2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

11 - Collier

Dr. Leslie Ricciardelli, Superintendent

, Southwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

b. District Vision Statement

Vision/Mission: By providing exceptional educational opportunities that motivate and engage each student all students will complete school prepared for ongoing learning as well as community and global responsibilities.

c. Link to the district's strategic plan (optional).

http://www.collierschools.com/cms/lib/FL01903251/Centricity/Domain/2039/index.html

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meets regularly to coordinate efforts and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings include district level program coordinators, including Federal, State and Competitive Grants, IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

Title X, LEA, Title I Basic, Title I Migrant staff coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act. Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as SuccessMaker licenses, Tutors, Resource Teachers. Title I Basic, Title I Migrant and Head Start/VPK collaborate to provide PreK classes and in home literacy support and to ensure school readiness for Collier students. Coordination occurs with Homeless Liaison staff and Title I Migrant Home School Liaison staff in identifying eligible students

and families that can be served as homeless.

Collaboration also occurs to provide schools with supplemental and focused professional learning opportunities. Title I Basic and Title III collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school. In addition both grants provide funds for translation services to ensure that non-English speaking parents are able to participate fully in the education of their children. Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title II Part A and Reading Categorical to fund Reading Coaches at all Elementary schools. Title I Part A funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status through SIG 1003a grant funds.
Title I Part A, Title II Part A and IDEA fund exam reimbursements and course tuition reimbursement funds to ensure staff meet HQT Requirements.

In Collier County Public Schools we utilize the 8-step problem-solving model to identify barriers, strategies and action steps to support improved learning for all students in Collier County Public Schools. The District Multi-Tiered System of Supports (MTSS) Steering Committee oversees the implementation of MTSS and is composed of District leaders from multiple departments. The committee meets regularly to review a variety of data points to monitor MTSS implementation. Specifically, the committee reviews student academic and behavioral data related to core and tiered instruction. They also review MTSS implementation fidelity data, teacher beliefs, and professional learning needs, among others. As data is reviewed, implementation strategies are adjusted and monitored at future meetings. The process is recursive and is mirrored at individual schools as well.

The BCS Plan is administered and monitored through the Department of Differentiated Accountability. Coordinators from the department work closely with school-based leadership teams to conduct monthly data chats that include a review of MTSS data derived from on-going progress monitoring assessments, review of School Improvement Plan action plans, as well as classroom observations and planning.

b. School Allocation Process
Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

Student and Staff Projections, Allocations and Reporting staff, under the direction of Patrick Woods, Executive Director, allocate positions per the Staffing Formula Book. Positions are generated and subsequently allocated to schools based upon meeting specific school, FTE or student thresh holds for positions contained therein. Planning for the future/next school year begins in earnest in January and enrollment is continuously reviewed thereafter. Benchmark enrollment dates are January, end of the school year, school office re-opening, headcounts each of the first 11 days of school, and the 20 day student count. Increases in enrollment that trigger the allocation of additional resources beyond those benchmarks are reviewed on an individual basis. "Above formula" requests are satisfied through supplemental funding sources where applicable.

Using funds allocated from the State, instructional materials are allocated to schools based projected school enrollment in the spring. Allocations of materials are ongoing based on schools' need as determined by increased enrollment, missing materials or new materials added to the curriculum. Orders from schools are submitted by Assistant Principals through TERMS reporting system based

on items listed in the District Catalog of Adopted Instructional Materials and reviewed and approved by Georgina Grimm, Manager of Instructional Materials. Once approved, books are ordered from the Florida School Book Depository. The selection and adoption of instructional materials are is completed in accordance with State regulations and District School Board Policies 2510 and 2520, which outline required accessibility for students, responsibilities and considerations for adoption of textbooks, and use of free school-related supplemental instructional materials.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

Coupled with the operational flexibility provided to school leadership, the District shall seek to modify the following policies and practices to establish and strengthen systems that support school-based leadership teams to implement interventions:

1. SIG and TOP school leadership will have the flexibility to move documented staff from their school and hire teachers from outside of their building.

Rationale-To make the biggest impact on school improvement, it is essential that the school have the staff in place that are the best fit for the grade level teams and the culture of improvement at the school.

Person Responsible for implementation and follow-up- Building Administrator and Human Resources (Ian Dean and Valerie Wenrich)

Steps Required- Administrators will document teachers though the Collier Teacher Evaluation Model (CTEM) and conference notes. Documentation will be shared with Human Resources to determine the next steps to be taken to move staff members to different schools in a manner consistent with the CCEA union contract. When positions are available, administrators will be permitted to recruit staff from outside of their building who they believe will best fit with the culture of learning and improvement at the school.

2. Schools will receive a heightened level of support from District Curriculum Coordinators and Office of Continuous Improvement staff

Rationale- The goal addressed in the SIG proposal is to analyze data to drive ambitious instruction and impactful interventions school-wide. To accomplish this goal, staff development and technical assistance are needed from District leadership.

Person Responsible for implementation and follow-up- Building Administrators, Jennifer Kincaid, Dr. Leslie Ricciardeli, Dianne Faramo, Sarah Woofter, Mary Marshall, Tonya Baker Dr. Terrie Mitev, Dr. Carol Cron, and Jodi Cronin.

Steps Required- School administrators will participate in data dialogues three times a year with the Superintendent, Cabinet, and District Curriculum and Instruction staff to discuss students' data, as well as strategies that can be implemented, changed or ceased immediately to increase student proficiency. Individual teacher observation and student performance data will be reviewed by school and district leadership to determine staff development needs and targeted coaching cycle. This systematic review of student and teacher data will be used to drive instruction and staff development on an ongoing basis throughout the year. Teachers, coaches and leadership will meet at least monthly in PLC groups to analyze current data and revisit plans and strategies being implemented.

Based on the data, District Coordinators will determine areas of focus and develop a plan to implement supplemental staff development at the schools.

3. SIG and TOP schools will be provided with a differential staffing that may include a second Assistant Principal to assist with school improvement initiatives and/or additional resources teachers.

Rationale- There will be many extra initiatives being implemented at the schools, such as extended day, extended year, enrichment camps, and supplemental staff development and planning. In order to effectively manage the initiatives and be available for classroom observations, Professional Learning Communities and staff development, an additional administrator is needed to support the staff and ensure that the transformation initiatives are implemented and monitored.

Person Responsible for implementation and follow-up- Building Administrators, Jennifer Kincaid, Dr. Leslie Ricciardeli, Dianne Faramo, Sarah Woofter, Mary Marshall, Tonya Baker Dr. Terrie Mitev, Dr. Carol Cron, and Jodi Cronin.

Steps Required- School administrators will participate in data dialogues three times a year with the Superintendent, Cabinet, and District Curriculum and Instruction staff to discuss students' data, as well as strategies that can be implemented, changed or ceased immediately to increase student proficiency. Individual teacher observation and student performance data will be reviewed by school and district leadership to determine staff development needs and targeted coaching cycle. This systematic review of student and teacher data will be used to drive instruction and staff development on an ongoing basis throughout the year. Teachers, coaches and leadership will meet at least monthly in PLC groups to analyze current data and revisit plans and strategies being implemented. Based on the data, District Coordinators will determine areas of focus and develop a plan to implement supplemental staff development at the schools.

d. Operational Flexibility
Provide the district's definition of "operational flexibility"Â? provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

Collier County Public Schools (CCPS) define "operational flexibility" as the ability of school leadership to effectively and efficiently manage resources at the school site with minimized logistical and bureaucratic impediments. In order to achieve this flexibility, CCPS provides schools implementing a district-managed turnaround model with a number of operational licenses:
• Priority selection of staff at recruitment and transfer fairs
• Opportunity for principal to choose leadership team (i.e. Assistant Principal and Dean)
• Opportunity to transfer staff who have been documented as being ineffective with their instructional practices
• Advanced recruiting opportunities for transfers and recruitment
• Common planning time in instructional staff work schedules
• Priority of placement of substitute teachers to minimize disruption of student instruction
• Extended professional learning time for instructional staff
• Differentiation of staff to include supplemental administrative and coaching staff

3. Sustainability of Improvement

a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

Improvements and reforms achieved as a result of Transformation Model with the School Improvement Grant (SIG) implementation will be sustained as a result of having built the capacity of teachers and school leadership within the school. The school will institute a system to reward high performance in all Collier County Public Schools, the district will convey both the importance, fiscal support and the appreciation that will facilitate sustaining the improvements.

Future funding sources are uncertain in these economic times and given the pending reauthorization of ESEA. Reform initiatives requiring continuing funds will be prioritized based on data analysis of impact they have had to school improvement. In addition, the allocation of the SIG District CID position to support the SIG implementation will assist with replicating similar efforts at the TOP schools.

Collier County Public Schools tiers the schools by three levels based on their academic need. School support provided by the district is tiered by school need to ensure the professional development and assistance is prioritized. All district staff record their school visits and reflections in a platform entitled "iSupport" to provide a consistent message of district expectations and support.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link
https://www.floridacims.org/documents/361879

2. Family and Community Engagement
Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts.

In addition to the information provided in the Title I District Parental Involvement Plan and Policy, the District has a number of mechanisms in place to engage families and the community in school improvement efforts that apply to all schools in the District (including Title I schools).

District improvement planning is embedded in the development of the Strategic Plan to the degree that 71% of the goals of the Strategic Plan address curriculum and instruction. Utilizing recognized best practice in leadership, internal and external assessment, and student achievement data, teams composed of district, school and community stakeholders identified six major goal areas with accompanying key performance indicators and action steps.

The seven Strategic Plan goals are broad statements of intent. Key Performance Indicators (KPIs), based on the SMART model (specific, measurable, attainable, realistic, timely) were designed to measure progress toward the goal whereas action items serve to identify specific actions that will be taken to achieve the goal. The goals will guide the work of the district and serve to measure the effectiveness of the work annually for a three year period.

The District has an active District Advisory Council that meets quarterly to obtain input from parents and engage them in school and district improvement efforts. Representatives from all regions of the district are involved. The district also holds several regional Town Hall meetings every year to share information with parents and the community as well as to hear questions, concerns and suggestions made by parents and the community. The District has a TV show series that covers a number of topics related to school improvement, such as graduation requirements, literacy support, curriculum and assessment information, etc.

The District leadership team meets on a weekly basis to review SIG and TOP school needs, as well as review academic and non-academic data to support the growth of the schools.

3. Engagement of School Leadership
Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.

The Building Capacity for Sustained Student Academic Growth Plan (BCS Plan) provides for tiered support to schools in reading, mathematics, writing and science. This tiered approach allows us to meet the needs of low-performing schools as well as schools that do not perform equal to their demographic. School tiering provides a fair and transparent measure for all stakeholders to understand the performance of our schools, as well as to mobilize district resources, talent and innovation toward improving our schools. School tiers are determined annually based on student performance and growth, as measured by Florida's school grading models (Elementary, Middle, Secondary, and Combined). After the publishing of school grades, schools are tiered based on their levels of demonstrated need.

The district involves school leadership using a variety of mechanisms, including monthly Principals meetings, monthly Assistant Principals meetings, monthly Curriculum and Instruction professional learning meetings for Principals, Data Dialogues between District Leadership, School Leadership and Curriculum Coordinators, monthly iCasts to share information and engage in Q & A. Additionally, administrators and teachers on special assignment from the Department of Differentiated Accountability visit low-performing schools weekly to plan with and support building administrators.

In addition, schools that are identified by Florida DOE as implementing or planning to implement a turnaround plan are provided state support through the the Bureau of School Improvement's Differentiated Accountability, Region V Office.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address
Stump, David, stumpda@collierschools.com

b. Employee's Title
Assistant Superintendent

c. Employee's Phone Number
(239) 377-0200

d. Employee's Phone Extension

e. Supervisor's Name
Dr. Kamela Patton

f. Supervisor's Title
Superintendent

g. Employee's Role and Responsibilities

The role of the Turnaround Office Lead is to lead the implementation of the turnaround and supervise the principals at the schools identified for implementation of the SIG. As turnraround lead, Mr. Solano will supervise all Curriculum and Instruction staff members and align District support to the schools needs. Addition responsibilities include:
* assisting the schools with data driven decision making and action
* guiding the schools in the 8 Step Problem Solving Process
* ensuring engagement of stakeholders
* providing support in achieving the goals of the turnaround model selected

2. District Leadership Team:

Holden, Diana, holdendi@collierschools.com	
Title	Administrator
Phone	(239) 377-6653
Supervisor's Name	Tammy Caraker
Supervisor's Title	Director
Role and Responsibilities	• Monitor implementation of Turnaround Model and SIG project, ensuring compliance with federal, state, and local policies and regulations. • Review and approve all budget requests and expenditures and provide guidance and technical assistance to the school(s) on the implementation and expenditure of funds. • Complete all required progress reports and evaluations on effective and timely implementation of grant goals, action plan and deliverables. • Collaborate with district, school and state leaders to ensure alignment of initiatives.

Mitev, Terrie, mitevte@collierschools.com	
Title	Director
Phone	239-377-0022
Supervisor's Name	Luis Solano
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	• Develops strategies and provides leadership for implementing the Florida Differentiated Accountability Model. • Monitors District and school level progress toward Differentiated Accountability goals. • Oversees all Differentiated Accountability related reporting to the state. • Oversees the District's school improvement, summer school and accreditation programs.

Kincaid, Jennifer, kincaije@collierschools.com

Title	Director
Phone	239-377-0107
Supervisor's Name	Luis Solano
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Provides leadership and support in the development and implementation of curriculum by assigned level. • Provides leadership in the assigned levels of curriculum and instruction. • Facilitates the articulation among the curriculum administrators and supports their efforts. • Works collaboratively within the Curriculum and Instruction Department and with other staff to provide coordinated program support to schools. • Designs, implements, and evaluates instructional program development and helps identify appropriate instructional strategies and materials. • Supports the identification and implementation of assessment practices, which will inform instruction and provide close alignment with school improvement, standards, and district expectations. • Serves as a school improvement liaison.

Solano, Luis, solanl@collierschools.com

Title	Assistant Superintendent
Phone	(239) 377-0201
Supervisor's Name	Dr. Kamela Patton
Supervisor's Title	Superintendent
Role and Responsibilities	• Oversees the visioning, design, development, implementation and evaluation of instructional programs and services throughout the District and coordinates these activities not only within the District but also with efforts outside the District including the local community, state and nation. • Provides overall leadership for the Curriculum and Instruction Division. • Coordinates development of innovative programs and procedures when reliable educational evaluation implies a need. • Assists in development of School Improvement Plans. • Directs the establishment of short and long-range objectives for the division. • Participates in the development and implementation of the School Improvement Plans (District Educational Improvement Plan). • Utilizes assessment information and school improvement plans in program planning and development of accountability systems.

Caraker, Tammy, caraketa@collierschools.com

Title	Director
Phone	239-377-0576
Supervisor's Name	Luis Solano
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	* Provides collaboration and alignment among federal grants and resources, including Title I Basic, Title I Migrant, Title II Staff Development. * Ensures oversight of the implementation of the SIG 1003(g) to ensure adherence to federal, state and local laws and policies. * Collaborates with the FTE office and reviews/approves each staff allocation. * Collaborates with Purchasing and Legal offices in review and approval of each contract * Leadership of the Federal & State Grants office in which the SIG 1003(g) grant is managed

Dean, Ian, deani@collierschools.com

Title	Assistant Superintendent
Phone	(239) 377-0365
Supervisor's Name	Kamela Patton
Supervisor's Title	Superintendent
Role and Responsibilities	• Provides active leadership for coordination of all phases of human resource management, professional practices/employee relations, labor relations, and benefits and wellness. • Works collaboratively with administrators, school staff, parents and community stakeholders towards achieving the Superintendent's goals/strategic plan. • Develops and implements a district-wide succession planning program. • Collects and analyzes staffing data relative to the school improvement process. • Systematically analyzes each department's capacity to improve services and considers ways to most effectively provide support services by developing operational plans that focus, connect, and align with direct activities • Coordinates with the CCEA (Collier County Education Association) to negotiate memorandums of understanding related to School Improvement Grant initiatives, such as, operational flexibility, extended learning time, financial incentives. • Staff recruitment and retention

Cronin, Jodi, cronij@collierschools.com

Title	Administrator
Phone	(239) 377-0028
Supervisor's Name	Dr. Terrie Mitev
Supervisor's Title	Director
Role and Responsibilities	• Serves as the District liaison to the state Regional Executive Director of Differentiated Accountability (DA). • Develops strategies and provides leadership for implementing the Florida Differentiated Accountability Model. • Monitors District and school level progress toward Differentiated Accountability goals. • Assists with all Differentiated Accountability related reporting to the state. • Assists with the District's school improvement, summer school and accreditation programs. * Provides technical assistance and monitoring for schools' MTSS system.

Ricciardelli, Leslie, ricciale@collierschools.com

Title	Director
Phone	(239) 377-0204
Supervisor's Name	Luis Solano
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Provides leadership and support in the development and implementation of curriculum by assigned level. • Provides leadership in the assigned levels of curriculum and instruction. • Facilitates the articulation among the curriculum administrators and supports their efforts. • Works collaboratively within the Curriculum and Instruction Department and with other staff to provide coordinated program support to schools. • Designs, implements, and evaluates instructional program development and helps identify appropriate instructional strategies and materials. • Supports the identification and implementation of assessment practices, which will inform instruction and provide close alignment with school improvement, standards, and district expectations. • Serves as a school improvement liaison.

Aune, Margaret, aunema@collierschools.com	
Title	Assistant Superintendent
Phone	(239) 377-0209
Supervisor's Name	Dr. Kamela Patton
Supervisor's Title	Superintendent
Role and Responsibilities	• Oversees the visioning, design, development, implementation and evaluation of instructional programs and services throughout the District and coordinates these activities not only within the District but also with efforts outside the District including the local community, state and nation. • Provides overall leadership for the Curriculum and Instruction Division. • Coordinates development of innovative programs and procedures when reliable educational evaluation implies a need. • Assists in development of School Improvement Plans. • Directs the establishment of short and long-range objectives for the division. • Participates in the development and implementation of the School Improvement Plans (District Educational Improvement Plan). • Utilizes assessment information and school improvement plans in program planning and development of accountability systems.

Cron, Carol, cronc@collierschools.com	
Title	Administrator
Phone	2393770016
Supervisor's Name	Dr. Terrie Mitev
Supervisor's Title	Director
Role and Responsibilities	• Serves as the Continuous Improvement Director for the School Improvement Grant • Support Collier's SIG and TOP schools • Develops strategies and provides leadership for implementing the Florida Differentiated Accountability Model. • Assists with Differentiated Accountability related reporting to the state. • Assists with the District's school improvement process

3. Educator Quality

a. School Leadership Teams
Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

The Collier County Public School system has an extensive and rigorous application process through which candidates and aspiring administrators are screened and selected. Each candidate must complete an application that is reviewed and rated by both school-based and appropriate district office administrators. Criteria for scoring and vetting of applicants is pre-established and consistent

for all candidates. Only those achieving the highest performance points are admitted into the administrative pool. Candidates in the pool are interviewed for openings through Human Resources and ultimately the Superintendent and the Cabinet. Selections are carefully matched to Priority and Focus schools based on leadership style, background experience, and school characteristics.

Current principals and candidates must have proven themselves to be effective administrators in their previous assignments through increase in student achievement and high ratings on the CLEM (Collier Leadership Evaluation Model).

b. Instructional Staff
Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

The District determines whether to retain or replace teachers in Focus and Priority schools whose data shows they have not contributed to improved student outcomes through corroborating data and observations. Teachers are observed multiple times throughout a school year, provided focused feedback, and mentored by administration and coaching, when necessary. A combination of VAM scores and low ratings on CTEM (Collier Teacher Evaluation Model) scores along with input from the school based administrators lead to the replacement and/or retention of teachers in our high needs schools.

D. Professional Capacity

1. Common Planning Time
Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C.

Principals are engaged in data dialogues with the superintendent and the cabinet based on academics and nonacademic data. Modifications to instructional practices and programs are data-driven. Content area, Exceptional Student Education, and English Language coordinators create and update pacing guides, blueprints and assessments aligned to the statewide standards and assessments. Training will be provided throughout the school year.

In the spring, each school participates in a collaborative planning session to review non-academic indicators including, but not limited to attendance, behavior, and MTSS data. In addition, schools participate in master schedule reviews with district administrators with a focus on curriculum and instruction.

2. Instructional Coaches
Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction.

Collier County Public School has five people designated for working with all DA schools through the Continuous Improvement Initiatives (CII) Department. These people assume the responsibility of monitoring and supporting District Managed Turnaround Schools (DMTS) schools. Principals report directly to Mr. David Stump, Deputy Superintendent and Turnaround Schools have an addition lead, Mr. Luis Solano, Associate Superintendent of Curriculum and Instruction, to provide direct support to the school based leadership team. In addition, the district provides reading, mathematics, and science coaches to support all focus and priority schools, with greater levels of support for TOP schools.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.

Yes

District Reading Plans
https://www.floridacims.org/districts/collier?current_tab=reading

b. Writing

1. Description of Programs
List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Writers Workshop	
Program Type	Core
School Type	Elementary School
Description	•Writing instruction is provided through the Writer's Workshop model. Explicit instruction, modeling, guided practice, conferencing and revision are the focus of the daily implementation of the State Standards. District curriculum maps are provided to include a variety of writing experiences, using materials such as Reading Street – Writing to Sources, Sleuth analytical writing, and mentor texts used in mini-lessons to teach the essential components of writing, including the six traits of writing. Grades 3-5 have also been provided an additional resource, Ready Writing, which includes a focus on narrative, explanatory/informative, and opinion writing through a step-by-step approach. This resource includes mentor texts, unpacking a writing assignment, reading and analyzing complex texts, coding text, collaborative conversations, and note-taking to answer short responses and to use as evidence to support the ideas in students' writing. • School-based and district writing assessments are scored in grades 3-5, using the Florida FSA 10-point rubric. A six-point rubric is used in grades K-2. District selected anchor papers are also used when scoring student writing, and to guide instruction in grades 4 and 5. Writing portfolios are maintained for all students across all grade levels. • The Language Arts/Writing Block is 30 minutes in K-3 classrooms and 45 minutes in grades 4 and 5. Students are provided multiple opportunities to engage in a variety of writing activities across the curriculum in addition to process writing during the Writing Block.

Intensive Intervention

Program Type	Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	Tiered Interventions are provided when appropriate: • Tier 2 interventions are provided by classroom teacher for 15 minutes 2-3 times per week. Actual student writing samples, scales, and rubric scoring are used to target students for interventions; however, additional time, focused feedback, and opportunities for revision provide scaffolds toward achieving proficiency. Progress is monitored frequently through conferencing, revision, and improved pieces of writing in students' portfolios. • Tier 3 interventions occur for 30 minutes 5 days per week. Teacher/student conferences individually support students, and the students receive focused feedback based on their individual strengths and areas of need. Intensive interventions integrate foundational skills, reading and writing.

Houghton Mifflin Harcourt (HMH)

Program Type	Core, Supplemental
School Type	Middle School, High School
Description	The HMH Florida Collections consists of grade-level text, reading and writing instruction that meets the Language Arts Florida Standards, Level-Up tutorials for remediation of skills, Interactive White Board Lessons, Interactive Writing Lessons, as well as a Performance Assessment book to help guide students through the type of writing assessed on the FSA. Teachers are to use the Reading Horizons print materials with all students presenting as non-efficient text decoders. This program supports students in their efforts to become proficient readers and spellers.

c. Mathematics

1. Description of Programs
List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Pearson Investigations

Program Type	Core
School Type	Elementary School
Description	Lessons that that meet standards and benchmarks with differentiated instruction are delivered in both large and small groups in a 60-minute block daily. Assessments are administered at the end of Quarter 1 and Quarter 2 in grades 3-5. In addition, post-tests are administered at the end of the year in grades K-2.

enVision	
Program Type	Supplemental
School Type	Elementary School
Description	Pearson Investigations is supplemented with enVision Math Program, which is used with interventions targeted to student needs. Additional lessons that meet standards and benchmarks with targeted interventions are delivered in small groups with increased targeted explicit instruction and practice. This intensive intervention is an additional 30 minutes twice a week or 20 minutes every other day. Frequent progress monitoring of participating students includes the use of district, and team/teacher assessments. Additional supplemental resources used to support mathematics instruction in elementary schools include: o FASTT Math o Additional online resources correlated to topics in the curriculum maps

FASTT Math	
Program Type	Supplemental
School Type	Elementary School
Description	FASST Math is an software program which teaches math fact fluency and automactiy.

Navigator	
Program Type	Intensive Intervention
School Type	Elementary School
Description	Math Navigator is a program designed to provide targeted interventions to students at their own pace.

Cinch Learning	
Program Type	Core, Supplemental
School Type	Middle School, High School
Description	Algebra 1 & Algebra 1A/1B McGraw-Hill Algebra 1 Florida A digital resource that contains various features such as animations, videos, virtual labs and extra practice problems. This is a free resource provided with our regular core textbooks.

Littell/Houghton Mifflin Harcourt Algebra and Trigonometry: Structure and Method Book 2

Program Type	Core
School Type	Middle School
Description	

Texas Instruments technology and equipment

Program Type	Supplemental
School Type	Middle School, High School
Description	Texas instruments technology are used to supplement the core instruction.

Discovery Education Math Techbook

Program Type	Supplemental
School Type	Middle School, High School
Description	Math Techbook uses a Discover, Practice, Apply cycle that is built around conceptual understanding, procedural fluency, and application. Technology-enhanced items and formative assessments are woven throughout the entire instructional cycle and teachers use a data dashboard to monitor student progress. This product is utilized in Algebra 1, Geometry, Algebra 2 and Algebra 1A/1B.

Discovery Education Streaming

Program Type	Supplemental
School Type	Middle School, High School
Description	Discovery Education Streaming Plus is a comprehensive digital service that motivates students to learn and helps teachers in every content area to transform their instruction. Containing thousands of standards-aligned resources, Streaming Plus provides you with the tools to teach your students to think critically about the content they use, see, and experience in their daily lives and to ask questions about the world around them. This product may be utilized in any course.

USA TestPrep

Program Type	Supplemental
School Type	Middle School
Description	USATestprep, Inc. is recognized as a leader in online review for high school, middle school, and elementary school assessments. The company offers a multitude of review products for subject area end-of-grade, end-of-course, graduation level, or college entrance assessments. Our programs are tailored to individual state standards. This product is utilized in all state-assessed courses.rep

Algebra Nation	
Program Type	Supplemental
School Type	Middle School, High School
Description	Algebra Nation is a free online resource, through the University of Florida, that helps teachers and students succeed on the Algebra 1 End-of-Course exam (EOC) by providing videos and questions that are aligned with the latest state standards. This product is available to any course.

ALEKS	
Program Type	Supplemental
School Type	Middle School, High School
Description	ALEKS Corporation is a leader in the creation of Web-based, artificially intelligent, educational software. Through adaptive questioning, ALEKS accurately assesses a student's knowledge state and then delivers targeted instruction on the exact topics the student is most ready to learn. This product is utilized in our Intensive remediation classes as well as Algebra 1A/1B.

Math XL	
Program Type	Core
School Type	High School
Description	MathXL incorporates two types of Adaptive Learning so that the teacher has the flexibility to incorporate the style and approach of adaptive learning that best suits the course structure and students' needs. This product is utilized in Honors Algebra 2.

d. Science

1. Description of Programs
List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Text – National Geographic
Digital – Discovery Education: Science Techbook

Program Type	Core
School Type	Elementary School
Description	• Instruction follows the district curriculum and is supported by these materials. Science Instruction is daily across all levels for 30–45 minutes through a hands-on approach. • Common formative assessments are developed by team-level Professional Learning Communities (PLCs).

National Geographic Readers
Vernier Probeware

Program Type	Supplemental
School Type	Elementary School
Description	Small group instruction is used to support students struggling in the acquisition of the scientific skills and concepts. Materials used to support this intervention include the leveled readers from National Geographic and Discovery Education Science Techbook. • Small group intervention is at the point of need during the science block of time. Progress monitoring is through the use of teacher-developed assessments. • The Vernier probeware has also been provided to all Elementary Schools to support hands-on science and math Instruction. • Use of the 5E instructional model is recommended as a lesson planning model for all elementary grade levels.

Text – Holt Science
Digital – Discovery Education: Science Techbook

Program Type	Core
School Type	Middle School
Description	• Instruction follows the district curriculum and is supported by these materials. Science Instruction is daily across all levels for 40-50 minutes (one period) through a hands-on approach. • Common formative assessments are developed by team-level PLCs.

Discovery Education Streaming **Vernier Probeware and associated lab manuals**	
Program Type	Supplemental, Intensive Intervention
School Type	Middle School
Description	• Discovery Education: Streaming Vernier probeware and associated lab manuals are used to provide hands-on interactive learning. • Use of the 5E instructional model is recommended as a lesson planning model for all middle school grade levels.

Pasco probeware and associated lab manuals.	
Program Type	Supplemental
School Type	High School
Description	

2. Instructional Alignment and Pacing

a. Program Monitoring
Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

Members of the district-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The District will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and staff development based on the needs of the schools. The members of the district leadership team include key stakeholders from various departments in the district. Members assist with the development of the MTSS district manual, Strategic Plan, and the DIAP. The District Leadership Team works in conjunction with the school-based teams to create and peer review School Improvement Plans. The team provides data on instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indictors, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLC's to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. CCPS addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

b. Supports for Student Transitions
Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?
No

a. Link to Student Progression Plan

http://www.collierschools.com/Page/8610

b. Provide the page numbers of the plan that address this question.

Each year, our district facilitates 5th to 6th grade and 8th to 9th grade student articulation visits. The high school visit takes place in late February and the middle school visit occurs in early May. On the evening before the visits, a parent night is scheduled for parents of rising 6th and 9th graders. At both events, parents and students are welcomed and oriented on topics such as; scheduling, electives, extracurricular activities and club opportunities, behavioral expectations and dress code. Parents and students meet their new school's administration and key staff members and receive performances by the band, orchestra, choir, and spirit and/or cheerleading team and all students leave with a gift bearing the name and logo of their new school.

Additionally, rising 6th and 9th grade students are oriented again before school starts in August. Students are issued their schedules and encouraged to tour their campus, visit their classrooms, and meet their new teachers. The student articulation visits and Parent Nights provide valuable information to help students and parents plan for a successful transition to the next level while reducing any potential anxiety.

c. Alignment of Pacing Guides to Florida Standards
Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. *Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

The District focus on Curriculum and Instruction for the 2016-2017 school year is to Narrow the Range. District and School administrators will be concentrating on learning gains with all students, as well as increasing 5th grade science scores.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Student achievement will improve across all content areas when an intervention and professional development plan is created, implemented and monitored by school and district staff to insure high quality instructional occurs at all levels.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Student achievement will improve across all content areas when an intervention and professional development plan is created, implemented and monitored by school and district staff to insure high quality instructional occurs at all levels. `1a`

🔑 G090579

Targets Supported `1b`

Focus	Indicator	Year	Target
0341 - Village Oaks Elementary School	ELA/Reading Lowest 25% Gains	2017-18	49.0
0341 - Village Oaks Elementary School	Math Lowest 25% Gains	2017-18	36.0
0341 - Village Oaks Elementary School	Statewide Science Assessment Level 1	2017-18	23.0
0341 - Village Oaks Elementary School	ELA/Reading Gains	2017-18	55.0
0341 - Village Oaks Elementary School	Math Gains	2017-18	43.0

Targeted Barriers to Achieving the Goal `3`

- Teacher turnover has resulted in inconsistent high quality instructional practices that leads to student gains across all content areas.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- School based Instructional Coaches

- District Support

- Common Planning

- School data meetings

- Digital Technology Resources

- iReady Reports

- Title I Basic and Migrant Resources to include Academic Coaches, Tutors and Research Based Materials

- On-site and Virtual support from district content specialist

- IDI- Instruction through Digital Innovation

Plan to Monitor Progress Toward G1. `8`

Students performance on district benchmark assessments should increase with additional time dedicated to standards that are not being mastered.

Person Responsible
Carol Cron

Schedule
Quarterly, from 9/29/2017 to 6/1/2018

Evidence of Completion
Analysis of district quarterly benchmark assessments and iReady data will be evidence of student mastery of standards and will assist in determining growth of all sub-groups.

District Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Student achievement will improve across all content areas when an intervention and professional development plan is created, implemented and monitored by school and district staff to insure high quality instructional occurs at all levels. 1

🔑 G090579

G1.B1 Teacher turnover has resulted in inconsistent high quality instructional practices that leads to student gains across all content areas. 2

🔑 B241998

G1.B1.S1 District staff will support instructional coaches and classroom teachers in conducting collaborative planning sessions designed to assist teachers in developing a deeper understanding of the Standards, built around students understanding of the Standards through learning goals and scales and monitoring of student data. A School Improvement Specialist will provide targeted English Language Arts professional development to instructional coach and classroom teachers. 4

🔑 S255044

Strategy Rationale

"Turning Around Chronically Low-Performing Schools" (ies.ed.gov/necc/wwe/practiceguides), cities teacher collaboration as a frequent approach to improving instruction in 35 low-performing schools that achieved dramatic turnaround (substantial gains in student achievement within three years).
Teachers can determine what modifications should be made to the instruction through thoughtfully planned questions aimed at assessing students understanding of the content being taught. Different levels of questions allows the teacher to assess students at the students independent level on instruction while also allowing the teacher to ask questions at a higher level that can be supported through scaffolding.

Action Step 1 5

A schedule will be created to outline the district support that will be provided to the school on a weekly basis. The support will cover English Language Arts, mathematics and science.

Person Responsible

Sheryl Rogers

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

District support personnel will log school visits in iSupport to provide accurate records of support provided to schools.

Action Step 2 `5`

District staff will support facilitated planning for ELA standards based instruction and modeling of the planned strategies. The facilitated planning will include unpacking of standards, setting the purpose for learning and reflection, and how to align teaching to address strategies to master the learning scales.

Person Responsible

Carol Cron

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

* Instructional Review notes * Professional development agendas * Support schedule and log * Lesson Plans reflecting match of complexity to the standard * Data dialogue notes

Action Step 3 `5`

District staff will support facilitated planning for mathematics and science standards based instruction and modeling of the planned strategies. The facilitated planning will include unpacking of standards, setting the purpose for learning and reflection, and how to align teaching to address strategies to master the learning scales.

Person Responsible

Stacie Hall

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

* Instructional Review notes * Professional development agendas * Support schedule and log * Lesson Plans reflecting match of complexity to the standard

Action Step 4 `5`

Teachers will participate in learning opportunities focused on student task and its alignment with the standards in the ELA block including guided reading. Training will occur both after school and on Saturdays. Additionally, teachers will be provided with the opportunity to observe effective instruction in other classrooms and schools. Classroom coverage via substitutes will be provided.

Person Responsible

Renee Hanson

Schedule

Biweekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

* PD agendas, sign in sheets, training materials * Student performance data * PLC minutes * Data dialogues * Coaching Log * Every Classroom Every Day document

Action Step 5 `5`

District staff will assist instructional coach in leading teachers in Ongoing Progress Monitoring meetings designed to analyze data for the purpose of reteaching standards.

Person Responsible

Carol Cron

Schedule

Quarterly, from 8/16/2017 to 5/31/2018

Evidence of Completion

*Data charts *Student formative assessment data *Classroom observation data

Action Step 6 `5`

Teachers will engage students in higher order thinking and problem solving based on appropriately developed lesson that incorporate technology, manipulatives and appropriate leveled high interest text. Classroom materials, such as journals, chart paper, markers, and individual white boards will also be purchased.

Person Responsible

Renee Hanson

Schedule

Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion

* Samples from student journals * Lesson plans * Student performance data * PLC minutes

Action Step 7 `5`

The school will contract with professional consultants (Kagan and LSI) to provide on-site targeted professional development on standards based instruction through Rigor Walks and instructional rounds (LSI) and collaborative learning strategies (Kagan).

Person Responsible

Renee Hanson

Schedule

Monthly, from 10/2/2017 to 8/31/2018

Evidence of Completion

* Consultant contract * Agendas * Staff sign-in sheets * Lesson Plans (implementation) * RIgor Walk Notes * Student assessment data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

District staff will meet with school leadership on a weekly basis to review action steps as outlined in the DIAP to ensure professional development and follow-up activities and classroom implementation of strategies are being implemented with fidelity as outlined in the DIAP.

Person Responsible

Carol Cron

Schedule

Biweekly, from 8/18/2017 to 6/1/2018

Evidence of Completion

District support calendar. iSupport entries in district intranet. Classroom observation notes. Debriefing notes. Copies of questions. Data analysis sheets. Re-teaching plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

District staff will work alongside building leadership to conduct classroom observations aligned with the strategies taught in the Dr. Brain Dassler Leardership Academy to determine the effectiveness of instruction and demonstration of teacher mastery through teacher implementation of professional development targets. Student and teacher observation data should demonstrate an increase in learning and teacher effectiveness.

Person Responsible

Renee Hanson

Schedule

Biweekly, from 8/18/2017 to 6/1/2018

Evidence of Completion

* Student data on iReady * District assessments * Classroom observations of student participation * Formative assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A337516	A schedule will be created to outline the district support that will be provided to the school on a...	Rogers, Sheryl	8/28/2017	District support personnel will log school visits in iSupport to provide accurate records of support provided to schools.	5/31/2018 weekly
G1.B1.S1.A2 A337423	District staff will support facilitated planning for ELA standards based instruction and modeling...	Cron, Carol	8/7/2017	* Instructional Review notes * Professional development agendas * Support schedule and log * Lesson Plans reflecting match of complexity to the standard * Data dialogue notes	5/31/2018 biweekly
G1.B1.S1.A3 A337512	District staff will support facilitated planning for mathematics and science standards based...	Hall, Stacie	8/7/2017	* Instructional Review notes * Professional development agendas * Support schedule and log * Lesson Plans reflecting match of complexity to the standard	5/31/2018 biweekly
G1.B1.S1.A5 A337520	District staff will assist instructional coach in leading teachers in Ongoing Progress Monitoring...	Cron, Carol	8/16/2017	*Data charts *Student formative assessment data *Classroom observation data	5/31/2018 quarterly
G1.MA1 M352245	Students performance on district benchmark assessments should increase with additional time...	Cron, Carol	9/29/2017	Analysis of district quarterly benchmark assessments and iReady data will be evidence of student mastery of standards and will assist in determining growth of all sub-groups.	6/1/2018 quarterly
G1.B1.S1.MA1 M352244	District staff will work alongside building leadership to conduct classroom observations aligned...	Hanson, Renee	8/18/2017	* Student data on iReady * District assessments * Classroom observations of student participation * Formative assessment data	6/1/2018 biweekly
G1.B1.S1.MA1 M352242	District staff will meet with school leadership on a weekly basis to review action steps as...	Cron, Carol	8/18/2017	District support calendar. iSupport entries in district intranet. Classroom observation notes. Debriefing notes. Copies of questions. Data analysis sheets. Re-teaching plans.	6/1/2018 biweekly
G1.B1.S1.A4 A334437	Teachers will participate in learning opportunities focused on student task and its alignment with...	Hanson, Renee	9/1/2017	* PD agendas, sign in sheets, training materials * Student performance data * PLC minutes * Data dialogues * Coaching Log * Every Classroom Every Day document	8/31/2018 biweekly
G1.B1.S1.A6 A351297	Teachers will engage students in higher order thinking and problem solving based on appropriately...	Hanson, Renee	10/1/2017	* Samples from student journals * Lesson plans * Student performance data * PLC minutes	8/31/2018 weekly
G1.B1.S1.A7 A351352	The school will contract with professional consultants (Kagan and LSI) to provide on-site targeted...	Hanson, Renee	10/2/2017	* Consultant contract * Agendas * Staff sign-in sheets * Lesson Plans (implementation) * RIgor Walk Notes * Student assessment data	8/31/2018 monthly

V. Professional Development Opportuntities

Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.

G1. Student achievement will improve across all content areas when an intervention and professional development plan is created, implemented and monitored by school and district staff to insure high quality instructional occurs at all levels.

G1.B1 Teacher turnover has resulted in inconsistent high quality instructional practices that leads to student gains across all content areas.

G1.B1.S1 District staff will support instructional coaches and classroom teachers in conducting collaborative planning sessions designed to assist teachers in developing a deeper understanding of the Standards, built around students understanding of the Standards through learning goals and scales and monitoring of student data. A School Improvement Specialist will provide targeted English Language Arts professional development to instructional coach and classroom teachers.

PD Opportunity 1

A schedule will be created to outline the district support that will be provided to the school on a weekly basis. The support will cover English Language Arts, mathematics and science.

Facilitator

Carol Cron

Participants

Coach and teachers

Schedule

Weekly, from 8/28/2017 to 5/31/2018

PD Opportunity 2

District staff will support facilitated planning for ELA standards based instruction and modeling of the planned strategies. The facilitated planning will include unpacking of standards, setting the purpose for learning and reflection, and how to align teaching to address strategies to master the learning scales.

Facilitator

Carol Cron

Participants

Reading Coach and teachers

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

PD Opportunity 3

District staff will support facilitated planning for mathematics and science standards based instruction and modeling of the planned strategies. The facilitated planning will include unpacking of standards, setting the purpose for learning and reflection, and how to align teaching to address strategies to master the learning scales.

Facilitator

District Math coordinator

Participants

Math coach and teachers

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

PD Opportunity 4

Teachers will participate in learning opportunities focused on student task and its alignment with the standards in the ELA block including guided reading. Training will occur both after school and on Saturdays. Additionally, teachers will be provided with the opportunity to observe effective instruction in other classrooms and schools. Classroom coverage via substitutes will be provided.

Facilitator

Carol Cron

Participants

Instructional Staff

Schedule

Biweekly, from 9/1/2017 to 8/31/2018

PD Opportunity 5

The school will contract with professional consultants (Kagan and LSI) to provide on-site targeted professional development on standards based instruction through Rigor Walks and instructional rounds (LSI) and collaborative learning strategies (Kagan).

Facilitator

Kagan and LSI- Principal

Participants

Instructional staff

Schedule

Monthly, from 10/2/2017 to 8/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

		VII. Budget	
1	G1.B1.S1.A1	A schedule will be created to outline the district support that will be provided to the school on a weekly basis. The support will cover English Language Arts, mathematics and science.	$0.00
2	G1.B1.S1.A2	District staff will support facilitated planning for ELA standards based instruction and modeling of the planned strategies. The facilitated planning will include unpacking of standards, setting the purpose for learning and reflection, and how to align teaching to address strategies to master the learning scales.	$0.00
3	G1.B1.S1.A3	District staff will support facilitated planning for mathematics and science standards based instruction and modeling of the planned strategies. The facilitated planning will include unpacking of standards, setting the purpose for learning and reflection, and how to align teaching to address strategies to master the learning scales.	$0.00
4	G1.B1.S1.A4	Teachers will participate in learning opportunities focused on student task and its alignment with the standards in the ELA block including guided reading. Training will occur both after school and on Saturdays. Additionally, teachers will be provided with the opportunity to observe effective instruction in other classrooms and schools. Classroom coverage via substitutes will be provided.	$0.00
5	G1.B1.S1.A5	District staff will assist instructional coach in leading teachers in Ongoing Progress Monitoring meetings designed to analyze data for the purpose of reteaching standards.	$0.00
6	G1.B1.S1.A6	Teachers will engage students in higher order thinking and problem solving based on appropriately developed lesson that incorporate technology, manipulatives and appropriate leveled high interest text. Classroom materials, such as journals, chart paper, markers, and individual white boards will also be purchased.	$0.00
7	G1.B1.S1.A7	The school will contract with professional consultants (Kagan and LSI) to provide on-site targeted professional development on standards based instruction through Rigor Walks and instructional rounds (LSI) and collaborative learning strategies (Kagan).	$0.00
		Total:	$0.00