

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: VINEYARDS ELEMENTARY SCHOOL

District Name: Collier

Principal: Mrs. Mary Smith

SAC Chair: Lisa Newbrough

Superintendent: Dr. Kamela Patton

Date of School Board Approval: Pending

Last Modified on: 9/9/2011

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Mary Smith	BS-Elementary Education, Allen University; Master of Science-Educational Administration, Florida A & M University; Certification-Administration / Supervision (1-6), Elementary Education (1-6), ESOL Endorsement, School Principal (All Levels)	8	27	According to the statute, the Superintendent has the authority to strategically place administrators within the school district.
		BS- Elementary and Early Childhood Education, University of South Florida MA- Curriculum			

Assis Principal	Susan Jordan	and Instruction, University of South Florida Ed. S., Educational Leadership, University of Florida. Certification-Educational Leadership (All Levels), Elementary Education (1-6), Early Childhood Education (PK-3), ESOL Endorsement	1	1	According to the statute, the Superintendent has the authority to strategically place administrators within the school district.
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HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Christa Crehan	BS-Elementary Education, University of South Florida; Master of Arts-Adult Education-Training in Business and Industry, University of South Florida; Ed. S., Educational Leadership, University of Florida. Certification-Educational Leadership (All Levels) Elementary Education (1-6), ESOL Endorsement, Reading Endorsement	7	6	Has a history of academic excellence and has past work experience with students K-5 working below grade level

HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Collier County New Teacher Orientation Meeting with Principal and New Teachers at School	Principal	August, 2011	
2	2. Monthly Meeting with New Teachers	Leadership Team	June, 2012	
3	3. Assign Mentors to New Teachers	Principal	August, 2011	
4	4. Bi-Weekly PLC Meetings	Leadership Team	June, 2012	
5	5. Attend CCPS Transfer Fair & Recruitment Fair	Leadership Team	Spring, 2012	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Mindie Caraballo	Elementary Education K-6	2nd Grade	Needs ELL Endorsement classes for HQT.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
69	1.4%(1)	18.8%(13)	73.9%(51)	33.3%(23)	50.7%(35)	95.7%(66)	4.3%(3)	7.2%(5)	76.8%(53)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Deb Kucko	Laura Morse	The mentor and mentee share common grade level for common planning. Mentor has an excellent performance record and has received clinical educator training.	Meet weekly to review lesson plans and strategies for meeting the needs of the students. Meet monthly to review school wide procedures, policies and CTEM.
Kristin Akers	Laura Pappas	The mentor and mentee share common grade level for common planning. Mentor has an excellent performance record and has received clinical educator training.	Meet weekly to review lesson plans and strategies for meeting the needs of the students. Meet monthly to review school wide procedures, policies and CTEM.
Kristen Akers	Danielle Moss	The mentor and mentee share common grade level for common planning. Mentor has an excellent performance record and has received clinical educator training.	Meet weekly to review lesson plans and strategies for meeting the needs of the students. Meet monthly to review school wide procedures, policies and CTEM.
Gina Faccone	Sara Sterling	The mentor and mentee share common grade level for common planning. Mentor has an excellent performance	Meet weekly to review lesson plans and strategies for meeting the needs of the students. Meet monthly to review school wide procedures,

		record and has received clinical educator training.	policies and CTEM.
Kathleen Milito	Mindie Carraballo	The mentor and mentee share common grade level for common planning. Mentor has an excellent performance record and has received clinical educator training.	Meet weekly to review lesson plans and strategies for meeting the needs of the students. Meet monthly to review school wide procedures, policies and CTEM.
Cheryli Cohen	Margaret Villaverde	The mentor and mentee share common grade level for common planning. Mentor has an excellent performance record and has received clinical educator training.	Meet weekly to review lesson plans and strategies for meeting the needs of the students. Meet monthly to review school wide procedures, policies and CTEM.
Carolyn Perry	Diana Sanchez	The mentor and mentee share common grade level for common planning. Mentor has an excellent performance record and has received clinical educator training.	Meet weekly to review lesson plans and strategies for meeting the needs of the students. Meet monthly to review school wide procedures, policies and CTEM.
Robin Kring	Jessica Davis	Both serve as Intervention Support Specialists.	Meet weekly to review lesson plans and strategies for meeting the needs of the students. Meet monthly to review school wide procedures, policies and CTEM.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Mary Smith Principal
Susan Jordan Assistant Principal
Jessica Davis Intervention Support Specialist
Christa Crehan Reading Coach
Cynthia Yzaquirre School Counselor
Mary Ellen Cash School Counselor
Julie Cosgrove School Psychologist

Principal – Provides leadership and verbalizes support of the RtI process; ensures that professional development and resources are available to staff to support RtI implementation; allows for scheduling that supports team meetings as well as implementation of interventions; regularly attends meetings to support the process as well as identify needs of the team; communicates with parents and community regarding the RtI process.

Assistant Principal – Assists the principal in providing leadership and support of the RtI process; regularly attends meetings to support the process and provide assistance/resources to teams as needed.

Reading Coach – Regularly attends RtI meetings; provides guidance for the implementation of the core reading program, administration of formative and summative assessments and development/implementation of Tier 1, 2, and 3 interventions as needed; assists with the collection and analysis of reading data; provides professional development and instructional support

School Counselor – Regularly attends RtI meetings; provides guidance and resources for the development of social, emotional and behavioral interventions; ensures implementation of social, emotional and behavioral interventions; assists with the collection and analysis of social, emotional and behavioral assessment data; assists parents with referrals and contact information for community agencies as needed

School Psychologist – Regularly attends RtI meetings; provides guidance in the interpretation and analysis of data; assists with the development and implementation of interventions; administers assessments as needed.

Intervention Support Specialist (InSS) – Serves as building level RtI Coordinator to oversee the problem-solving process and ensure the integrity and consistency of implementation of the process; attends district RtI meetings; supports case manager for students in Tier 3 and oversees the ESE referral process. Assists Principal in coordinating ESE staff. Communicates RtI and ESE information to parents and stakeholders on a regular basis.

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

The RtI Leadership Team will meet to monitor all students and work together to provide a common mission and vision. The team will focus on professional development and data analysis as a means to support instructional staff with the initiative.

Grade level RtI Teams will meet as Professional Learning Communities every week to monitor students via problem identification, problem analysis, intervention design and response to intervention. Individual progress monitoring plans will be written and parent conferences will be held for students receiving intensive intervention in academics or behavior. Each grade level will have a representative on the RtI school-wide committee to provide vertical articulation and disseminate information to grade level teams.

The Principal will provide leadership and guidance to ensure the implementation of RtI with fidelity along with providing resources and opportunities for staff development. The Principal will regularly attend RtI Leadership and grade level RtI PLC meetings.

The Intervention Support Specialist (InSS) will serve as RtI Building Coordinator and provide leadership, support and resources in the implementation of RtI. The InSS will regularly attend RtI Leadership meetings, grade level RtI PLC meetings and district RtI meetings.

The InSS will coordinate school procedures and activities regarding RtI and provide leadership for site-based staff development. The InSS will work collaboratively with the administrative team, Learning Support Services Department, and the site-based staff to implement the state and district RtI initiative.

The Administration, InSS, Reading Coach, School Counselors, School Psychologist will attend RtI Leadership meetings as needed to help plan and implement specific academic and behavior interventions.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team uses the professional development, historical assessment data and Adequate Yearly Progress reports to determine the school improvement and professional development goals. Additionally, the RtI Leadership Team will coordinate with the RtI Committee to disseminate information to the grade level teams. While working collaboratively with RtI PLCs, students will be identified, monitored, and data recorded to document performance and improvements in accordance with the SIP.

RtI 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.

Grade level PLC teams will utilize the district's web-based data warehouse to monitor current assessments, compare current data with historical data to identify trends over time and disaggregate data to inform instruction. Interventions will be matched to student needs using learning rate over time graphically displayed and level of performance to make educational decisions to guide initial instruction and specific academic interventions.

Describe the plan to train staff on RtI.

RtI Leadership and the RtI School-Wide Committee will coordinate professional development for the faculty. Online courses, Grade level PLC meetings, Early Release Days and Faculty meetings will be utilized to provide ongoing professional

development.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mrs. Mary Smith Principal
Mrs. Susan Jordan Assistant Principal
Ms. Christa Crehan Reading Coach
Mrs. Jessica Davis Intervention Specialist
Ms. Cynthia Yzaguirre School Counselor
Mrs. Mary Ellen Cash School Counselor
Ms. Megan Bolen School Media Specialist
Mrs. Heather McElroy KG Team Leader
Mrs. Jennifer Addis 1st Grade Team Leader
Mrs. Kathleen Milito 2nd Grade Team Leader
Mrs. Gina Faccone 3rd Grade Team Leader
Ms. Maria Christmas 4th Grade Team Leader
Mr. Craig Leonard 5th Grade Team Leader
Ms. Debbie Kucko Autism/PK Team Leader
Dr. Carol Falkenberg ESE Team Leader
Mrs. Lisa Newbrough Related Arts Team Leader

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

The Literacy Leadership Team (LLT) will meet monthly to monitor and discuss Vineyards Elementary School reading goals. The Literacy Leadership Team will ensure that school stakeholders understand and support the reading goals of the school. The Literacy Leadership Team will base professional development on student data and the needs of the instructional staff. Information from the Literacy Leadership Team meetings will be disseminated to every instructional team at Vineyards Elementary School as well as other stakeholders in the school.

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

The major initiatives of the Literacy Leadership Team (LLT) will include ongoing monitoring and analysis of reading data. The components of effective core reading instruction and guided reading instruction will be a focus to help teachers refine skills in comprehension strategies, fluency instruction, research based vocabulary instruction, and running records.

The LLT will review our Supplemental Intervention Reading Programs and Comprehensive Intervention Reading Programs to ensure that they are meeting student differentiated instructional needs and student intervention needs. The Literacy Leadership Team will support the Reading Coach in creating a learning lab where teachers can develop reading intervention strategies. Selected teachers working with students struggling in reading will be instructed in Leveled Literacy Interventions (LLI) and/or Reciprocal Teaching. The Literacy Leadership Team will continue to emphasize content area vocabulary instruction in Math and Science which will help teachers deepen students' understanding in the content areas.

The Literacy Leadership Team will help stakeholders understand that this initiative is a team effort that involves every member of the staff.

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
No Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	The percent of students scoring level 3 on the 2012 FCAT in Reading will change as follows: 10% (9) of current students at level 3 will move to level 4; 10% (4) of students currently at either level 1 or 2 will move to level 3 resulting in 27% (107) of students scoring at level 3.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
27% (87)	27% (107)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not consistently use effective comprehension strategies.	Teachers will utilize research based reading comprehension strategies, as well as Marzano's High Yield Strategies. The reading coach will model strategies in the classroom and learning lab to strengthen student understanding. The Florida Continuous Improvement Model will be used to analyze data and inform classroom instruction.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
2	Students need to continuously improve their reading fluency.	Teachers will provide students with research based model fluency practice during core instruction. The reading coach will meet with teams to discuss fluency and provide professional development as needed. Teachers and students will monitor progress through data binders.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
3	Students continue to need a rigorous learning environment.	Teachers will create and maintain an instructional reading program focused on student engagement and learning that advances students through the levels of Bloom's Taxonomy. Ongoing professional development in CTEM and Marzano's book,	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.

		The Art and Science of Teaching will provide teachers with needed background to improve the classroom learning environment. Teachers will participate in a lesson study to improve the delivery of instruction.			
4	Students need to effectively interact with, and deepen their understanding of new knowledge.	Teachers will help students effectively interact with new knowledge by identifying critical information, using Kagan cooperative learning structures, chunking content, elaborating on new information, and reflecting on learning. Teachers will strategically address students' vocabulary knowledge using Beck's method and Marzano's method to deepen understanding of new knowledge. The reading coach will provide professional development on an ad hoc basis. Student led conferences will be held to encourage students to take an active role in their learning.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	The percent of students scoring above proficiency (levels 4 and 5) on the 2012 FCAT in Reading will increase from 61% (198) to 67% (265).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
61% (198)	67% (265)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not consistently use effective comprehension strategies.	Teachers will utilize research based reading comprehension strategies, as well as Marzano's High Yield Strategies. The reading coach will model strategies in the classroom and learning lab to strengthen student understanding. The Florida Continuous Improvement Model will	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.

		be used to analyze data and inform classroom instruction.			
2	Students continue to need a rigorous learning environment.	Teachers will create and maintain an instructional reading program focused on student engagement and learning that advances students through the levels of Bloom's Taxonomy. Ongoing professional development in CTEM and Marzano's book, <i>The Art and Science of Teaching</i> will provide teachers with needed background to improve the classroom learning environment. Teachers will participate in a lesson study to improve the delivery of instruction.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
3	Students need to effectively interact with, and deepen their understanding of new knowledge.	Teachers will help students effectively interact with new knowledge by identifying critical information, using Kagan cooperative learning structures, chunking content, elaborating on new information, and reflecting on learning. Teachers will strategically address students' vocabulary knowledge using Beck's method and Marzano's method to deepen understanding of new knowledge. The reading coach will provide professional development on an ad hoc basis. Student led conferences will be held to encourage students to take an active role in their learning.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.

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

3. Percentage of students making Learning Gains in reading Reading Goal #3:	The percent of students achieving learning gains on the 2012 FCAT in Reading will increase from 72% (170) to 75% (182).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
72% (170)	75% (182)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not consistently use effective comprehension strategies.	Teachers will utilize research based reading comprehension strategies, as well as Marzano's High Yield Strategies. The reading coach will model strategies in the classroom and learning lab to strengthen student understanding. The Florida Continuous Improvement Model will be used to analyze data and inform classroom instruction.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
2	Students need to continuously improve their reading fluency.	Teachers will provide students with research based model fluency practice during core instruction. The reading coach will meet with teams to discuss fluency and provide professional development as needed. Teachers and students will monitor progress through data binders.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
3	Students continue to need a rigorous learning environment.	Teachers will create and maintain an instructional reading program focused on student engagement and learning that advances students through the levels of Bloom's Taxonomy. Ongoing professional development in CTEM and Marzano's book, The Art and Science of Teaching will provide teachers with needed background to improve the classroom learning environment. Teachers will participate in a lesson study to improve the delivery of instruction.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
4	Students need to effectively interact with, and deepen their understanding of new knowledge.	Teachers will help students effectively interact with new knowledge by identifying critical information, using Kagan cooperative learning structures, chunking content, elaborating on new information, and reflecting on learning. Teachers will strategically address students' vocabulary knowledge using Beck's method and Marzano's method to deepen understanding of new knowledge. The reading	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.

	coach will provide professional development on an ad hoc basis. Student led conferences will be held to encourage students to take an active role in their learning.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	The percent of students in the lowest 25% making learning gains on the 2012 FCAT in Reading will increase from 57% (34) to 61% (37).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
57% (34)	61% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not consistently use effective comprehension strategies.	Teachers will utilize research based reading comprehension strategies, as well as Marzano's High Yield Strategies. The reading coach will model strategies in the classroom and learning lab to strengthen student understanding. The Florida Continuous Improvement Model will be used to analyze data and inform classroom instruction.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
2	Students need to continuously improve their reading fluency.	Teachers will provide students with research based model fluency practice during core instruction. The reading coach will meet with teams to discuss fluency and provide professional development as needed. Teachers and students will monitor progress through data binders.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
	Students are having difficulty mastering The Florida Educational Standards for reading	Teachers will ensure that all students are immersed in data-driven, evidence based instruction that includes access to supplemental and comprehensive interventions as needed to ensure multiple opportunities to master the standards of reading. Supplemental	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.

3		<p>interventions may include reciprocal teaching, research based fluency instruction, vocabulary instruction using Marzano's 6 steps, and research based phonics instruction.</p> <p>Comprehensive interventions will include the use of Fountas & Pinnell Leveled Literacy Intervention & Assessments or the Wilson Reading Program.</p>			
4	<p>Students need to effectively interact with, and deepen their understanding of new knowledge.</p>	<p>Teachers will help students effectively interact with new knowledge by identifying critical information, using Kagan cooperative learning structures, chunking content, elaborating on new information, and reflecting on learning. Teachers will strategically address students' vocabulary knowledge using Beck's method and Marzano's method to deepen understanding of new knowledge. The reading coach will provide professional development on an ad hoc basis. Student led conferences will be held to encourage students to take an active role in their learning.</p>	<p>Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator</p>	<p>Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.</p>	<p>FAIR, classroom assessments, teacher observational data, state and district assessments.</p>

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

<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5A:</p>	
<p>Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)</p>	
<p>2011 Current Level of Performance: *</p>	<p>2012 Expected Level of Performance: *</p>

Problem-Solving Process to Increase Student Achievement

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

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

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Problem-Solving Process to Increase Student Achievement

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

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	The percent of students with disabilities (SWD) achieving level 3 or higher on the 2012 FCAT in Reading will increase from 55% (33) to 60% (34).
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

55% (33)	60% (34)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not consistently use effective comprehension strategies.	Teachers will utilize research based reading comprehension strategies, as well as Marzano's High Yield Strategies. The reading coach will model strategies in the classroom and learning lab to strengthen student understanding. The Florida Continuous Improvement Model will be used to analyze data and inform	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.

		classroom instruction.			
2	Students need to continuously improve their reading fluency.	Teachers will provide students with research based model fluency practice during core instruction. The reading coach will meet with teams to discuss fluency and provide professional development as needed. Teachers and students will monitor progress through data binders.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
3	Students are having difficulty mastering The Florida Educational Standards for reading	Teachers will ensure that all students are immersed in datadriven, evidence based instruction that includes access to supplemental and comprehensive interventions as needed to ensure multiple opportunities to master the standards of reading. Supplemental interventions may include reciprocal teaching, research based fluency instruction, vocabulary instruction using Marzano's 6 steps, and research based phonics instruction. Comprehensive interventions will include the use of Fountas & Pinnell Leveled Literacy Intervention & Assessments or the Wilson Reading Program.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
4	Students need to effectively interact with, and deepen their understanding of new knowledge.	Teachers will help students effectively interact with new knowledge by identifying critical information, using Kagan cooperative learning structures, chunking content, elaborating on new information, and reflecting on learning. Teachers will strategically address students' vocabulary knowledge using Beck's method and Marzano's method to deepen understanding of new knowledge. The reading coach will provide professional development on an ad hoc basis. Student led conferences will be held to encourage students to take an active role in their learning.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
	Students with	Provide Special	Administration,	Formal observations,	FAIR,

5	disabilities often progress unevenly through grade level curriculum due to their identified learning differences.	Education teachers with additional training in the Wilson Reading Program and Fountas Pinnell Leveled Literacy Interventions and Assessments to accommodate literacy needs of students with disabilities. Training in the Unique curriculum will also be provided to special education teachers helping students with specific literacy needs that cannot be met through the regular education classroom.	Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	classroom assessments, teacher observational data, state and district assessments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	The percent of economically disadvantaged students achieving level 3 or higher on the 2012 FCAT in Reading will increase from 75% (93) to 78% (125).
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
75% (93)	78% (125)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not consistently use effective comprehension strategies.	Teachers will utilize research based reading comprehension strategies, as well as Marzano's High Yield Strategies. The reading coach will model strategies in the classroom and learning lab to strengthen student understanding. The Florida Continuous Improvement Model will be used to analyze data and inform classroom instruction.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
2	Students need to continuously improve their reading fluency.	Teachers will provide students with research based model fluency practice during core instruction. The reading coach will meet with teams to discuss fluency and provide professional development as needed. Teachers and students will monitor progress through data	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.

		binders.			
3	Students are having difficulty mastering The Florida Educational Standards for reading	Teachers will ensure that all students are immersed in data-driven, evidence based instruction that includes access to supplemental and comprehensive interventions as needed to ensure multiple opportunities to master the standards of reading. Supplemental interventions may include reciprocal teaching, research based fluency instruction, vocabulary instruction using Marzano's 6 steps, and research based phonics instruction. Comprehensive interventions will include the use of Fountas & Pinnell Leveled Literacy Intervention & Assessments or the Wilson Reading Program.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.
4	Students need to effectively interact with, and deepen their understanding of new knowledge.	Teachers will help students effectively interact with new knowledge by identifying critical information, using Kagan cooperative learning structures, chunking content, elaborating on new information, and reflecting on learning. Teachers will strategically address students' vocabulary knowledge using Beck's method and Marzano's method to deepen understanding of new knowledge. The reading coach will provide professional development on an ad hoc basis. Student led conferences will be held to encourage students to take an active role in their learning.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	FAIR, classroom assessments, teacher observational data, state and district assessments.

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.

				Target Dates	
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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)	and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Cooperative Learning	K-5	Kagan Trainer & Committee Members	School-Wide	August 11 & 12, 2011 On Going	Leadership Team will support & observe Teachers using Kagan cooperative learning structures.	Principal & Assistant Principal
Data Warehouse Training	K-5	Leadership Team, Building Technology Coordinator	School-Wide	Common Planning	Leadership Team will support PLCs as they use DW reports to analyze data.	Principal & Assistant Principal
Angel Training	K-5	Building Technology Coordinator	School-Wide	Early Release	Leadership Team will support PLCs as they learn to use Angel to strengthen instruction.	Principal & Assistant Principal
Standards Based Progress Reports	K-2	Leadership Team, SBPR Committee Members	Grade level	Pre-Planning, Early Release, Common Planning	Leadership Team will support PLCs as they use standards based progress reports to monitor student understanding.	Principal & Assistant Principal
Florida Continuous Improvement Model	K-5	Leadership Team	School-Wide	Faculty Meetings, Early Release, Common Planning	Leadership Team will support PLCs as they use FCIM model of Plan, Do, Check, Act to strengthen instruction.	Principal & Assistant Principal
Student Led Conferences	K-5	Leadership Team & Committee Members	School-Wide	On Going	RTI Leadership Team will support PLCs and individual teachers as they work through the RTI process.	Principal & Assistant Principal
Lesson Study	K-5	Leadership Team & Committee Members	School-Wide	On Going	Leadership Team will support teams as they learn and use the Lesson Study process	Principal & Assistant Principal
Wilson Reading	K-5	Wilson Trainer	Reading Coach / ESE Teachers	September 8 & 9, 2011	Literacy Leadership Team will support & observe Reading Coach & ESE Teachers using Wilson Reading Program.	Principal & Assistant Principal
Learning Lab Reading Intervention Strategies	K-5	Reading Coach	School-Wide	Common Planning	Reading Coach & Literacy Leadership Team will support PLC to develop reading comprehension strategies in lessons	Principal & Assistant Principal
Marzano's The Art and Science of Teaching - researched based High Yield Instructional Strategies	K-5	Leadership Team	School-Wide	On Going	Leadership Team will support and observe teachers implement high yeild strategies during instruction.	Principal & Assistant Principal
Collier Teacher Evaluation Model (CTEM)	PreK-5	Principal, Assistant Principal, District Personnel, & Observation Team	School-Wide	On Going	Principal & Assistant Principal will implement an evaluation system that monitors the effectiveness of instructional practice.	Principal & Assistant Principal
Running Records	K-5	Reading Coach	School-Wide	Early Release, Common Planning	Reading Coach & Literacy Leadership Team will support PLCs as they use running records to monitor student understanding.	Principal & Assistant Principal
Leveled Literacy Interventions (LLI)	K-5	Company Trainer, District Personnel, Reading Coach	Kindergarten through Second Grade	Common Planning	Reading Coach & Literacy Leadership Team will support resource teachers as they use LLI to deliver intervention to students	Principal & Assistant Principal

Reading Budget:

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

Mathematics Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	The percent of students scoring level 3 on the 2012 FCAT in Math will change as follows: 10% (9) of current students at level 3 will move to level 4; 10% (3) of students currently at either level 1 or 2 will move to level 3 resulting in 26% (103) of students scoring at level 3.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
26% (85)	26% (103)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School readiness levels of students are often unequal resulting in gaps in academic proficiency, prior knowledge, and foundational number sense.	Implement core instruction with fidelity to assure that students master math instructional targets. Implement strategic and intensive instruction with fidelity to support student achievement and development.	Administration, instructional faculty, district math coordinator.	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	Classroom benchmark assessment and quarterly mathematics assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions. Data collected during observations will serve to monitor implementation of high-quality instruction in mathematics.
2	Core instruction does not consistently provide explicit instruction in strategies to ensure appropriate levels of cognitive complexity and real world application.	Teachers will utilize research based strategies, such as Marzano's High Yield Strategies during the delivery of instruction. Ongoing professional development for teachers and staff related to high-yield instructional strategies.	Administration, instructional faculty	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	Classroom benchmark assessment and quarterly mathematics assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions. Data collected during observations will serve to monitor implementation of high-quality instruction in mathematics.
	Students continue to need a rigorous learning environment.	Teachers will create and maintain an instructional mathematics program focused on student engagement and learning that advances students through the levels of Bloom's Taxonomy. Ongoing professional development in CTEM and Marzano's book, The Art and Science	Administration, instructional faculty	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	Data collected during observations will serve to monitor implementation of high-quality instruction in mathematics.

3		<p>of Teaching will provide teachers with needed background to improve the classroom learning environment.</p> <p>Student led conferences will be held to encourage students to take an active role in their learning.</p> <p>All teachers will participate in a lesson study to improve the delivery of instruction.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics</p> <p>Mathematics Goal #2:</p>	<p>The percent of students scoring above proficiency (levels 4 and 5) on the 2012 FCAT in Math will increase from 64% (207) to 70% (277).</p>
<p>2011 Current Level of Performance: *</p>	<p>2012 Expected Level of Performance: *</p>
<p>64% (207)</p>	<p>70% (277)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Core instruction does not consistently provide explicit instruction in strategies to ensure appropriate levels of cognitive complexity and real world application.</p>	<p>Teachers will utilize research based strategies, such as Marzano's High Yield Strategies during the delivery of instruction.</p> <p>Ongoing professional development for teachers and staff related to high-yield instructional strategies.</p>	<p>Administration, instructional faculty, district math coordinator.</p>	<p>Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.</p>	<p>Classroom benchmark assessment and quarterly mathematics assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions.</p> <p>Data collected during observations will serve to monitor implementation of high-quality instruction in mathematics.</p>
2	<p>Students continue to need a rigorous learning environment.</p>	<p>Teachers will create and maintain an instructional mathematics program focused on student engagement and learning that advances students through the levels of Bloom's Taxonomy. Ongoing professional development in CTEM and Marzano's book, The Art and Science of Teaching will provide teachers with needed background to improve the classroom</p>	<p>Administration, instructional faculty</p>	<p>Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.</p>	<p>Data collected during observations will serve to monitor implementation of high-quality instruction in mathematics.</p>

	<p>learning environment.</p> <p>Student led conferences will be held to encourage students to take an active role in their learning.</p> <p>All teachers will participate in a lesson study to improve the delivery of instruction.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	The percent of students achieving learning gains on the 2012 FCAT in Math will increase from 74% (175) to 77% (186).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
74% (175)	77% (186)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School readiness levels of students are often unequal resulting in gaps in academic language proficiency, prior knowledge, and foundational number sense.	<p>Implement core instruction with fidelity to assure that students master math instructional targets.</p> <p>Implement strategic and intensive instruction with fidelity to support student achievement and development.</p>	Administration, instructional faculty, district math coordinator.	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	<p>Classroom benchmark assessment and quarterly mathematics assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions.</p> <p>Data collected during observations will serve to monitor implementation of high-quality instruction in mathematics.</p>
2	Core instruction does not consistently provide explicit instruction in strategies to ensure appropriate levels of cognitive complexity and real world application.	<p>Teachers will utilize research based strategies, such as Marzano's High Yield Strategies during the delivery of instruction.</p> <p>Ongoing professional development for teachers and staff related to high-yield instructional strategies.</p>	Administration, instructional faculty, district math coordinator.	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	<p>Classroom benchmark assessment and quarterly mathematics assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions.</p> <p>Data collected during observations will serve to monitor implementation of high-quality instruction in mathematics.</p>
	Some students need instructional intervention and repeated exposure to	Teachers will provide repeated opportunities for students to practice and apply	Administration, instructional faculty	Formal observations, informal observations, classroom walkthroughs lesson	Quarterly benchmark assessment, classroom assessments, teacher observational data.

3	acquire new math concepts.	new math concepts through the use of differentiated instruction, FCIM mini-lessons and ongoing progress monitoring. An after school math club will be offered to students in need of additional math support.		plans, summary data, PLC Meeting notes, data binders.	ongoing progress monitoring data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	The percent of students in the lowest 25% making learning gains on the 2012 FCAT in Math will increase from 71% (42) to 74% (45).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
71% (42)	74% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School readiness levels of students are often unequal resulting in gaps in academic language proficiency, prior knowledge, and foundational number sense.	Implement core instruction with fidelity to assure that students master math instructional targets. Implement strategic and intensive instruction with fidelity to support student achievement and development.	Administration, instructional faculty, district math coordinator.	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	Classroom benchmark assessment and quarterly mathematics assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions. Data collected during observations will serve to monitor implementation of high-quality instruction in mathematics.
2	Core instruction does not consistently provide explicit instruction in strategies to ensure appropriate levels of cognitive complexity and real world application.	Teachers will utilize research based strategies, such as Marzano's high yield Strategies during the delivery of instruction. Ongoing professional development for teachers and staff related to high-yield instructional strategies.	Administration, instructional faculty, district math coordinator.	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	Classroom benchmark assessment and quarterly mathematics assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions. Data collected during observations will serve to monitor implementation of high-quality instruction in mathematics.
	Some students need instructional intervention and repeated exposure to acquire new math concepts.	Teachers will provide repeated opportunities for students to practice and apply new math concepts through the use of differentiated	Administration, instructional faculty	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	Classroom benchmark assessment and quarterly mathematics assessment data will be disaggregated to determine the effectiveness of

3		<p>instruction, FCIM mini-lessons and ongoing progress monitoring.</p> <p>An after school math club will be offered to students in need of additional math support.</p>			<p>instruction/instructional interventions.</p> <p>Data collected during observations will serve to monitor implementation of high-quality instruction in mathematics.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p>Mathematics Goal #5A:</p>	
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Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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Problem-Solving Process to Increase Student Achievement

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

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

<p>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p>Mathematics Goal #5B:</p>	
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

In need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	The percent of students with disabilities (SWD) achieving level 3 or higher on the 2012 FCAT in Math will increase from 50% (30) to 55% (31).
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Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
50% (30)	55% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students need instructional intervention and repeated exposure to acquire new math concepts.	Teachers will provide repeated opportunities for students to practice and apply new math concepts through the use of differentiated instruction, FCIM mini-lessons and ongoing progress monitoring.	Administration,ESE Inclusion Teachers, instructional faculty	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	Quarterly mathematics assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions. Data collected during observations will serve to monitor implementation of high-quality instruction in mathematics.
2	Students with disabilities often progress unevenly through grade level curriculum due to their identified learning differences.	Provide inclusion teachers to co-teach and provide instructional and assessment accommodations as per Individual Education Plans (technology tools, advance organizers, oral assessment, portfolio assessment). Training in the Unique curriculum will also be provided to special education teachers helping students with specific literacy needs that cannot be met through the regular education classroom.	Administration,, ESE Inclusion Teachers, Classroom Teachers	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders, and Individual Education Plans.	Quarterly benchmark assessments, IEP Progress Reports, classroom assessments, teacher observational data.

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	
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Mathematics Goal #5D: Economically Disadvantaged

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collier Teacher Evaluation Model (CTEM)	PreK-5	Principal, Assistant Principal, District Personnel, & Observation Team	School-Wide	On Going	Principal & Assistant Principal will implement an evaluation system that monitors the effectiveness of instructional practice.	Principal & Assistant Principal
Data Warehouse Customized Reports	K-5	Leadership Team, Building Technology Coordinator	School-Wide	Common Planning	Leadership Team will support PLCs as they use DW reports to analyze data.	Principal & Assistant Principal
Angel Training	K-5	Building Technology Coordinator	School-Wide	Early Release	Leadership Team will support PLCs as they learn to use Angel to strengthen instruction.	Principal & Assistant Principal
Florida Continuous Improvement Model	K-5	District Personnel	School-Wide	Common Planning	Leadership Team will support PLCs as they use FCIM model of Plan, Do, Check, Act to strengthen instruction.	Principal & Assistant Principal
Response to Intervention (RtI)	K-5	Leadership Team, Intervention Support Specialist, RtI Committee	PLCs	Early Release Common Planning	RtI Leadership Team will support PLCs and individual teachers as they work through the RtI process.	Principal & Assistant Principal
Lesson Study	K-5	Leadership Team & Committee Members	School-Wide	On Going	Leadership Team will support teams as they learn and use the Lesson Study process	Principal & Assistant Principal
Collier Teacher Evaluation Model (CTEM)	PreK - 5	Principal, Assistant Principal, District Personnel, & Observation Team	School-Wide	On Going	Principal & Assistant Principal will implement an evaluation system that monitors the effectiveness of instructional practice.	Principal & Assistant Principal
Kagan Cooperative Learning	K-5	Kagan Trainer & Committee Members	School-Wide	August 11 & 12, 2011	Leadership Team will support & observe Teachers using Kagan cooperative learning structures.	Principal & Assistant Principal
Marzano's The Art and Science of					Leadership Team will	

Teaching - researched based High Yield Instructional Strategies	K-5	Leadership Team	School-Wide	On Going	support and observe teachers implement high yeild strategies during instruction.	Principal & Assistant Principal
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Mathematics Budget:

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

End of Mathematics Goals

Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students achieving proficiency (FCAT Level 3) in science		The percent of students scoring level 3 on the 2012 FCAT in Science will increase from 38% (38) to 39% (59).			
Science Goal # 1:					
2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
38% (38)		39% (59)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need to effectively interact with, and deepen their understanding of new knowledge.	Teachers will help students effectively interact with new knowledge by identifying critical information, using	Administration, Instructional faculty, district science coordinator.	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes,	Benchmark assessment data will be disaggregated to determine the effectiveness of instruction/instructional

1		<p>Kagan cooperative learning structures, chunking content, elaborating on new information, and reflecting on learning. Teachers will utilize Marzano's research based high yield strategies during the delivery of instruction.</p> <p>Ongoing professional development for teachers and staff related to high-yield instructional strategies.</p> <p>Student led conferences will be held to encourage students to take an active role in their learning.</p>		data binders.	<p>interventions.</p> <p>Data collected during observations will serve to monitor implementation of high-quality instruction in Science.</p>
2	<p>Students need to have ongoing exposure to the multi-step problem solving process using the Scientific Method</p>	<p>Teachers will provide authentic experiences using multiple steps in sequential order to solve problems.</p> <p>Teachers will utilize core program materials such as National Geographic and Discovery Learning to experience labs both online and in classroom.</p>	Administration, Instructional faculty.	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	<p>Benchmark assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions.</p> <p>Data collected during observations will serve to monitor implementation of high-quality instruction in Science.</p>
3	<p>Students continue to need a rigorous learning environment.</p>	<p>Teachers will create and maintain an instructional science program focused on student engagement and learning that advances students through the levels of Bloom's Taxonomy. Ongoing professional development in CTEM and Marzano's book, The Art and Science of Teaching will provide teachers with needed background to improve the classroom learning environment.</p> <p>Student led conferences will be held to encourage students to take an active role in their learning.</p> <p>All teachers will participate in a lesson study to improve the delivery of instruction.</p>	Administration, instructional faculty	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	Data collected during observations will serve to monitor implementation of high-quality instruction in science.

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

2. Students achieving above proficiency (FCAT

Levels 4 and 5) in science Science Goal #2:	The percent of students scoring above proficiency (levels 4 and 5) on the 2012 FCAT in Science will increase from 25% (25) to 28% (42).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
25% (25)	28% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to effectively interact with, and deepen their understanding of new knowledge.	Teachers will help students effectively interact with new knowledge by identifying critical information, using Kagan cooperative learning structures, chunking content, elaborating on new information, and reflecting on learning. Teachers will utilize Marzano's research based high yield strategies during the delivery of instruction. Ongoing professional development for teachers and staff related to high-yield instructional strategies. Student led conferences will be held to encourage students to take an active role in their learning.	Administration, Instructional faculty, district science coordinator.	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	Benchmark assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions. Data collected during observations will serve to monitor implementation of high-quality instruction in Science.
2	Students need to have ongoing exposure to the multi-step problem solving process using the Scientific Method	Teachers will provide authentic experiences using multiple steps in sequential order to solve problems. Teachers will utilize core program materials such as Discovery Learning labs both online and in classroom.	Administration, Instructional faculty, district science coordinator.	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	Benchmark assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions. Data collected during observations will serve to monitor implementation of high-quality instruction in Science.
	Students continue to need a rigorous learning environment.	Teachers will create and maintain an science program focused on student engagement and learning that advances students through the levels of Bloom's Taxonomy. Ongoing professional development in CTEM	Administration, instructional faculty	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	Data collected during observations will serve to monitor implementation of high-quality instruction in science.

3	and Marzano's book, The Art and Science of Teaching will provide teachers with needed background to improve the classroom learning environment. Student led conferences will be held to encourage students to take an active role in their learning. All teachers will participate in a lesson study to improve the delivery of instruction.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Warehouse	K-5	Assistant Principal	School-Wide	On Going	Leadership Team will support PLCs as they use DW reports to analyze data.	Principal & Assistant Principal
Angel Training	K-5	Building Technology Coordinator	School-Wide	On Going	Leadership Team will support PLCs as they learn to use Angel to strengthen instruction.	Principal & Assistant Principal
National Geographic Science Workshops	K-5	National Geographic, District Science Coordinator	School-Wide	Select dates August 2011	Leadership Team will support and observe teachers using the National Geographic curriculum materials.	Principal & Assistant Principal
Kagan Cooperative Learning	K-5	Kagan Trainer & Committee Members	School-Wide	August 11 & 12, 2011 On Going	Leadership Team will support & observe Teachers using Kagan cooperative learning structures.	Principal & Assistant Principal
Discovery Education Science Techbook Workshop	K-5	Discovery Education Consultant, District Science Coordinator	School-Wide	August 16, 2011	Leadership Team will support and observe teachers using the Discovery Education curriculum materials.	Principal & Assistant Principal

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	The percent of students achieving at or above proficiency (level 3) on the 2012 FCAT in Writing will increase from 98% (128) to 98% (120).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
98% (128)	98% (120)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to increase attention on the correct use of standard English conventions.	Teachers will learn the scoring changes in FCAT Writing 2.0 and calibrate thinking with their grade level teams. Teachers will use FCIM to increase student understanding of conventions in writing. Kagan cooperative learning structures will be used to help students process information. Data binders and student led conferences will be used to increase student ownership and accountability for the material learned. CTEM will be used to monitor teacher effectiveness.	Administration, Reading Coach, Classroom Observers, LLT, Classroom Teachers, District LA Coordinator	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	State and district writing assessments, classroom assessments, teacher observational data.
	Students need to be instructed in creating higher quality details in their writing	Teachers will learn the scoring changes in FCAT Writing 2.0 and calibrate thinking with their grade level teams. Teachers will use FCIM	Administration, Reading Coach, Classroom Observers, LLT, Classroom	Formal observations, informal observations, classroom walkthroughs lesson plans, summary data, PLC Meeting notes, data binders.	State and district writing assessments, classroom assessments, teacher

2		to increase student understanding of the use of quality details in writing. Kagan cooperative learning structures will be used to help students process information. Data binders and student led conferences will be used to increase student ownership and accountability for the material learned. CTEM will be used to monitor teacher effectiveness.	Teachers, District LA Coordinator		observational data.
3	Students continue to need a rigorous learning environment.	Teachers will create and maintain an instructional writing program focused on student engagement and learning that advances students through the levels of Bloom's Taxonomy. Ongoing professional development in CTEM and Marzano's book, The Art and Science of Teaching will provide teachers with needed background to improve the classroom learning environment. Student led conferences will be held to encourage students to take an active role in their learning. All teachers will participate in a lesson study to improve the delivery of instruction.	Administration, instructional faculty	Formal observations, informal observations, classroom walkthroughs, lesson plans, summary data, PLC Meeting notes, data binders.	Data collected during observations will serve to monitor implementation of high-quality instruction in writing.

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	
Writing Goal #2A:	
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing

Writing Goal #2B:

Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing

Writing Goal #2C:

Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing

Writing Goal #2D:

Writing Goal #2D: Economically Disadvantaged

2011 Current Level of Performance: *		2012 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Changes to FCAT Writing 2012 and Beyond	K-5	Reading Coach	School-Wide	Faculty Meetings Common Planning	Leadership Team will support PLCs as they realign understandin of scoring using 2012 calibration guides from the FLDOE	Principal & Assistant Principal
Student Led Conferences	K-5	Leadership Team & Committee Members	School-Wide	On-Going	RtI Leadership Team will support PLCs and individual teachers as they work through the RtI process.	Principal & Assistant Principal
Florida Continuous Improvement Model	K-5	Leadership Team	School-Wide	Faculty Meetings, Early Release, Common Planning	Leadership Team will support PLCs as they use FCIM model of Plan, Do, Check, Act to strengthen instruction.	Principal & Assistant Principal
Collier Teacher Evaluation Model (CTEM)	PreK-5	Principal, Assistant Principal, District Personnel, & Observation Team	School-Wide	On-Going	Principal & Assistant Principal will implement an evaluation system that monitors the effectiveness of instructional practice.	Principal & Assistant Principal
Kagan Cooperative Learning	K-5	Kagan Trainer & Committee Members	School-Wide	August 11 & 12, 2011 On Going	Leadership Team will support & observe Teachers using Kagan cooperative learning structures.	Principal & Assistant Principal
Marzano's The Art and Science of Teaching - researched based High Yield Instructional Strategies	K-5	Leadership Team	School-Wide	On-Going	Leadership Team will support and observe teachers implement high yeild strategies during instruction.	Principal & Assistant Principal
Lesson Study	K-5	Leadership Team & Committee Members	School-Wide	On-Going	Leadership Team will support teams as they learn and use the Lesson Study process	Principal & Assistant Principal

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		By June 2012, the Average Daily Attendance (ADA) rate will increase from 96% to 97%.			
Attendance Goal # 1:					
2011 Current Attendance Rate: *		2012 Expected Attendance Rate: *			
96%		97%			
2011 Current Number of Students with Excessive Absences (10 or more)		2012 Expected Number of Students with Excessive Absences (10 or more)			
22% (192)		20% (154)			
2011 Current Number of Students with Excessive Tardies (10 or more)		2012 Expected Number of Students with Excessive Tardies (10 or more)			
15% (113)		14% (108)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Some parents need to understand the importance of attending school every day and on time.	Monitor attendance and tardies of all students. Administration will utilize parent conferences, attendance contracts, the RtI problem solving team for students with excessive absences. Monthly/quarterly attendance and tardy information will be reported via school newsletter to all school stakeholders.	Administration	Monitoring of Attendance Reports	Attendance Reports
2	VES needs a method to recognize students for attendance.	Develop and implement PBS incentives for attendance.	Administration PBS Coach PBS Team	Monitor data regarding students eligible for attendance recognition.	PBS reports.

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

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

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

Attendance Budget:

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

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:	By June 2012, the number of in school suspension, total in-school suspension days assigned, and percent of students receiving in-school suspension days will decrease by 10%.				
2011 Total Number of In –School Suspensions	2012 Expected Number of In- School Suspensions				
2	2				
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School				
0% (2)	<1% (7)				
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions				
10	9				
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School				
1% (8)	<1% (8)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students need unique behavior plans to be successful engaged learners.	Continued implementation of RtI Behavior Interventions including Check In / Check Out	Administration, School Counselor, PBS Coach, PBS Team Leader, Instructional faculty, Non-instructional staff	Monitor RtI data	Data Warehouse PMP Data
2	Some students need individual or group behavior intervention.	Continued implementation of strategic and intensive interventions as needed to support positive behavior.	Administration, School Counselor, PS/RtI Leadership PLC, PBS Coach, Instructional faculty	Monitor RtI data	Data Warehouse PMP Data

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	Student engagement	District Inservice	School-Wide	Early Release or Staff Development Day	Lesson Plans	Administration PBS Coach
RtI Behavior Interventions	Behavior	PLC Meetings	School-Wide	Common Planning	PMPs for Behavior Counseling Notes CICO Tier 2, Tier 3 RtI Data	Administration PBS Coach PBS Team

Suspension Budget:

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

End of Suspension Goal(s)

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 (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>	
2011 Current Dropout Rate: *	2012 Expected Dropout Rate: *

2011 Current Graduation Rate: *		2012 Expected Graduation Rate: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Dropout Prevention Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	VES will increase the volunteer hours by 10%.
2011 Current Level of Parent Involvement: *	2012 Expected Level of Parent Involvement: *
2,403	2,643

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Volunteers need repeated opportunities to follow procedures for logging volunteer hours.	<p>Post procedures for logging hours by volunteer log and Fastpass.</p> <p>Continue to provide monthly volunteer orientation as needed.</p> <p>Review procedures with current volunteers, teachers, & PTO verbally and in writing.</p> <p>Carry volunteer log to SAC and PTO meetings as a reminder.</p> <p>Give log sheets to PTO president and SAC chair for members to sign.</p> <p>Post procedures in newsletter & on parent bulletin board.</p>	Volunteer Coordinators	Monitor Volunteer Log.	Volunteer Log
2	The economy is having a negative effect on family systems and it is affecting children at school.	<p>Provide parents and educators with Love & Logic techniques and post in school newsletter.</p> <p>Send Love & Logic newsletter to staff, post on school webpage, & post on parent bulletin board.</p>	School Counselors	Parent & Teacher Survey	Survey Results
3	Parents continue to need opportunities to be involved in the learning and development of their	Provide parents with multiple and varied opportunities to participate in their child's learning.	School Leadership and faculty	Attendance at school events.	Sign in sheets and parent feedback.

children.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Love & Logic	PreK-5	District Personnel, School Counselors	School-Wide, Parents	On-Going, PTO Meeting, SAC Meeting	School Counselors will provide on-going Love & Logic news and information. A survey will be given to participants.	School Counselors

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

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

The School Advisory Council (SAC) serves in an advisory capacity to the school principal and assists the school to create and analyze school climate surveys for parents, students, and teachers. The SAC Committee acts as a liaison between the school and the community.

AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

Collier School District VINEYARDS ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	87%	98%	67%	338	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	72%			147	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	64% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					619	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Collier School District VINEYARDS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	84%	84%	68%	323	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	64%			135	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	60% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					586	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Collier School District VINEYARDS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	85%	96%	57%	325	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	65%			134	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	76% (YES)	65% (YES)			141	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					600	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested