom. Teachers will receive ongoing feedback and training re: the implementation of research*	1A.1. *Administrators, District Personnel, Teachers, Literacy team*	1A.1. *Formal, Informal Observations; Classroom Walk Throughs; (All using Marzano's Framework Protocols)*	1A.1. *Collier Teacher Evaluation Model (CTEM)*		

		classroom strategies designed to improve teachers' instructional expertise leading to greater student engagement and achievement				
Writing Goal #1A: **The FY13 goal is to increase the students achieving proficiency in Writing by 2%. This 2% equates to 95 students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing.**	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
	90%[/ 60.]	*92%/[95]*				

| | | 1.2 Learners who are missing pre-requisite skills / competencies are more challenged to reach proficient levels of achievement | 1.2. Appropriate course placement; quarterly data chats between student and teacher mentor; exposure to new FCAT writing expectations (i.e. spelling, grammar) and opportunities to practice same; extended learning opportunities; academic and behavioral interventions; progress monitoring.

of coursework for ninth and tenth grade students through use of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking and other research-based comprehension strategies | 1.2. Administrators, Counselors, Intervention Support Specialist, teachers, and Students, Literacy Team | 1.2. Progress Monitoring; data chats between student-teacher; student-counselor; Interim Reports; Report Cards; RtI PMPs (Progress Monitoring Plans); Varied assessment tools | 1.2. Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities | |

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		1.3. Students' skills and competencies can be negatively/ positively impacted by the curriculum provided to address specific learning needs.	1.3. Develop exercises to meet new FCAT writing requirements for all subject areas. Create scales for performance assessment of writing incorporating spelling, grammar, vocabulary expectations.	1.3. Administrators, teachers, and Students, Literacy Team	1.3 Progress Monitoring; data chats between student-teacher; student-counselor; Interim Reports; Report Cards; RtI PMPs (Progress Monitoring Plans); Varied assessment tools	1.3. Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities Results	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: *NA.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Learning Framework	*9-12*	*Principal, Curriculum/ Instruction, Teachers (PLC Leaders),*	*Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel*	*Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas*	*Administrators, Department Heads, Teachers,*
Collier Teacher Evaluation Model (CTEM)	*9-12*	*Principal, Curriculum/ Instruction, Teachers*	*Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel, Teachers*	*Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas*	*Administrators, Department Heads, Peer Teachers, CTEM Teacher*

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AICE	9	*Principal, Instruction, AICE School-based Coordinator, AICE Regional Coordinator,*	*Teachers of Pre-AICE Biology*	*Ongoing throughout school year beginning August 2012*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback*	*Principal, for Curriculum/ Instruction, , Teachers*

Writing Budget (Insert rows as needed)

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

Subtotal:			
Total:			

End of Writing Goals

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Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: *NA.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.	
U.S. History Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: *NA.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

U.S. History Budget (Insert rows as needed)

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.		
Attendance Goal #1: *NA*	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	Enter numerical data for current attendance rate in this box.	*Enter numerical data for expected attendance rate in this box.*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box	*Enter numerical data for expected number of absences in this box.*					

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	Enter numerical data for current number of students tardy in this box.	*Enter numerical data for expected number of students tardy in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

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Suspension Goal(s)

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

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

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1. Suspension	1.1. *Student behavior can be inconsistent and/or unpredictable*	1.1. *Increase PBS incentives Maintain visibility of staff throughout campus. Communicate behavior expectations to students and parents through a variety of venues including but not limited to school newsletter, new student orientation, class meetings, school website*	1.1. *Principal; Guidance Counselors; Teachers; Intervention Support Specialist, RtI Committee, PBS Committee, Students; Parent*	1.1. *Review suspension data monthly*	1.1. *TERMS, District system for discipline reporting*		
Suspension Goal #1: **The FY13 goal is to decrease the number of out of school suspensions by50 %**	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	0	*0*					

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	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	0	0				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	4	2				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	4	2				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Learning Framework	*9-12*	*Principal, Teachers (PLC Leaders),*	*Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel*	*Ongoing throughout school year beginning August 2012 early release days, teacher in-service days, district in-service days*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas*	*Administrators, Department Heads, Teachers, District*
Collier Teacher Evaluation Model (CTEM)	*9-12*	*Principal, / Instruction, Teachers*	*Administrators, Teachers, Counselors, District Subject Area Coordinators, District Human Resource Personnel, Teachers*	*Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas*	*Administrators, Department Heads, Peer Teachers, CTEM Teacher Reps District Personnel*
Positive Behavior Support	*9-12*	*Principal, /*	*All Staff*	*Ongoing beginning August 2012*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback;*	*Administrators, PBS Committee*

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
Dropout Prevention Goal #1: NA *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	Enter numerical data for dropout rate in this box.	*Enter numerical data for expected dropout rate in this box.*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Enter numerical data for graduation rate in this box.	*Enter numerical data for expected graduation rate in this box.*					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

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

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

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1. Parent Involvement	1.1. *There is a limited database of parent/ guardian email addresses*	1.1. *Transfer email addresses from emergency information cards. Transfer email addresses provided for Superintendent's data base prior to submitting forms Request email addresses of parents at time of enrollment. Explain email data base purposes at parent meetings, in quarterly newsletter, and through Parent Link. Increase*	1.1. *Administrators, Counselors, Intervention Support Specialists, Teachers, Clerical Personnel, Parent Volunteer Coordinator, School-based Volunteer liaison,*	1.1. *Quarterly monitoring of email data base*	1.1. Self monitoring		

		frequency of email blasts and email news to those in the school's data base.				
Parent Involvement Goal #1: * ***The FY13 goal is to increase the percentage of parental volunteer involvement by 50%[20]***	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
	20%[14[	*50% [34]*				

| | | 1.2. *There may be a lack of understanding among some parents of volunteer registration process that leads to documentation of involvement.* | *Present process to capture volunteer hours to all parents/ guardians.* *Provide written instructions for volunteer registration to all parent groups (i.e. Sports,* | 1.2. *Administrators, Counselors, Intervention Support Specialists, Teachers, Clerical Personnel, Parent Volunteer Coordinator, School-based Volunteer liaison,* | 1.2. *1.2. Quarterly monitoring of volunteers registered* | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

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STEM Goal #1: 100% [106] students will participate in STEM Activities	1.1. *Students' level of engagement is based, in part, on instructional strategies used by the Teacher*	1.1. *Teachers will use Five-E model: engagement,exploration, explanation, elaboration,* *evaluation;* *Train teachers in the Art and Science of Teaching focusing on Domain 1 of Marzano's Art* *and Science of Teaching Framework. Domain 1 identifies 41 instructional categories that happen in the classroom. Teachers will receive ongoing feedback and training re: the implementation of research-based classroom strategies designed to* *improve teachers' instructional expertise leading to greater student engagement and achievement*	1.1. *Cambridge/ AICE Personnel, Teachers, Students* Principal	1.1. *Formal, Informal Observations; Classroom Walk Throughs; (All using Marzano's Framework Protocols)*	1.1. *Collier Teacher Evaluation Model (CTEM)*

August 2012
Rule 6A-1.099811
Revised April 29, 2011

	1.2.	1.2.	1.2.	1.2.	1.2.
	Learners who are missing pre-requisite skills /competencies are more challenged to reach proficient levels of achievement Missing deficiencies may include but not be limited to academic vocabulary.	*Appropriate course placement; quarterly data chats between student and teacher mentor;* *learning opportunities; academic and behavioral interventions; progress monitoring; Increased rigor of coursework for ninth and tenth grade students through use of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking and other research* *based comprehension strategies* .	*Administrators, Counselors, Intervention Support Specialist, Teachers, Students*	*Progress Monitoring; data chats between student-teacher; student-counselor;* *Interim Reports; Report Cards; RtI PMPs (Progress Monitoring Plans); Varied assessment tools*	*Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learni ng Results,*

	1.3 *Students' skills and competencies can be negatively/positively impacted by the curriculum provided to address specific learning needs*	1.3. *Implement Pre-AICE curriculum in biology; Provide AICE training from Cambridge;* Cousteau Program	1.3. *Administrators, teachers, Cambridge personnel,* Dr. Murphy[Cousteau Program}	1.3. *Progress Monitoring; data chats between student-teacher; student-counselor; Interim Reports; Report Cards; RtI PMPs (Progress Monitoring Plans); Varied assessment tools*	1.3. *Standardized tests, End of course exams, Progress Monitoring and Benchmark Assessments; Extended Learning Opportunities Results*

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's LearningFramework	*9-12*	*Principal, Teachers (PLC Leaders), Dr. Murphy [Cousteau]*	*Administrators, Teachers, Counselors, District Subject Area Coordinators Human Resource Personnel*	*Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback;*	*Administrators, Department Heads, Teachers,*

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Collier Teacher Evaluation Model (CTEM)	*9-12*	*Principal, Teachers Dr. Murphy*	*Administrators, Teachers, Counselors, District Subject Area Coordinators, Human Resource Personnel, Teachers*	*Ongoing throughout school year beginning August 2012; early release days, teacher in-service days, district in-service days*	*Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership Council agendas*	*Administrators, Department Heads, Peer Teachers, CTEM*

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *NA*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a					

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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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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: NA	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:

	Grand Total:

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Differentiated Accountability

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

School Differentiated Accountability Status		
▢Priority	XFocus	▢Prevent

Are you reward school? ▢Yes   XNo
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

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

X Yes   ▢ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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Each member of the School Advisory Council (SAC) is expected to be an active participant in regularly scheduled SAC meetings and other related activities (i.e. new student orientation, Open House, etc.). Although elected from a peer group, members are expected to strive for the common good of the school rather than narrow representation of the peer group. The SAC serves in an advisory capacity and shall assume none of the powers or duties now reserved by Florida Statutes for the School Board, the principal, or other administrative or instructional staff. In the event a conflict emerges between the SAC and the principal, the law which makes the SAC advisory to the principal will prevail. The duties of the SAC shall be as follows: 1) Assist in the development , implementation, monitoring and evaluation of the School Improvement Plan and the Annual Report of Educational Improvement; 2) Review the results of all needs assessments; 3) Prepare and distribute information to the public to report the status of implementing the School Improvement Plan, the performance of students and educational programs, and progression in accomplishing the school goals; 4) Serve as a resource for the principal; 5) Provide assistance as the principal may request in the preparation of the school budget (FS1008.385(1)). 6) Approve expenditures of school improvement funds; 7) Act as a liaison between the school and the community; 8) Consult with persons or departments for assistance regarding the school improvement process and other school related matters

Describe the projected use of SAC funds.			Amount
Professional Development instructional/administrative in areas related to SIP goals	*</= $12,000*		
Instructional materials/supplements related to SIP goals	*<=$5000*		