Florida Department of Education



1

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	С
Assistant Principal					

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.			

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

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

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 and through 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

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 Rtl 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

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.

*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 <u>UNIQUE Transition Curriculum</u> and the <u>Attainment: Life Skills to Academics Lessons</u> 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 <u>UNIQUE Transition Curriculum</u> and the <u>Attainment: Life Skills to Academics Lessons</u> for Math, Social Studies, Science/Health and Language Arts to aid students in understanding the connection among school, work, and their daily living skills.

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 Achievem 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	

1A. FCAT 2.0:	1	A.1.		1A.1.	1A.1.	1A.1.	1A.1.	i de la companya de la	İ
Students scorin		7	1		<i>1.1.</i>	<i>I.I.</i>	<i>1.1.</i>		
Achievement L		1		Train	Administrator, School		Collier Teacher		
in reading.	evel 3	•		teachers	Personnel, Teachers,	Informal Observations			
in reading.		1		in Domain	Literacy Team	injormai Observations	(CTEM)		
		•	• •	1/Design	Literacy Team		(CIEM)		
						Classroom Walk			
		S		Question 5		Through			
		t	d c			Gallup Student and			
		u		(DQ5) of		Teacher Engagement			
		d		n Marzano's		Surveys			
		е	nc	a Art and					
		n	i l	Science of					
		t	S	Teaching					
		S	t (Framework	t				
		,	r l	2.					
			a s	Focus					
		1		on eight					
		е	01	· instru					
		v		ctional					
		е		a strategies					
		1	. <i>t</i>						
			i						
		0		student					
		f		engagemen					
		5	S	t.					
		е	$\begin{bmatrix} 3 \\ t \end{bmatrix}$	Provide					
		n		nongoing					
			i 1	feedback					
		в а		and					
				training					
		в е							
			5	<i>n</i>					
		m							
		e n							
		n +	r						
		l	S C	2					

	i	í	i	
i o b i n s s n e b l v a , a s t e d e o , a a , a n , a n , a n , a n , a n , a n , a n , a n , a n				
i n s				
s n e				
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$				
, a n				
i h				
n e r				
<i>a</i> ,				
r I				
, , , , , , , , , , , , , , , , , , , ,				
n				
i				
n l				
r				
24				

a t e g i			
s e d b			
y t h e			
h e r			

$\begin{bmatrix} s \\ t \\ r \end{bmatrix}$			
$\begin{vmatrix} i \\ s \end{vmatrix}$			
$\begin{vmatrix} t & I \\ r & n \end{vmatrix}$			
$ \begin{array}{c c} P & a \\ e & l \end{array} $			
I I I			

n s n e e r l v , a t T i e o a n c s h e r s ,			
Reading Goal #1A:2012 CurrentThe FY13 goalLevel ofis to increasePerformance.*by 20% (23)students achievingproficiency (FCATLevel 3) in reading	2013 Expected Level of Performance:*		
22			

who are missing pre- requisite skills / competenci es are more challenged to reach proficiency levels of achievemen t Missing deficiencies may include but not be	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	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,	
, <i>iucney</i> , eic.					
1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

							i	İ dalamı dalam
1B. Florida	2.1		2.1			2.1		
Alternate	Stude		Train	Administrators, District		Collier Teacher		
Assessment: Students scoring at	level		teachers	Personnel, Teachers,	Informal Observations			
Levels 4, 5, and 6 in	engag			Literacy Team		(CTEM)		
reading.			1/Design					
reading.			<i>Question</i> 5					
	instru		(DQ5) of					
	ction	al						
	strate	egies	Marzano's					
	used	by the	Art and					
	t		Science of					
	e	M	Teaching					
	a		hFramework	5				
	С	r	r.					
	h	z	Focus					
	e	a	uon eight					
	r	n	ginstru					
	.	0	hctional					
		1	strategies					
		S (a(DQ5) that					
			limpact					
		r 1	ustudent					
		t j	pengagemen					
			St.					
		n i	t Provide					
			uongoing					
			dfeedback					
			eand					
		i I	ntraining.					
		e i	t					
		n a	a					
		<i>c</i> 1	n					
			d					
		0	7					
		f	2					

	T	a				
	1	u				
	P	C				
	U	č				
	a	h				
	$c \mid$	е				
	1	-				
	$h \mid$	r				
	.	-				
	1	Ľ				
	$n \parallel$	n				
	~	~				
	$g \mid$	8				
	F	a				
	1	u				
	r	a				
	'	8				
	a	e				
	~	7				
	m^{\perp}	n				
					1	
	e	e				
	e a c h i n g F r a m e w	acherEngagenentSurvey			1	
	W	п			1	
	o r k	l				
		d				
	r	S				
	b	11				
	n	и				
	F o c	r				
	·	1				
	$F \perp$	v				
	1	ľ				
	0	e				
	Ŭ	Ĩ				
	<i>C</i>	V				
		~				
	$u \parallel$					
	~					
	u s				1	
	0					
	n					
	e i				1	
	~					
	i				1	
	g h					
' '	$\frac{1}{1}$				1	
	n					
	4				1	
	t i					
	;			1	1	
	ı				1	
	n					
	S					
	t r					
	~					
	r				1	
				1		

 -				
u				
С				
ti				
0				
n				
a				
1				
S				
t				
r				
a				
t				
e				
g				
g i				
e				
S				
(
$Q \\ 5$				
5				
t				
h				
a				
t .				
i				
<i>m</i>				
p				
a				
C				
t				
S				
t				
u				

	d			
	e			
	n			
1	t			
	e			
	n			
	g			
	a			
	g			
	e			
	m			
	e			
	n			
	<i>t</i> .			
	P			
1	r			
	0			
	v			
	i			
	<i>d</i>			
	e			
	0			
	n			
2	g			
	0			
1	i			
	n			
	$\left. \begin{array}{c} g \\ f \end{array} \right $			
	e			
	e			
	d			
	$\begin{bmatrix} a \\ b \end{bmatrix}$			
	a			
	c			

	k a n d t r a i n i n g				
is to increase by 14%(15) students achieving above proficiency (FCAT Levels 4 & 5,6) in reading	vel of formance:*	2013 Expected Level of Performance:* 44 [50%]			

Si sk cc ie na po in by cc pr to sp to sp to	tudents' kills and ompetenc es can be egatively/ ositively npacted y the urriculum rovided o address pecific earning eeds.	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	District Personnel, Teachers, Literacy Team	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	
1E	B.3.	1B.3.	1B.3.	1B.3.	1B.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	
	2.1	2.1	2.1	2.1	2.1	
Students scoring	Students'	Train	Administrators, District	Formal Observation	Collier Teacher	
at or above	level of	teachers	Personnel, Teachers,	Informal Observations	Evaluation Model	
Achievement Levels	engage	in Domain	Literacy Team		(CTEM	
4 in reading.		1/Design				
		Question 5		Through		
		(DQ5) of		Gallup Student and		
	instru			Teacher Engagement		
		Marzano's		Survey		
	strategies					
		Science of				
		Teaching				
		Framework.				
		Focus on eight				
		instructional				
		strategies				
		(DQ5) that				
		impact				
		student				
		engagement.				
		Provide				
		ongoing				
		feedback				
		and training.				

Reading Goal #2A: The FY13 goal is to increase by 4% (10) students achieving above proficiency (FCAT Levels 4 & above) in reading	Level of Performance:*	Level of Performance:*					
	29 [36%]	39 [40%].					
		2.2 Students' skills and competenc ies 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	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,	

Rule 6A-1.099811 Revised April 29, 2011

		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.		
Reading Goal #2B: Enter narrative for the goal in this box.	Level of	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.	

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

3A. FCAT 2.0:		3A.1.	3A.1.	3A.1.	3A.1.	İ	Í
Percentage of		571.1.	Administrators, District	571.1.	Collier Teacher		
students making	3333	Tugin	Personnel, Teachers,	Formal Observation	Evaluation Model		
students making		Train	I ersonnel, Teuchers,				
learning gains in		teachers	Literacy Team	Informal Observations	(CTEM)		
reading.		in Domain		Classroom Walk			
	ST IF	1/Design		Through			
		Question 5					
	1 1 4 0	(DQ5) of					
	uamr	Marzano's					
	dii m	Art and					
	e n n a	Science of					
	n i l	Teaching					
		Framework	k				
	s e t O						
	' a r b	Focus					
		on eight					
		instru					
		ctional					
	e s s a	strategies (DQ5) that	4				
	l , t						
	i i	impact					
		student					
	f i n	engagemen	1				
		t.					
		Provide					
		ongoing					
		feedback					
		and					
		training.					
	e m m I P a						
	e / e l						
	n Dr						
	t e s O						
	s o b						

			Í
s g n e			
n e r			
$a \varphi, a$			
e e T i			
dseo			
t a n			
l o h			
n n e			
r G			
t D L u			
, Qi p			
$\left 5 t \right ^{2}$			
i f c d			
n y e			
S M n			
$\left \begin{array}{c} \tilde{t} \\ \tilde{t} \end{array} \right = \left[\begin{array}{c} T \\ T \end{array} \right]$			
c a m n			
t n d			
n s e			
i i n s $s g n e$ $n e r$ $b 1 v$ $a Q, a$ $s u t$ $e e T i$ $d s e o$ $, t a n$ $i c s$ $i o h$ $n e$ $r G$ $p 5 s a$ $a, 1$ $r (1)$ $t D L u$ $, Q i p$ $5 t$ $o, e S$ $n r t$ $o a u$ $i f c a$ $n y e$ $s M n$ $t a T t$ $r r e$ $u z a a$ $c a m n$ $t n d$ $i o$ $o' T$ $n s e$ $a a$ $l A c$			

	· · · · · · · · · · · · · · · · · · ·			
r h				
ra				
e g				
e i e				
s e m				
$\begin{array}{cccccccccccccccccccccccccccccccccccc$				
s e t				
e				
f				
b r				
ee				
h c s				
e h				
t n				
e e				
$\begin{array}{cccc} y & T & v \\ e & e \\ t & a & y \\ h & c & s \\ e & h \\ i \\ t & n \\ e & g \\ a \\ c & F \\ h & r \\ e & a \\ r & m \\ . & e \\ w \end{array}$				
e a				
r m				
. e				
	1			

F			
0			
e n			
i			
8 h t			
i			
n S			
i			

S			
h a t			
i m			
e n t			
e			

	Í	r	
n 1			
8 e			
m			
e			
n			
<i>I</i> *			
i			
d d			
e			
0			
n			
e			
e			

a i n			
i n g			

$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$			
C E u x r p r e e c n t t e d			
e c n t			
Image: L Image: L Image: L Image: L Image: V Image: L Image: L I			
e P r e f r			
o f r o m r			
a m n a c n			
o f o f o f P - e e P - f r o			

5			
96			

$\begin{bmatrix} E & A & P \\ x & d & r \end{bmatrix}$			
t m o e i g			
n n r d i e			
$\begin{bmatrix} e & s & s \\ d & t & s \end{bmatrix}$			
l a M e t o			
a o n r r i			
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$			
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$			
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$			
$\begin{array}{c} \mathcal{U} \\ n \\ s \\ c \\ \end{array}$			
3 3 3 2 2 2 E A P x d r t mo e e i g n n r d i e e s s d i e e s s d i e e s s d i e e s s i a M e t s i a M e t a n r i n r i n r i n r i i n s i n i i n i i n i i i i i i i <			

n v t d e w			
$\begin{bmatrix} i & n & e \\ v & t & e \\ i & i & n \end{bmatrix}$			
$\begin{bmatrix} a & b \\ a \\ b \\ u \\ n \\ s \end{bmatrix}$			
$ \begin{vmatrix} c & p & n \\ d & o & t \\ r & - \end{vmatrix} $			
$\begin{array}{c} m c \\ i \\ i \\ r \end{array}$			
$\begin{vmatrix} e & t & n \\ h & e & t \end{vmatrix}$			
$\begin{bmatrix} e & b \\ I & r & e \\ n & v & t \\ d & e & w \\ i & n & e \\ v & t & e \\ i & i & n \\ d & o \\ u & n & s \\ a & t \\ l & S & u \\ i & u & d \\ z & p & e \\ e & p & n \\ d & o & t \\ r & - \\ a & t & t \\ c & e \\ e & p & n \\ d & o & t \\ r & - \\ a & t & t \\ c & e \\ e & A & S & a \\ d & p & c \\ e & e & h \\ m & c & e \\ i & i & r \\ c & a & , \\ l \\ a & i & s \\ n & s & t \\ d & t & u \\ , & d \\ b & e \\ e & t & n \\ h & e & t \\ a & a & - \\ v & c & c \\ i & h & o \\ \end{bmatrix}$			

$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$			
$\begin{bmatrix} a & s & s \\ l & e \\ l & l \end{bmatrix}$			
$\begin{vmatrix} v & t & d \\ e & u & m \\ n & d & i \end{vmatrix}$			
t e n i n i			
oeurrnassl,eliaiaonnrtd;eurSvtditeumnditini<			
$\begin{array}{c c} o t r \\ g e - \\ r r t \end{array}$			
e a e s c a			
m T e			
$\begin{vmatrix} o & e & r \\ n & a \\ i & na \end{vmatrix}$			

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

r			i	ŕ	İ	i î	
	L	earners	3.2	3.2	3.2	3.2	
	W	ho are	Extended learning	Administrators,	Progress Monitoring	Standardized tests,	
	m	nissing	opportunities	Counselors, Intervention	Data chats between	End of course exams,	
	pi	re-	Individualized academic	Support Specialist,	student-teacher,	Progress Monitoring	
	re	equisite	and behavioral	teachers, and Students,	student-counselor;	and Benchmark	
	sk	kills /	interventions	Literacy Team	administrator-teacher	Assessments; Extended	
	co	ompetenci	Progress monitoring			Learning Opportunities	
			Blooms Taxonomy,			Results	
			Cornell notes		Report Cards		
		o reach			RtI		
	pi	roficiency	Increased rigor of		PMPs (Progress		
			coursework for ninth		Monitoring Plans)		
		v	and tenth grade students				
	t		through use of Student-				
	M		Generated Bloom's				
		0	Taxonomy Questions,				
			Cornell Note				
		<i>iclude but</i>					
		ot be					
	11	0100					

	· · · · · · · · · · · · · · · · · · ·	i	
e W			
e			
l e			
$\begin{vmatrix} i \\ k \end{vmatrix}$			
m l			
e D			
$\begin{vmatrix} a \\ B \end{vmatrix}$			
v R			
$ \begin{vmatrix} a \\ b \end{vmatrix} \begin{pmatrix} c \\ D \end{vmatrix} $			
$\begin{bmatrix} b & D \\ u & r \end{bmatrix}$			
$\begin{vmatrix} a \\ r \end{vmatrix} = \begin{vmatrix} p \\ r \end{vmatrix}$			
, V			
e			
i n			

	i i		
$\begin{vmatrix} e & n \\ a & d \end{vmatrix}$			
$\left \begin{array}{c} r \\ n \end{array} \right R$			
i e			
$\left \begin{array}{ccc}n&a\\g&d\end{array}\right $			
,)			
p s			
$ \begin{array}{c cccc} r & u \\ i & s \end{array} $			
$\left \begin{array}{ccc} r & a \\ i & i \end{array} \right $			
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$			
$\mid o \mid d \mid$			
$\begin{vmatrix} w \\ l \end{vmatrix} r$			
$\begin{vmatrix} e & e \\ d & a \end{vmatrix}$			
$\begin{bmatrix} g & d \\ e & i \end{bmatrix}$			
, n			
$\left \begin{array}{c} g \\ f \end{array} \right $			
$\left \begin{array}{ccc} u & p \\ e & p \end{array}\right $			
$\left \begin{array}{ccc}n&o\\c&r\end{array}\right $			
$\begin{vmatrix} y \\ y \end{vmatrix} = t$			
, U n			

$ \begin{array}{c ccc} e & i \\ t & t \\ c & i \\ \cdot & e \\ s \\ \end{array} $			
· S t u d			
y I I I			
a n d ,			
a w e b			
b a s e d			
p r o			

e	
e	
e	
S	
S	
S	
e	

	a		
	$\left \frac{d}{d} \right $		
	i		
e f i c i c e n c i e s s J n c r e a s e a s e d r i g o o	g		
e f i c i c e n c i e s s J n c r e a s e a s e d r i g o o	d		
i c i e n c i e s e a s e a s e d r e a s e a s e a s e a s e a s e a s e a s e a s o v i b i b i o i i i i i </th <th></th> <th></th> <th></th>			
	f		
Image: Image:			
$\begin{bmatrix} i \\ e \\ s \end{bmatrix}$			
$\begin{bmatrix} e \\ s \\ I \\ n \\ c \\ r' \\ e \\ a \\ s \\ e \\ d \\ s \\ s \\ e \\ d \\ s \\ s \\ e \\ d \\ s \\ s \\ e \\ d \\ s \\ s \\ e \\ d \\ s \\ s \\ e \\ d \\ s \\ s \\ e \\ d \\ s \\ s \\ e \\ d \\ s \\ s \\ e \\ d \\ s \\ s \\ e \\ d \\ s \\ s \\ s \\ e \\ d \\ s \\ s \\ s \\ e \\ d \\ s \\ s \\ s \\ e \\ d \\ s \\ s \\ s \\ s \\ s \\ s \\ s \\ s \\ s$	c		
$\begin{bmatrix} n \\ c \\ r \\ e \\ a \\ s \\ e \\ d \\ k \\ k \\ k \\ k \\ k \\ k \\ k \\ k \\ k$			
	Ι		
a s e d r i g o			
$\begin{bmatrix} e \\ d \\ r \\ i \\ g \\ o \end{bmatrix}$			
	e d		
	<i>u</i>		
	r		
	i		
	g		
	/		

 	-		
C			
r S			
e W			
0			
r k			
$\int f$			
0 r			
n			
i n			
t h			
a			
n d			
t			
e n			
t h			
g			
8			

S		
t		
h		
e		
0		

t - G e n		
e r a t e		
d B l o		
0 m , s		
n o m y		
Q u e s		

S		
,		
0 r		
e l		
27		
e		
$\begin{vmatrix} a \\ k \end{vmatrix}$		
i		
n g		
,		
<i>H</i>		

·		· · · · · · · · · · · · · · · · · · ·		
	,			
	$ \begin{array}{c c} a \\ n \\ d \end{array} $			
	o t			
	h e r			
	r			
	e s e			
	a r c			
	$ \begin{array}{c c} h \\ - \\ b \end{array} $			
	C 0 m			

$\left \begin{array}{c}p\\r\end{array}\right $		
e h		
e n		
0		
n		
s t		
r a		
t e		
g i		
e s		
$\begin{vmatrix} h \\ e \end{vmatrix}$		
$\begin{pmatrix} d \\ u \end{pmatrix}$		
$\left q \right $		
r		

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. Reading Goal #3B:	2012 Current	2013 Expected	3B.1.	3B.1.	3B.1.		
Enter narrative for the goal in this box.	Performance:*	Performance:*					

current level of performance in	data for expected level of					
	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis	Anticipated	Stratage	Person or Position	Process Used to Determine	Evaluation Tool	· · · · · · · · · · · · · · · · · · ·
of student achievement	Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001	
data and reference to	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
"Guiding Questions,"						
identify and define areas						
in need of improvement						
for the following group:						
4. FCAT 2.0:		4.1	4.1	4.1	4.1	
Percentage of	Students '	Train	Administrators, District	Formal Observation	Collier Teacher	
students in lowest	level of	teachers	Personnel, Teachers,	Informal Observations	Evaluation Model	
25% making			Literacy Team	Teacher Engagement		
learning gains in	nt is based,	1/Design		Surveys		
	in part, on			Surveys		
		(DQ5) of				
	ctional	Marzano's				
		Art and				
	used by the	Science of				
		Teaching				
		Framework				
		1 / 4///0//				
		Focus				
		on eight				
		instru				
		ctional				
		strategies				
		(DQ5) that				
		impact				
		student				
		engagemen				
		t.				
		Provide				
		ongoing				
		feedback				
		and				
		training.				
		n anning.				

<u>Level of</u> 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.	

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	Baseline data 2010-2011						
their achievement	2010-2011						
gap by 50%.							
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	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
subgroups by	White: Black:						
ethnicity (White,	Hispanic:						
Black, Hispanic,	Asian:						
,	American Indian:						
Indian) not making							
satisfactory progress in reading.							
	2012 Current Level of	2013 Expected Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							

level Whit Black Hisp Asiar	el of performance in this box. ite: ick: ipanic: ian:	Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian:					
Ame	erican Indian:	American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.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		
Language Learners (ELL) not making satisfactory progress in reading.		5C.1.	5C.1.	5C.1.	5C.1.		
	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 Standarts	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	İ
5D. Students with Disabilities	Learners	50.1.		Interim Reports; Report	Standardized tests,	
	who are	1	Teachers, Literacy	Cards; RtI PMPs	End of course exams,	
(SwD) not making satisfactory progress		Appropri			Progress Monitoring	
	0	ate course		Plans); Varied	and Benchmark	
in i cuung.	ł	placement		assessment tools;	Assessments; Extended	
	1 ^	including		Progress Monitoring;	Learning Opportunities	
		classes			Results; IEP Go	
	compete ncies	using the			Results, IEP Go	
		Co-Teach				
		Delivery				
		Model;				
		Schedule				
	vocabulary and					
		data chats				
	-	between				
		student and				
		teacher				
	challenged					
		Extended				
		learning				
		opportuniti				
	achievemen					
		Academic				
	Students	and				
		behavioral				
		interventio				
	majority of	ns;				
	their school					
	career in	Progress				
	classes Vanvina	monitoring;				
	Varying	,				
	Exceptional					
	ities classes					
	are now					
	mainstream					

	ad		1				
Reading Goal #5D:	Performance:*	2013 Expected Level of Performance:*					
	10%/7	5%/4	1	1			
			^{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.3.			5D.3.	
Students '		Administrators, District		Collier Teacher	
level of	Train teachers in Domain	Personnel, Teachers,	Formal Observation	Evaluation Model	
engageme	1/Design Question 5	Literacy Team	Informal Observations		
nt is based,	(DQ5) of Marzano's Art		Student and Teacher		
in part, on	and Science of Teaching		Engagement Surveys		
instru	Framework				
ctional					
strategies					
used by the					
teacher.					

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	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
students not making							
satisfactory progress in reading.							
		2013 Expected					
Enter narrative for the goal in this box.		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			

Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity. PD Content/Topic	Grade Level/	PD Facilitator and/or	PD Participants (e.g., PLC, subject, grade level,	Target Dates (e.g., early release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible
and/or PLC Focus	Subject	PLC Leader	or school-wide)	meetings)		for Monitoring
Framework	9-12	(PLC Leaders), Literacy Team members	Administrators, Teachers, Counselors, Subject Area Coordinators, Human Resource Personnel	school year beginning August 2012; early release days, teacher in- service days, district in- service days	reflective questioning; PLC discussion/feedback; Leadership Council agendas	
(CTEM)	9-12		Administrators, Teachers, Counselors, Subject Area Coordinators, Human Resource Personnel, Teachers	school year beginning August 2012 early	reflective questioning; PLC discussion/feedback; Leadership	Administrators, Department Heads, Peer Teachers, CTEM Teacher
Instructional Strategies	9-12	Principal, Principal, Teachers	Administrators, Teachers, Counselors, Subject Area	school year beginning August 2012 early release days,	0	Administrators, Department Heads, Peer Teachers, CTEM Teacher

AICE	9	AICE		Ongoing throughout school year beginning August 2012		Principal, , CTEM Teacher Reps,
			English, Spanish, Biology, Algebra, and		discussion/feedback	
		Regional Coordinator, Subject Area				
		Coordinato rs, District Gifted				

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

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.	
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.
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.	

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.

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	2.1.	2.1.	2.1.	2.1.	2.1.	
proficient in writing.						
	2012 Current Percent of Students					
	Proficient in Writing :					
Enter narrative for the goal in this box.						
0						
	Enter numerical data for current level of performance in this box.					
	ievei oj perjormance in inis vox.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

Ə				
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	
Subtotale				
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

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 Achievem 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		
Students scoring at Achievement Level 3 in mathematics.		1A.1.	1A.1.	1A.1.	1A.1.		
#1A:	Level of	2013 Expected Level of Performance:*					
	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.	

1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	ĺ	
Alternate							
Assessment:							
Students scoring at							
Levels 4, 5, and 6 in							
mathematics.							
Mathematics Goal		2013 Expected					
#1 B ·	Level of Performance:*	<u>Level of</u> Performance:*					
	<u>renormance. ·</u>	<u>renomance. ·</u>					
Enter narrative for the goal in this box.							
goui in inis box.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of performance in	expected level of					
	this box.	performance in this box.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
	I						

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:							
	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Students scoring							
at or above							
Achievement							
Levels 4 and 5 in							
mathematics.							
Mathematics Goal		2013 Expected					
<u>#2A:</u>	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
		expected level of					
	performance in this box.	performance in this box.					
	tnis dox.		2A.2.	2A.2.	2A.2.	2A.2.	
		211.2.	<i>L</i> 1. <i>L</i> .	<i>21</i> 1.2.	<i>21</i> 1.2.	<i>21</i> 1 . <i>2</i> .	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
D Florida	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
	20.1.	20.1.	2D.1.	20.1.	20.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
mathematics.							

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

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:	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Percentage of							
students making							
learning gains in							
mathematics.	2012 0	2012 5 4 1					
Mathematics Goal #3A:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of performance in	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.		

#3B [.]	Level of	2013 Expected Level of Performance:*					
	data for current level of performance in	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.	

Based on the analysis of student achievement 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		
for the following group:							
	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Percentage of							
students in lowest							
25% making							
learning gains in							
mathematics.							
		2013 Expected					
		Level of Performance:*					
Enter narrative for the goal in this box.	r errormance.	r errormance.					
50 <i>m m mis 00</i> л.							
		Enter numerical data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
			4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
L		I	1	Į	l	I	

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	
•	Baseline data 2010-2011						
school will reduce							
their achievement							
gap by 50%.							
<u>Mathematics Goal</u> #5A:							
Enter narrative for the goal in this box.							
		0. <i>t</i>	D. D. V				
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		
subgroups by ethnicity (White, Black, Hispanic,	White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

Mathematics Goal #5B: Enter narrative for the goal in this box.	Performance:*	2013 Expected Level of Performance:*					
	level of performance in this box. White: Black: Hispanic: Asian:	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.3.	5B.3.	5B.3.	5B.3.	5B.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		
e et English	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in mathematics.							
#5C·	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the							
goal in this box.							
	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.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	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
with Disabilities	· · · · · · · · · · · · · · · · · · ·	1 '	1		'	1	1
(SWD) not making	'	1 '	1		'	1 '	1
satisfactory progress	` ا ا	1 '	1		1 '	1 '	1
in mathematics.		1′	1'		<u> </u>	<u> </u>	
Mathematics Goal		2013 Expected			,	í	
<u>#5D:</u>		Level of Parformance:*	4		1 '	1 '	1
	Performance.	Performance:*	4		1	1	1
Enter narrative for the goal in this box.			4		1	1	1
gum m mus 00			4		1	1	1
			4		1	1	1
			4		1	1	1
	Enter numerical	Enter numerical	<u> </u>	<u>+</u> '	<u> </u>	('	t
	data for	data for	1		1	1	1
	current level of performance in	expected level of performance in	1		1	1	1
		this box.	1'	′	<u> </u>	<u> </u>	1
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		· · · · · · · · · · · · · · · · · · ·	1		'	1 '	1
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
	· ·	1 '	1		1	1 '	1
	′	<u> </u>	·	1	<u> </u>	<u>`'</u>	ا ــــــــــــــــــــــــــــــــــــ

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.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Disadvantaged							
students not making							
satisfactory progress in mathematics.							
	2012 Current	2013 Expected					
<u>Mathematics Goal</u> #5E:	Level of	Level of					
# <u>JĽ.</u>	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
		Enter numerical					
	data for current level of	data for expected level of					
	performance in	performance in					
	this box.	<i>this box.</i> 5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		512.2.	56.2.	56.2.	50.2.	JE.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

	-						
	Problem- Solving Process to Increase Student Achievem 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		
Students scoring at Achievement Level 3 in mathematics.		1A.1.	1A.1.	1A.1.	1A.1.		
Mathematics Goal #1A: Enter narrative for the goal in this box.	Level of Performance:*	2013 Expected Level of Performance:*					
	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.3.	1A.3.	1A.3.	1A.3.	1A.3.	

1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Alternate							
Assessment:							
Students scoring at							
Levels 4, 5, and 6 in							
mathematics.							
		2013 Expected					
<u>#1B:</u>	Level of Performance:*	Level of Performance:*					
Enter narrative for the							
goal in this box.							
5							
		Enter numerical					
	data for current level of	data for expected level of					
	performance in this box.	performance in					
			1B.2.	1B.2.	1B.2.	1B.2.	
		12.2.					
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
L	·						,

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:							
	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Students scoring							
at or above							
Achievement							
Levels 4 and 5 in							
mathematics.							
Mathematics Goal		2013 Expected					
<u>#2A:</u>	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
		expected level of					
	performance in this box.	performance in this box.					
	tnis dox.		2A.2.	2A.2.	2A.2.	2A.2.	
		211.2.	<i>L</i> 1. <i>L</i> .	<i>21</i> 1.2.	<i>21</i> 1.2.	<i>21</i> 1 . <i>2</i> .	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
	20.1.	20.1.	2D.1.	20.1.	20.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
mathematics.							

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

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:	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Percentage of							
students making							
learning gains in							
mathematics.	2012 0	2012 5 1					
Mathematics Goal #3A:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of performance in	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.		

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

Based on the analysis of student achievement 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		
for the following group:							
	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Percentage of							
students in lowest							
25% making							
learning gains in							
mathematics.							
Mathematics Goal #4:	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*					
Enter narrative for the goal in this box.	r errormanee.	r errormanee.					
50111 11 11113 0000							
	Enter numerical data for	Enter numerical data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
			4A.2.	4A.2.	4A.2.	4A.2.	
		44.2	44.2		44.2	44.2	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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,	Baseline data 2010-2011						
school will reduce their achievement							
gap by 50%.							
Mathematics Goal							
<u>#5A:</u>							
Enter narrative for the goal in this box.							
goui in inis oox.							
Based on the analysis	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement data and reference to			Responsible for Monitoring	Effectiveness of Strategy			
"Guiding Questions,"							
identify and define areas in need of improvement							
for the following							
subgroups:							
5B. Student	5B.1. White:	5B.1.	5B.1.	5B.1.	5B.1.		
sungroups ny	Black:						
ethnicity (White,	Hispanic:						
<i>i i i</i>	Asian: American Indian:						
Asian, American	American mutan.						
Indian) not making							
satisfactory progress in mathematics.							
in mathematics.							

Mathematics Goal #5B: Enter narrative for the goal in this box.	Performance:*	2013 Expected Level of Performance:*					
	level of performance in this box. White: Black: Hispanic: Asian:	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.3.	5B.3.	5B.3.	5B.3.	5B.3.	

Based on the analysis of student achievement 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		
for the following							
subgroup:	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
CCT Linghish	JC.1.	50.1.	50.1.	50.1.	50.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in mathematics.							
<u>Mathematics Goal</u> #5C:	2012 Current Level of	2013 Expected Level of					
<u>π3C.</u>	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of performance in	expected level of performance in					
	this box.	this box.					
			5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to "Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							

5D. Students	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
with Disabilities							
(SWD) not making							
satisfactory progress	5						
in mathematics.							
Mathematics Goal		2013 Expected					
#5D:		Level of	1				
	Performance:*	Performance:*	4				
Enter narrative for the goal in this box.			4				
goai in this box.			1				
			4		1	1	
			1				
		Enter numerical data for					
	current level of	expected level of			'		
	performance in	performance in this box.					
			5D.2.	5D.2.	5D.2.	5D.2.	
		(- · - ·					
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
			·		<u></u> /	L/	

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.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Disadvantaged							
students not making							
satisfactory progress in mathematics.							
	2012 Current	2013 Expected					
#5E:	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
		Enter numerical data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
			5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	
		- 2.9.					

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

			for or students the percent		55]).		
hool Mathemat	Problem- Solving Process to Increase Student Achievem 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		
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.	Level of	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.	

Based on the analysis of student achievement 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		
for the following group: 2. Florida Alternate Assessment: Students scoring at or above Level 7 in	2.1.	2.1.	2.1.	2.1.	2.1.		
mathematics. Mathematics Goal #2:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	renormance.	renormance.					
	data for current level of	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.	

Based on the analysis of student achievement 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		
for the following group:							
3. Florida Alternate	3.1.	3.1.	3.1.	3.1.	3.1.		
Assessment:							
Percentage of							
students making							
learning gains in							
mathematics.							
		2013 Expected					
	Level of Performance:*	Level of Performance:*					
Enter narrative for the goal in this box.		<u> </u>					
50111 111111111111111111111111111111111							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of performance in	expected level of performance in					
	this box.	this box.					
		2.2	2.2		2.2	2.2	
		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

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

* 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 Achievem 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	

1. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
at Achievement				Formal, Informal	Collier Teacher	
Level 3 in Algebra 1.	Students'	Train		Observations; Classroom		
	level of	teachers			(CTEM)	
	engageme	in Domain		using Marzano's		
	nt is based,			Framewok, protocols		
	in part, on	I Design		Framewok,protocots		
	instru	Question 5				
	ctional	(DQ5) of				
	strategies	Marzano's				
	used by	Art and				
	teacher.	Science of				
	icacher.	Teaching				
		Framework	t i i i i i i i i i i i i i i i i i i i			
		Focus				
		on eight				
		instru				
		ctional				
		strategies				
		(DQ5) that				
		impact				
		student				
		engagemen				
		t.				
		Provide				
		ongoing				
		feedback				
		and				
		instruction				
		al expertise				
		leading				
		to greater				
		student				
		engagem				
		engugem				

		ent and achievemen t			
Algebra 1 Goal #1: The FY13 goal is to increase the students achieving proficiency in Algebra I by 6% [2]	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*			
	23% [8]	29% [10]			

 		i	i	i	i	î
	.2.	1.2. I	Administrators,	1.2.	1.2.	
	Learners	Learners who are missing	Counselors, Intervention	Progress Monitoring;	Standardized tests,	
					End of course exams,	
		competencies are more	Teachers, Students	student-teacher;	Progress Monitoring	
4		challenged to reach		student-counselor;	and Benchmark	
		proficient levels of		Interim Reports; Report	Assessments; Extended	
		achievement		Cards; RtI PMPs	Learning Opportunities	
C	competenci	Missing deficiencies may		(Progress Monitoring		
		include but not be limited		Plans); Varied		
		to basic comprehension		assessment tools		
		skills, math skills from				
		addition to quadratic				
		equations, computation				
C		skills that lead to college-				
t		readiness.				
	Missing					
	leficiencies					
	nay					
	nclude					
	out not					
	be limited					
	o basic					
	compre					
	nension					
	kills, math					
	kills from					
	addition to					
1	quadratic					
	equations,					
	computat					
	on skills					
	hat lead					
	o college-					
ľ	eadiness.					

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

2. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
at or above			Administrators, District	Formal, Informal	Collier Teacher	
Achievement Levels	Students'	Train	Personnel, CTEM	Observations; Classroom		
4 and 5 in Algebra 1.	jievei oj	teachers	Teacher Reps, Teachers	Walk Throughs; (All	(CTEM)	
	engageme	in Domain	1	using Marzano's		
	nt is based,	1/Design		Framewok, protocols		
	in part, on	Question 5		1		
	instru	(DQ5) of				
	ctional	Marzano's				
	strategies	Art and				
	used by	Science of				
	teacher.	Teaching				
		Framework	-			
		Focus				
		on eight				
		instru				
		ctional				
		strategies				
		(DQ5) that				
		impact				
		student				
		engagemen				
		t.				
		Provide				
		ongoing				
		feedback				
		and				
		instruction				
		al expertise	2			
		leading				
		to greater				
		student				
		engagem				

	ent and achievemen t			
Level of Performance:*	2013 Expected Level of Performance:*			
34%/12	44%/ 13.2			

·	Í					i	
	1.2. I.a.	1. 	.2.	Administrators,	1.2.	1.2.	
		rners L	Learners who are missing	Counselors, Intervention	Progress Monitoring;	Standardized tests,	
	who		ore-requisite skills /	Support Specialist,		End of course exams,	
	miss		competencies are more	Teachers, Students	student-teacher;	Progress Monitoring	
	pre-		challenged to reach		student-counselor;	and Benchmark	
			proficient levels of		Interim Reports; Report	Assessments; Extended	
	skill.		achievement		Cards; RtI PMPs	Learning Opportunities	
			Missing deficiencies may		(Progress Monitoring		
			nclude but not be limited		Plans); Varied		
			o basic comprehension		assessment tools		
	to re		kills, math skills from				
			addition to quadratic				
			equations, computation				
	achi		kills that lead to college-				
	t		eadiness.				
	Miss	0					
		ciencies					
	may						
	incli						
	but i						
		imited					
	to ba						
	com						
	hens						
		s, math					
		s from					
		ition to					
	A	dratic					
		ations,					
		putat					
		skills					
		lead					
		ollege-					
	read	liness.					

	2.3.	2.3.	2.3.	2.3.	2.3.	

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,	Baseline data 2010-2011						
school will reduce							
their achievement							
gap by 50%.							
Algebra 1 Goal #3A:							
Enter narrative for the goal in this box.							
Based on the analysis of student achievement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
data and reference to			Responsible for Monitoring	Effectiveness of Strategy			
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following subgroups:							
3B. Student		3B.1.	3B.1.	3B.1.	3B.1.		
subgroups by	White:						
· · · · · · · · · · · · · · · · · · ·	Black:						
	Hispanic: Asian:						
	American Indian:						
Indian) not making							
satisfactory progress							
in Algebra 1.							

Algebra 1 Goal #3B: Enter narrative for the goal in this box.	Performance:*	2013 Expected Level of Performance:*					
	level of performance in this box. White: Black: Hispanic: Asian:	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.3.	3B.3.	3B.3.	3B.3.	3B.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		
Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.		
<u> </u>	Level of	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.		
Algebra 1 Goal #3D: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
	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.	

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		
Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.		
Algebra 1 Goal #3E: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
	data for current level of performance in	Enter numerical data for expected level of performance in this box.					
		3E.2.				3E.2.	
			3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals	Problem- Solving Process to Increase Student Achievem 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	

1 Standards see	11.1	1 1			1 1	1.1.		1 1	r	T
1. Students scoring at Achievement	1.1. Students'	1.1.	2	2	1.1. Administrators, District	Observ	2.1.	Collier Teacher		
at Achievement	lavel of	$ _{\pi}$		2	Demonwel CTEM			Evaluation Model		
Level 3 in Geometry		T		•	Personnel, CTEM,	ations;				
	engageme	r		1	Teachers	Classro	Teacher	(CTEM)		
	nt is based,	a		•		om Walk	Evaluati			
	in part, on	<i>i</i>				Throughs;	on Model			
	instru	<i>n</i>	A	F		(All using	(CTEM			
	ctional		d	0		Marz				
	strategies	t	m	r		ano's				
	used	e e		m		Fram				
	By teacher	a		a		ework				
		c		l		Protocols)				
		h		,]			1		
		l e		,						
		r		Ι						
				n						
				$\left \int_{0}^{n} f \right $						
		<i>i</i>			1					
			1 1	0	1					
		n		r	1					
				т	1					
				a						
		h		l						
		e	1 1							
			i	0						
		A	l s	b	4					
		r	t	S						
		<i>t</i>	r	e						
			i	r						
		a		v						
		n		a	1					
		d		t]					
		"								
		$ _{S}$		0	1					
		$\begin{vmatrix} s \\ c \end{vmatrix}$		n						
					1					
		l	S	S	1					

e o ; n n		
$ \begin{array}{c cccc} n & n \\ c & n \\ e & e \\ l \\ l \\ a \end{array} $		
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$		
$\left \begin{array}{c} o\\f\end{array}\right , \begin{array}{c} s\\s\end{array}\right $		
$\begin{bmatrix} I & I & o \\ e & E & o \end{bmatrix}$		
$\begin{bmatrix} a & M & m \\ c & c \end{bmatrix}$		
$\begin{vmatrix} h \\ h \end{vmatrix} T W$		
$\left \begin{array}{ccc} l & e & a \\ n & a & l \end{array}\right $		
$\begin{vmatrix} g & c & k \\ h & h \end{vmatrix}$		
f e T		
$\left \begin{array}{c c} 0 & r & h \\ c & r \end{array}\right $		
$\begin{vmatrix} u & R & o \\ s & e & u \end{vmatrix}$		
T T o e E o a M m c h T W i e a n a l g c k h T W i e a n a l g c k h f e f e T o r h c r u k o s i p g n s h g s s g s s		
n e (
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$		
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$		
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		
$\begin{vmatrix} i & 3 & 3 \\ n & i \end{vmatrix}$		

	i i	i
$\begin{vmatrix} n \\ l \\ g \end{vmatrix}$		
O M		
$ \begin{vmatrix} o & M \\ f & a \end{vmatrix} $		
M z		
M z		
$ \begin{array}{cccc} r & n \\ z & o \\ a & \prime \end{array} $		
n s		
' F		
S r		
A m		
r e		
r e		
t w		
0		
$\begin{vmatrix} a & r \\ n & k \end{vmatrix}$		
$\left \begin{array}{c c}n&k\\d\end{array}\right $		
d		
S $ r $		
$ \begin{array}{c c} c & o \\ i & t \end{array} $		
i $ t $		
e 0		
n c c o		
e $ l $		
S		
$\left \begin{array}{c} o \\ f \end{array} \right $		
f		

$\left \begin{array}{c}T\\e\\a\end{array}\right $		
c h i n		
g F r		
a m e		
W O r k		
. D o		
m a i		
n 1		
i d e		
n t i		

$\left \begin{array}{c}f\\i\\e\end{array}\right $		
S		
<i>i</i> <i>n</i> <i>s</i>		
t r u		
C t i		
0 n a 1		
e g o r		
i e s		
t h		

h a		
p p e		
t h e		
r 0 0 0		
a c h		
e r		

S		
w i		
r		
g o i		
g		
$\left \begin{array}{c}e\\d\\b\end{array}\right $		
a		
$\begin{vmatrix} n \\ d \end{vmatrix}$		

t r		
a i n i		
n g r		
e : t		
h e		
i m p l		
e m e n		
t a t		
<i>i</i> <i>o</i> <i>n</i>		

r e	
S e a r	
- b a s	
c l l s	
S r O O	
m s	
t r a t	
l e g i e	

$\begin{vmatrix} e \\ d \end{vmatrix}$		

r u		
e		
$\left \begin{array}{c} x\\ p\end{array}\right $		
e		

e a t e	
r s t	
u d e n t	
g a g e m	
e n t	
a c h i e v	

e m e n t	e		
	2 0 1 2 E x p e c t t e		
	d L e v e l l o f		
	P e r f o r m a n c		

		8 6 % (2 4 3)			
Geometry Goal #1: The FY113 goal is	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
80% [24 of 30] of students achieving					
proficiency in geometry					
	54% [9 o <u>f</u> 17]	80%[24of 30]			

		who are missing pre- skills / competenci es are more challenged to reach proficient levels of achievemen	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	student-teacher; student-counselor; Interim Reports; Report	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		

	h 1	b 1	2.1	h 1		0.1	
2. Students scoring	2.1. Students '	2.1.	2.1. Administrators, District	2.1. Observ	2.1.	2.1. Collier Teacher	
							
Achievement Levels	level of		Personnel, CTEM,	ations;		Evaluation Model	
4 and 5 in Geometry.	engageme	teachers in	Teachers	Classro	Teacher	(CTEM)	
	nt is based,		,	om Walk	Evaluati		
	in part, on	Science of		Throughs;	on Model		
	instru	Teaching		(All using	(CTEM		
	ctional	focusing		Marz			
		on Domain		ano's			
	used	l of		Fram			
	By teacher	Marzano's		ework			
	J	Art and		Protocols)			
		Science of				1	
		Teaching					
		Framewor					
		k. Domain					
		<i>I identifies</i>					
		41					
		instru					
		ctional .					
		categories					
		that					
		happen					
		in the					
		classroom.					
		Teachers					
		will receive					
		ongoing					
		feedback					
		and					
		training					
		re: the					
		impleme					
		ntation of					
		research-					
		r ======					

		based classroom strategies designed to improve teachers' instruction al expertise leading to greater student engagem ent and achievemen t.			
The FY113 goal is 66%[20 of 30] of students achieving proficiency in geometry	<u>evel of</u> erformance:*	2013 Expected Level of Performance:*			
0	%[o of 17]	66% [20 / 30]			

pre- requisite skills / competenci es are more challenged to reach proficient levels of achievemen t	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	Counselors, Intervention Support Specialist, Teachers, Students	data chats between student-teacher; student-counselor; Interim Reports; Report Cards; RtI PMPs (Progress Monitoring Plans); Varied assessment tools	Learning Opportunities	
2.3.	2.3	2.3	2.3	2.3	

	2012-2013 Baseline data 2011- 2012	2013-2014	2014-2015	2015-2016	2016-2017	
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	
ethnicity (White,	White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	

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

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		
Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.		
<u> </u>	Level of	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 Geometry.		3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
	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.	

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.		
Geometry Goal #3E: Enter narrative for the goal in this box.	Level of	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			

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	. .	Counselors, District Subject Area	school year beginning August 2011; early	classroom walk-throughs;	Administrators, Department Heads, Peer Teachers, CTEM Teacher Reps
Marzano's Learning Framework	9-12	Teachers (PLC	Administrators, Teachers, Counselors, District Subject Area Coordinators, Human Resource Personnel	Ongoing throughout school year beginning August 2012; early	Formal/Informal observations, classroom walk-throughs; reflective questioning; PLC discussion/feedback; Leadership	Administrators, Department Heads, Teachers, District Personnel

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

<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

Elementary and Middle School Science Goals

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

	Problem- Solving Process to Increase Student Achievem 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		
Students scoring at Achievement Level 3 in science.		1A.1.	1A.1.	1A.1.	1A.1.		
	Level of Performance:*	2013 Expected Level of Performance:*					
	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.	

1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Alternate			,				
Assessment:							
Students scoring at							
Levels 4, 5, and 6 in							
science.		<u> </u>					
		2013 Expected					
Enter narrative for the		Level of Performance:*					
goal in this box.			1				
			1				
			1				
		Enter numerical	ł		1		
		data for expected level of					
	performance in	performance in					
		<i>this box.</i> 1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		ID.2.	10.2.	10.2.	10.2.	10.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
	·	·		<u> </u>	/	l/	J

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		
Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1.	2A.1.		
	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	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.		

Science Goal #2B: Enter narrative for the goal in this box.	Level of Performance:*						
	data for current level of performance in						
		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

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 Achievem 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		
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.	Level of Performance:*	2013 Expected Level of Performance:*					
	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.	

	4 1 1 1		D D C	D III D			
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data, and reference to							
"Guiding Questions",							
identify and define areas							
in need of improvement							
for the following group:							
2. Florida Alternate	2.1.	2.1.	2.1.	2.1.	2.1.		
Assessment:							
Students scoring at							
or above Level 7 in							
science.							
	2012 Current	2013Expected					
		Level of					
Enter narrative for the	Performance:*	Performance:*					
goal in this box.							
5							
		Enter numerical					
		data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
			2.2.	2.2.	2.2.	2.2.	
		<i>2.2</i> .	<u> </u>	<i>2.2</i> .	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	Problem-			
Goals	Solving			
	Process to			
	Increase			
	Student			
	Achievem			

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

1	1				
1.1	1.1.		1.1.	1.1.	
Student's	Teachers			Collier Teacher	
level	will use	Personnel, Cambridge/	Observations; Classroom	Evaluation Model	
ofengag	Five-E	AICE Personnel,	Walk Throughs; (All	CTEM	
ement is	model:	Teachers, Students	using Marzano's		
	engagem		Framework Protocols)		
part, on	ent,expl		,		
instru	oration,				
ctional	explan				
strategies	ation,				
used by	elaboration	,			
teacher.	eiuboruiion	r			
ieucher.	,				
	1				
	evaluation;				
	Train				
	teachers in				
	the Art and				
	Science of				
	Teaching				
	focusing				
	on Domain				
	l of				
	Marzano's				
	Art				
	and Science	0			
	of Teaching				
	Framewor	5			
	k. Domain				
	<i>l</i> identifies				
	41				
	instru				
	ctional				
	categories				
	that happen	1			

 · · · · · · · · · · · · · · · · · · ·	 i	i	· · · · · · · · · · · · · · · · · · ·
in the			
classroom.			
Teachers			
will receive			
ongoing			
feedback			
and			
training			
re: the			
impleme			
ntation of			
research-			
based			
classroom			
strategies			
designed			
to improve			
teachers'			
instruction			
al expertise			
leading			
to greater			
student			
engagem			
ent and			
achievemen			
t			

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

	1.2	1.2	1.2.	1.2.	1.2.	
				Progress Monitoring;	<i>Standardized tests,</i>	
	-	Appropriate		0	End of course exams,	
	missing	course placement;		student-teacher;	Progress Monitoring	
	pre-		Teachers, Students		and Benchmark	
	u no quigito		reachers, students	Interim Reports; Report		
	~1-:11~ /	learning opportunities;			Learning Opportunities	
		academic and behavioral		(Progress Monitoring	Learning Opportantites	
	es are more	interventions;		Plans); Varied		
	challenged	progress monitoring;		i iuns), vurieu		
	4 1.	Increased rigor of				
	<u> </u>	coursework for ninth				
	11C	and tenth grade students				
	achievemen	through use of Student- Generated Bloom's				
	t	Generated Bloom's				
		Taxonomy Questions,				
	deficiencies	Cornell Note Taking and other research-based				
	to	oiner research-dasea				
	academic	oomen about in studtoring				
	vocabulary.	comprehension strategies				
	may					
	include					
	but not be					
	limited to					
	academic					
	vocabulary.					
	may					
	include					
	but not be					
	limited					
				l		

		skills and competenc ies can be negatively/ positively	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		
	2.1.	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

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
Framework	9-12	Principal, Curriculum/ Instruction, Teachers (PLC Leaders),	Counselors, District Subject Area Coordinators, District Human Resource Personnel	August 2012; early release days, teacher in- service days, district in- service days	reflective questioning; PLC discussion/feedback; Leadership Council agendas	Administrators, Department Heads, Teachers, District personnel
Collier Teacher Evaluation Model (CTEM)	9-12		Administrators, Teachers, Counselors, District Subject Area Coordinators, Human Resource Personnel, Teachers	school year beginning August 2012; early	reflective questioning; PLC discussion/feedback; Leadership	Administrators, Department Heads, Peer Teachers, CTEM District Personnel

Science Budget (Insert rows as needed)

0 \			
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
Subtotale			
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

<u>Writing Goals</u>

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

Writing Goals	Problem- Solving Process to Increase Student Achievem 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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.	
1A. FCAT: Students scoring at	Students'	1A.1.	Administrators, District	Formal, Informal	Collier Teacher	
	level of	Train	Personnel, Teachers,	Observations; Classroom		
3.0 and higher in					(CTEM)	
writing.	engageme		Literacy team		(CIEM)	
writing.	nt is based,			using Marzano's		
		Science of		Framework Protocols)		
	instru	Teaching				
		focusing				
	strategies	on Domain				
	used by the	l of				
	Teacher	Marzano's				
		Art and				
		Science of				
		Teaching				
		Framewor				
		k. Domain				
		l identifies				
		41				
		instru				
		ctional				
		categories				
		that happen	,			
		in the				
		classroom.				
		Teachers				
		will receive				
		ongoing				
		feedback				
		and				
		training				
		raining re: the				
		impleme				
		ntation of				
		research				

	classroom strategies designed to improve teachers' instruction al expertise leading to greater student engagem ent and achievemen t			
to 95 students	2013 Expected Level of Performance:*			
	92%/[95]			

	i .	1		î -	İ	Ì
	1.2	1.2.	1.2.	1.2.	1.2.	
	Learners	Appropriate course	Administrators,	8	Standardized tests,	
	who are	placement; quarterly data	Counselors, Intervention	data chats between	End of course exams,	
	missing	chats between student and	Support Specialist,	student-teacher;	Progress Monitoring	
	pre-	teacher mentor;	teachers, and Students,	student-counselor;	and Benchmark	
	requisite	exposure to new FCAT	Literacy Team	Interim Reports; Report	Assessments; Extended	
	skills /	writing expectations (i.e.		Cards; RtI PMPs	Learning Opportunities	
	competenci	spelling, grammar) and		(Progress Monitoring		
		opportunities to practice		Plans); Varied		
	challenged	same;		assessment tools		
	to reach	extended learning				
	proficient	opportunities;				
	levels of	academic and behavioral				
	achievemen	interventions;				
	t	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				
		comprehension sirulegies				

	Ì	1		1	1	1	
		1.3.	1.3.	1.3.	1.3	1.3.	
		Students '	Develop exercises to	Administrators, teachers,	Progress Monitoring;	Standardized tests,	
		skills and	meet new FCAT writing	and Students, Literacy	data chats between	End of course exams,	
			requirements for all		student-teacher;	Progress Monitoring	
			subject areas.		student-counselor;	and Benchmark	
			Create scales for		Interim Reports; Report		
			performance assessment			Learning Opportunities	
			of writing incorporating		0	Results	
			spelling, grammar,		Plans); Varied		
		curriculum	vocabulary expectations.		assessment tools		
		provided					
		to address					
		specific					
		learning					
		needs.					
1 B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
1Di I forran	10.1.	1 D .1.	1 D .1.	1 D .1.	10.1.		
Alternate							
Assessment:							
Students scoring at 4							
or higher in writing.	2012 0						
Writing Goal #1B:	2012 Current Level of						
NA.		2013 Expected					
<i>1</i> ♥∠ 1 •		Level of					
		Performance:*					
	Enter numerical data for	Enter numerical data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		10.2	10.2	10.2	10.2	10.2	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
L							

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	9-12	Principal,	Administrators, Teachers,	Ongoing throughout	Formal/Informal observations,	Administrators, Department
Framework		Curriculum/	Counselors, District Subject	school year beginning	classroom walk-throughs;	Heads, Teachers,
		Instruction,	Area Coordinators, District	August 2012; early	reflective questioning; PLC	
				-	discussion/feedback; Leadership	
		(PLC		service days, district in-	Council agendas	
		Leaders),		service days		
	9-12	Principal,		0 0 0		Administrators, Department
Evaluation Model			Counselors, District Subject		8	Heads, Peer Teachers, CTEM
(CTEM)			Area Coordinators, District		<i></i>	Teacher
		Teachers			discussion/feedback; Leadership	
				service days, district in-	Council agendas	
				service days		

AICE	9	A .	Teachers of Pre-AICE	Ongoing throughout	Č	Principal, for Curriculum/
		,	Biology		8	Instruction, , Teachers
		AICE School-		August 2012	reflective questioning; PLC	
		based			discussion/feedback	
		Coordinator,				
		AICE				
		Regional				
		Coordinator,				

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

<u>Civics End-of-Course (EOC) Goals (required in year 2014-2015)</u></u>

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

Civics EOC Goals	Problem- Solving Process to Increase Student Achievem 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		
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.		
<u>Civics_Goal #1:</u> NA	Level of	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.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas in need of improvement							
for the following group:							
	2.1.	2.1.	2.1.	2.1.	2.1.		
at or above							
Achievement Levels							
4 and 5 in Civics.							
Civics Goal #2:		2013 Expected					
		Level of					
NA.	<u>renomance. ·</u>	Performance:*					
		Enter numerical					
		data for expected level of					
	performance in	performance in					
	this box.	<i>this box.</i> 2.2.	2.2.	2.2.	2.2.	2.2.	
		L.L.	2.2.	<u> </u>	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

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

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]).

	Problem- Solving Process to Increase Student Achievem 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		
at Achievement Level 3 in U.S. History.		1.1.	1.1.	1.1.	1.1.		
	Level of Performance:*	2013 Expected Level of Performance:*					
	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.	
		1.3.	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		
at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.		
U.S. History Goal #2: NA.	Level of	2013 Expected Level of Performance:*					
	data for current level of performance in	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.	

$\underbrace{0.5.111}_{0.01}$	essional De	eropinene				
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 Professional Development

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

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

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 Attendan ce					
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	Attendance	2013 Expected Attendance Rate:*				
	attendance rate in	data for expected				
	2012 Current Number of Students with Excessive Absences	2013 Expected Number of Students with Excessive Absences (10 or more)				
		Enter numerical data for expected number of absences in this box.				

Number of Students with Excessive Tardies (10 or more)	more)					
data for current number of students tardy in	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.	

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

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

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	

1. Suspension	1.1. Student behavior can be inconsistent and/or unpredictable	Increase PBS incentives Maintain visibility of staff throughout campus. Communicate	Guidance Counselors; Teachers; Intervention Support Specialist, RtI Committee, PBS Committee, Students; Parent	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	of venues including but not limited to school newsletter, new student orientation, class meetings, school website 2013 Expected Number of In- School Suspensions				
	0	0				

	of Students Suspended	2013 Expected Number of Students Suspended In -School					
6	0	0					
1	Number of Out-of- School Suspensions	2013 Expected Number of Out-of-School Suspensions					
4	4	2					
	of Students Suspended	2013 Expected Number of Students Suspended Out- of-School					
4	4	2					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Suspension r rore	ssiulial Dev	elopment	÷	-		-
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		PD Facilitator	PD Participants	Target Dates (e.g., Early		
and/or PLC Focus	Grade Level/ Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Learning	9-12	Principal,		Ongoing throughout	Formal/Informal observations,	Administrators, Department
Framework		Teachers	Counselors, District Subject		0,	Heads, Teachers, District
		(PLC	Area Coordinators, District		reflective questioning; PLC	
		Leaders),	Human Resource Personnel		discussion/feedback; Leadership	
				service days, district in- service days	Council agendas	
Collier Teacher	9-12	Principal, /	Administrators, Teachers,	Ongoing throughout	Formal/Informal observations,	Administrators, Department
Evaluation Model	<i>y</i> -12	Instruction,	Counselors, District Subject		0	Heads, Peer Teachers,
(CTEM)		Teachers	Area Coordinators, District		ũ	CTEM Teacher Reps District
(0120)					discussion/feedback; Leadership	
			Teachers	-	Council agendas	
				service days	-	
Positive Behavior	9-12	Principal, /	All Staff	Ongoing beginning	Formal/Informal observations,	Administrators, PBS
Support				August 2012	8	Committee
					reflective questioning; PLC	
					discussion/feedback;	
Suspension Budg		vs as needed)				
Include only school-ba activities/materials and		<u> </u>				
funded activities /materials and		ι				
	11413.	1			I	
August 2012						

Rule 6A-1.099811 Revised April 29, 2011

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

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.	Dropout Rate:*	2013 Expected Dropout Rate:*				
	rate in this box.	Enter numerical data for expected dropout rate in this box.				
	Graduation Rate:* Enter numerical data for	2013 Expected Graduation Rate:* Enter numerical data for expected				
		graduation rate in this box.				

	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

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)

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 Involveme nt					
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. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.	
	There is		Administrators,	Quarterly monitoring of	Self monitoring	
	a limited	Transfer	Counselors,	email data base		
	database		Intervention Support			
	of parent/	addresses	Specialists, Teachers,			
	guardian	from	Clerical Personnel,			
	email	emergency	Parent Volunteer			
		information	Coordinator,			
		cards.	School-based			
			Volunteer liaison,			
		email	,			
		addresses				
		provided for				
		Superinten				
		dent'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				

		frequency of email blasts and email news to those in the school's data base.			
#1.	Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*			
	20%[14[50% [34]			

be a lack of underst anding among some parents of volunteer registration process that leads to documen tation of involvement.	capture volunteer hours to all parents/ guardians. Provide written instructions for volunteer registration to all parent groups (i.e. Sports,	Counselors, Intervention Support Specialists, Teachers, Clerical Personnel, Parent Volunteer Coordinator, School-based Volunteer liaison,	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 not 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

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)

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

	1.1	1 1	1 1	1 1	1 1
STEM Goal #1:	1.1. Students'	1.1.	1.1. Cambridge/	1.1. Formal, Informal	1.1. Collier Teacher
100% [106] students will participate in STEM Activities		<i>T</i> 1 .11	AICE D		
	level of engagement	Teachers will use		Observations; Classroom	
	· ·	Five-E model:		U / I	(CTEM)
	on instructional	engagement,explor		using Marzano's	
	strategies used by the	ation, explanation,		Framework Protocols)	
		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			
			L		
		achievement			

levels of achievement Missing deficiencies may include but not be limited to academic vocabulary. Missing deficiencies may include but not be limited 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	Γ		r			r
Learners who are Appropriate course missing pre-requisite placement; are more challenged between student and to reach proficient levels of achievement Missing deficiencies may include but learning opportunities; and be limited to academic be behavioral linerventions; be of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking and other research be and to academic be acad						
Learners who are Appropriate course missing pre-requisite placement; are more challenged between student and to reach proficient levels of achievement Missing deficiencies may include but learning opportunities; and be limited to academic be behavioral linerventions; be of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking and other research be and to academic be acad		12	12	12	12	12
missing pre-requisite skills /competencies are more challenged between student and to reach proficient levels of achievement Missing deficiencies may include but to academic vocabulary.						
skills /competencies are more challenged to reach proficient levels of achievement Missing deficiencies may include but not be limited to academic vocabulary.				· · · · ·	0	,
are more challenged to reach proficient levels of achievement Missing deficiencies may include but not be limited to academic vocabulary.						
to reach proficient levels of achievement Missing deficiencies may include but learning opportunities; not be limited to academic behavioral vocabulary.						
levels of achievement Missing deficienciesCards; Rtl PMPs (Progress Monitoring Plans); Varied assessment toolsLearning Results,may include but not be limited to academiclearning opportunities; academic and behavioral vocabulary.Plans); Varied assessment toolsvocabulary.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 researchLearning (Progress Monitoring) Results,				Teachers, Students	Interim Reports; Report	Assessments; Extended
may include but not be limited academic and to academic vocabulary.						Learni ng
not be limited academic and assessment tools to academic behavioral vocabulary. 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	1	Missing deficiencies			(Progress Monitoring	Results,
not be limited academic and assessment tools to academic behavioral vocabulary. 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			learning opportunities;		Plans); Varied	
vocabulary. 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		not be limited			assessment tools	
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			behavioral			
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	p		· · · · · · · · · · · · · · · · · · ·			
coursework for ninth and tenth grade students through use of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking and other research						
and tenth grade students through use of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking and other research			<u> </u>			
students through use of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking and other research						
of Student-Generated Bloom's Taxonomy Questions, Cornell Note Taking and other research						
Bloom's Taxonomy Questions, Cornell Note Taking and other research						
Questions, Cornell Note Taking and other research						
Note Taking and other research						
research						
based comprehension			based comprehension			
strategies			<u> </u>			
			Ŭ			
			1			

negatively/positivel impacted by the	e Implement Pre-AICE	teachers, Cambridge personnel,	data chats between student-teacher; student- counselor; Interim Reports; Report Cards; RtI PMPs	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]	Counselors, District Subject Area Coordinators Human Resource Personnel	Ongoing throughout school year beginning	reflective questioning; PLC	Administrators, Department Heads, Teachers,

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

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)

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
<u>CTE Goal #1:</u> NA		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			

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

CTE Budget (Insert rows as needed)

	1			
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)

Additional Goal(s)

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

	Problem- Solving Process to Increase Student Achieveme nt						
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		
			1.1.	1.1.	1.1.		
<u>Additional Goal #1:</u> NA	Enter numerical	2013 Expected Level :* Enter numerical data for expected					
		goal in this box.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals 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

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	
	ļ			
Subtotal:	<u> </u>			
Total:				

End of Additional Goal(s)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	Total
Science Budget	10(a):
Science Buuget	Total
Writing Budget	10(a).
	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	Τ.4.1.
Additional Goals	Total:
	Total:
	1 otal:

Grand Total:

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? DYes 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.

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 Instructional materials/supplements related to SIP goals	=<br \$12,000 <=\$5000	