FLORIDA DEPARTMENT OF EDUCATION
Differentiated Accountability
2012-2013 District Improvement and Assistance Plan
District: Collier

Contact Person: Dr. Connie Helton
Title: Director, Differentiated Accountability
E-mail heltonco@collierschools.com
Phone Number: 239-377-0022
Fax: 239-377-0006

Contact Person: Beth Thompson
Title: Chief Instructional Officer
E-mail thompsbe@collierschools.com
Phone Number: 239-377-0200
Fax: 239-377-0205

Contact Person: Maria Longa
Title: Director, Federal and State Grants
E-mail longama@collierschools.com
Phone Number: 239-377-0583
Fax: 239-377-0321

Contact Person: Dr. Maria Torres
Title: Executive Director, Federal and State Grants
E-mail torresma@collierschools.com
Phone Number: 239-377-0148
Fax: 239-377-0163

Contact Person: Jennifer Kincaid
Title: Executive Director, Elementary Programs
E-mail kincaije@collierschools.com
Phone Number: 239-377-0107
Fax: 239-377-0167

Contact Person: Susan McNally
Title: Executive Director, Secondary Programs
E-mail mcnallsu@collierschools.com
Phone Number: 239-377-0115
Fax: 239-377-0167

Contact Person: Dr. Kamela Patton
Title: Superintendent, CCPS
E-mail pattok@collierschools.com
Phone Number: 239-377-0001
Fax:

Last Modified on: 25-09-2012

Title I District Improvement Plan

Title I, Section 1116(c)(7)

This section addresses the requirements for districts that have been identified as in need of improvement.

Directions: Address each item below and provide your response in the appropriate cell or text box.

Title I District Improvement Plan - (Part1_1)

1) Summarize the process used to write this plan. Include how parents, school staff, and others were involved.

A collaborative process including multiple stakeholders is used to write the District Improvement Plan in Collier County. The Curriculum and Instruction Department coordinated and leads this effort. This department includes all instructional related support: Elementary, Secondary, Reading and Language Arts, Math, Science, Social Studies, Fine Arts, Head Start, Voluntary Pre-K, Federal and State Grants, English Language Learners, Advanced Learners, Exceptional Student Education, Staff Development, Career and Technical Education, Alternative Programs, Perkins, Adult and Community Education. The plan is the written representation of decisions that are made through a district-wide collaborative planning process led by the Superintendent and involving School Principals and all Administrators in the district including the Curriculum and Instruction, Human Resources, Student Services, Facilities Management, Financial services, and FTE. A Three-Year Academic Plan is developed/updated as a result of collaborative planning and is discussed/approved at School Board meeting and shared with parents. The District Improvement Plan is based on the three Year Academic Plan. In addition, the District Improvement Plan is shared with School Principals to obtain feedback of school staff as well as parents and community through School Advisory Council meetings. Guiding questions are provided to gather input on successful programs and instructional strategies and to obtain suggestions of improvement. The final review and revision of the District Improvement Plan is completed by the Chief Instructional Officer's Leadership Team and approved by the Superintendent. The plan is made available on the district's website.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

[Click here to see a Detailed Report](#)

Title I District Improvement Plan - (Part 2)

2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each subgroup, and how these will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making satisfactory progress. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds see section "Title III District Improvement Plan."

Subgroup not making satisfactory progress.	Subject Area	Specific Ttaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	Though the AMO for the total population FY12 was 65% proficient, CCPS demonstrated 58% proficient. This is a CORE instruction issue and is being addressed with three district-wide initiatives that cross all content: Rigor, Interactive Learning & Differentiated Instruction and Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies. Each school identified apecific strategies to address these initiatives. These are found in School Improvement Plans and are being closely monitored by school-based administrators.	Inconsistency of implementation coupled with misunderstanding of data- driven instruction and scaffolded-support for achieving a standard appear to be at the heart of the problem. Additionally,the district will increase the intensity and frequency of the strategies currently being implemented.	All district and school based have received professional development in strategies to support the district-wide initiatives. The Coaching Cycle will be implemented with fidelity across all schools to support teachers in acquiring the skills necessary to implement the initiatives. Continue to provide appropriate reading instruction to all students K-12. Continue to implement Intensive Reading courses for all struggling readers at all levels. Provide appropriate tiered levels of instruction and support for all students, including intensive reading interventions for students who struggle with reading. Provide double periods of Intensive Reading/ Language Arts instruction at grades 6 – 12 for these students. Continue to provide an additional course for grades 6 – 12. emphasizing vocabulary and fluency for disfluent level 1 and level 2 students, which includes all subgroups. Reading coaches have been assigned to all elementary and middle schools and targeted high schools for FY12. District literacy support is provided to the 2 remaining high schools weekly. Continue to implement full inclusion opportunities for students with disabilities. Implement Lesson Study in all schools. Implement student-led conferences at grades Pre-K-5 Provide opportunities for content-area teachers to seek and receive reading and/or NGCAR-PD endorsement. Implement PBS district-wide. Implement Collier Teacher Evaluation Model and iObservation with a focus on rigor and high yield strategies district-wide. Provide Instructional Support Specialists (InSS) in all schools. Continue to pilot research-based programs to support students with dyslexia. Utilize instructional technology to support academic progress (i.e. Skills Tutor, Riverdeep, etc.) See the Title III section of this document for additional strategies and information.	Elementary: Professional learning provided by district elementary literacy department: •Reciprocal Teaching •Spalding Phonics •K-1 Common Core State Standards implementation •Grade 2 CCSS 2013-14 Implementation •Close Reading •Text Complexity •Text Dependent Questioning •Guided Reading •Running Records •FAIR: How to Administer •FAIR: Instructional Implications •Grade 3 &4 FCAT Writing- Scoring with Anchor papers •Grades 2 & 5 Writing in Response to Reading scoring with new rubrics STRATEGIES: •Word Study: reinforces phonemic awareness and phonics instruction •Fluency: choral reading, partner reading, reader's theater, independent wide reading Vocabulary: Frayer model, multiple exposures through FCRR & Beck's research-based activities •Close Reading for comprehension of complex text Secondary: Professional learning provided by district C & I for: •Close Reading •Text Complexity *Writing Instruction •Writing Evaluation and Feedback •Collaborative Comprehension Strategies •Higher Order Questioning	Curriculum & Instruction

Total	Mathematics	AMO met!				
White	Reading	Though the AMO for the the White subgroup FY12 was 79% proficient, CCPS demonstrated 74% proficient. This is a CORE instruction issue and is being addressed with three district-wide initiatives that cross all content: Rigor, Interactive Learning & Differentiated Instruction and Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies. Each school identified apecific strategies to address these initiatives. These are found in School Improvement Plans and are being closely monitored by school-based administrators.	Inconsistency of implementation coupled with misunderstanding of data- driven instruction and scaffolded-support for achieving a standard appear to be at the heart of the problem.	All district and school based have received professional development in strategies to support the district-wide initiatives. The Coaching Cycle will be implemented with fidelity across all schools to support teachers in acquiring the skills necessary to implement the initiatives. Continue to provide appropriate reading instruction to all students K-12. Continue to implement Intensive Reading courses for all struggling readers at all levels. Provide appropriate tiered levels of instruction and support for all students, including intensive reading interventions for students who struggle with reading. Provide double periods of Intensive Reading/ Language Arts instruction at grades 6 – 12 for these students. Continue to provide an additional course for grades 6 – 12. emphasizing vocabulary and fluency for disfluent level 1 and level 2 students, which includes all subgroups. Reading coaches have been assigned to all elementary and middle schools and targeted high schools for FY12. District literacy support is provided to the 2 remaining high schools weekly. Continue to implement full inclusion opportunities for students with disabilities. Implement Lesson Study in all schools. Implement student-led conferences at grades Pre-K-5 Provide opportunities for content-area teachers to seek and receive reading and/or NGCAR-PD endorsement. Implement PBS district-wide. Implement Collier Teacher Evaluation Model and iObservation with a focus on rigor and high yield strategies district-wide. Provide Instructional Support Specialists (InSS) in all schools. Continue to pilot research-based programs to support students with dyslexia. Utilize instructional technology to support academic progress (i.e. Skills Tutor, Riverdeep, etc.) See the Title III section of this document for additional strategies and information.	Elementary: Professional learning provided by district elementary literacy department: •Reciprocal Teaching •Spalding Phonics •K-1 Common Core State Standards implementation •Grade 2 CCSS 2013-14 Implementation •Close Reading •Text Complexity •Text Dependent Questioning •Guided Reading •Running Records •FAIR: How to Administer •FAIR: Instructional Implications •Grade 3 &4 FCAT Writing- Scoring with Anchor papers •Grades 2 & 5 Writing in Response to Reading scoring with new rubrics STRATEGIES: •Word Study: reinforces phonemic awareness and phonics instruction •Fluency: choral reading, partner reading, reader's theater, independent wide reading Vocabulary: Frayer model, multiple exposures through FCRR & Beck's research-based activities •Close Reading for comprehension of complex text Secondary: Professional learning provided by district C & I for: •Close Reading •Text Complexity *Writing Instruction •Writing Evaluation and Feedback •Collaborative Comprehension Strategies •Higher Order Questioning	Curriculum and Instruction
White	Mathematics	AMO met!				
Black	Reading	Though the AMO for the the Black subgroup FY12 was 48% proficient, CCPS demonstrated 40% proficient. This is a CORE instruction issue and is being addressed with three district-wide initiatives that cross all content: Rigor, Interactive Learning & Differentiated Instruction and Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies. Each school identified apecific strategies to address these initiatives. These are found in School Improvement Plans and are being closely monitored by school-based administrators.	Inconsistency of implementation coupled with misunderstanding of data- driven instruction and scaffolded-support for achieving a standard appear to be at the heart of the problem.	All district and school based have received professional development in strategies to support the district-wide initiatives. The Coaching Cycle will be implemented with fidelity across all schools to support teachers in acquiring the skills necessary to implement the initiatives. Continue to provide appropriate reading instruction to all students K-12. Continue to implement Intensive Reading courses for all struggling readers at all levels. Provide appropriate tiered levels of instruction and support for all students, including intensive reading interventions for students who struggle with reading. Provide double periods of Intensive Reading/ Language Arts instruction at grades 6 – 12 for these students. Continue to provide an additional course for grades 6 – 12. emphasizing vocabulary and fluency for disfluent level 1 and level 2 students, which includes all subgroups. Reading coaches have been assigned to all elementary and middle schools and targeted high schools for FY12. District literacy support is provided to the 2 remaining high schools weekly. Continue to implement full inclusion opportunities for students with disabilities. Implement Lesson Study in all schools. Implement student-led conferences at grades Pre-K-5 Provide opportunities for content-area teachers to seek and receive reading and/or NGCAR-PD endorsement. Implement PBS district-wide. Implement Collier Teacher Evaluation Model and iObservation with a focus on rigor and high yield strategies district-wide. Provide Instructional Support Specialists (InSS) in all schools. Continue to pilot research-based programs to support students with dyslexia. Utilize instructional technology to support academic progress (i.e. Skills Tutor, Riverdeep, etc.) See	Elementary: Professional learning provided by district elementary literacy department: •Reciprocal Teaching •Spalding Phonics •K-1 Common Core State Standards implementation •Grade 2 CCSS 2013-14 Implementation •Close Reading •Text Complexity •Text Dependent Questioning •Guided Reading •Running Records •FAIR: How to Administer •FAIR: Instructional Implications •Grade 3 &4 FCAT Writing- Scoring with Anchor papers •Grades 2 & 5 Writing in Response to Reading scoring with new rubrics STRATEGIES: •Word Study: reinforces phonemic awareness and phonics instruction •Fluency: choral reading, partner reading, reader's theater, independent wide reading Vocabulary: Frayer model, multiple exposures through FCRR & Beck's research-based activities •Close Reading for comprehension of complex text Secondary: Professional learning provided by district C & I for: •Close Reading •Text Complexity *Writing Instruction •Writing Evaluation and Feedback •Collaborative Comprehension Strategies •Higher Order Questioning	Curriculum & Instruction

				the Title III section of this document for additional strategies and information.		
Black	Mathematics	AMO met!				
Hispanic	Reading	Though the AMO for the the Hispanic subgroup FY12 was 54% proficient, CCPS demonstrated 46% proficient. This is a CORE instruction issue and is being addressed with three district-wide initiatives that cross all content: Rigor, Interactive Learning & Differentiated Instruction and Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies. Each school identified apecific strategies to address these initiatives. These are found in School Improvement Plans and are being closely monitored by school-based administrators.	Inconsistency of implementation coupled with misunderstanding of data- driven instruction and scaffolded-support for achieving a standard appear to be at the heart of the problem.	All district and school based have received professional development in strategies to support the district-wide initiatives. The Coaching Cycle will be implemented with fidelity across all schools to support teachers in acquiring the skills necessary to implement the initiatives. Continue to provide appropriate reading instruction to all students K-12. Continue to implement Intensive Reading courses for all struggling readers at all levels. Provide appropriate tiered levels of instruction and support for all students, including intensive reading interventions for students who struggle with reading. Provide double periods of Intensive Reading/ Language Arts instruction at grades 6 – 12 for these students. Continue to provide an additional course for grades 6 – 12. emphasizing vocabulary and fluency for disfluent level 1 and level 2 students, which includes all subgroups. Reading coaches have been assigned to all elementary and middle schools and targeted high schools for FY12. District literacy support is provided to the 2 remaining high schools weekly. Continue to implement full inclusion opportunities for students with disabilities. Implement Lesson Study in all schools. Implement student-led conferences at grades Pre-K-5 Provide opportunities for content-area teachers to seek and receive reading and/or NGCAR-PD endorsement. Implement PBS district-wide. Implement Collier Teacher Evaluation Model and iObservation with a focus on rigor and high yield strategies district-wide. Provide Instructional Support Specialists (InSS) in all schools. Continue to pilot research-based programs to support students with dyslexia. Utilize instructional technology to support academic progress (i.e. Skills Tutor, Riverdeep, etc.) See the Title III section of this document for additional strategies and information.	Elementary: Professional learning provided by district elementary literacy department: •Reciprocal Teaching •Spalding Phonics •K-1 Common Core State Standards implementation •Grade 2 CCSS 2013-14 Implementation •Close Reading •Text Complexity •Text Dependent Questioning •Guided Reading •Running Records •FAIR: How to Administer •FAIR: Instructional Implications •Grade 3 &4 FCAT Writing- Scoring with Anchor papers •Grades 2 & 5 Writing in Response to Reading scoring with new rubrics STRATEGIES: •Word Study: reinforces phonemic awareness and phonics instruction •Fluency: choral reading, partner reading, reader's theater, independent wide reading Vocabulary: Frayer model, multiple exposures through FCRR & Beck's research-based activities •Close Reading for comprehension of complex text Secondary: Professional learning provided by district C & I for: •Close Reading •Text Complexity *Writing Instruction •Writing Evaluation and Feedback •Collaborative Comprehension Strategies •Higher Order Questioning	Curriculum & Instruction
Hispanic	Mathematics	AMO met!				
				All district and school based have received professional development in strategies to support		

Asian	Reading	Though the AMO for the the Asian subgroup FY12 was 84% proficient, CCPS demonstrated 78% proficient. This is a CORE instruction issue and is being addressed with three district-wide initiatives that cross all content: Rigor, Interactive Learning & Differentiated Instruction and Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies. Each school identified apecific strategies to address these initiatives. These are found in School Improvement Plans and are being closely monitored by school-based administrators.	Inconsistency of implementation coupled with misunderstanding of data- driven instruction and scaffolded-support for achieving a standard appear to be at the heart of the problem.	the district-wide initiatives. The Coaching Cycle will be implemented with fidelity across all schools to support teachers in acquiring the skills necessary to implement the initiatives. Continue to provide appropriate reading instruction to all students K-12. Continue to implement Intensive Reading courses for all struggling readers at all levels. Provide appropriate tiered levels of instruction and support for all students, including intensive reading interventions for students who struggle with reading. Provide double periods of Intensive Reading/ Language Arts instruction at grades 6 – 12 for these students. Continue to provide an additional course for grades 6 – 12. emphasizing vocabulary and fluency for disfluent level 1 and level 2 students, which includes all subgroups. Reading coaches have been assigned to all elementary and middle schools and targeted high schools for FY12. District literacy support is provided to the 2 remaining high schools weekly. Continue to implement full inclusion opportunities for students with disabilities. Implement Lesson Study in all schools. Implement student-led conferences at grades Pre-K-5 Provide opportunities for content-area teachers to seek and receive reading and/or NGCAR-PD endorsement. Implement PBS district-wide. Implement Collier Teacher Evaluation Model and iObservation with a focus on rigor and high yield strategies district-wide. Provide Instructional Support Specialists (InSS) in all schools. Continue to pilot research-based programs to support students with dyslexia. Utilize instructional technology to support academic progress (i.e. Skills Tutor, Riverdeep, etc.) See the Title III section of this document for additional strategies and information.	Elementary: Professional learning provided by district elementary literacy department: •Reciprocal Teaching •Spalding Phonics •K-1 Common Core State Standards implementation •Grade 2 CCSS 2013-14 Implementation •Close Reading •Text Complexity •Text Dependent Questioning •Guided Reading •Running Records •FAIR: How to Administer •FAIR: Instructional Implications •Grade 3 &4 FCAT Writing- Scoring with Anchor papers •Grades 2 & 5 Writing in Response to Reading scoring with new rubrics STRATEGIES: •Word Study: reinforces phonemic awareness and phonics instruction •Fluency: choral reading, partner reading, reader's theater, independent wide reading Vocabulary: Frayer model, multiple exposures through FCRR & Beck's research-based activities •Close Reading for comprehension of complex text Secondary: Professional learning provided by district C & I for: •Close Reading •Text Complexity *Writing Instruction •Writing Evaluation and Feedback •Collaborative Comprehension Strategies •Higher Order Questioning	Curriculum and Instruction
Asian	Mathematics	Made AYP				
American Indian	Reading	Though the AMO for the the American Indian subgroup FY12 was 58% proficient, CCPS demonstrated 49% proficient. This is a CORE instruction issue and is being addressed with three district-wide initiatives that cross all content: Rigor, Interactive Learning & Differentiated Instruction and Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies. Each school identified apecific strategies to address these initiatives. These are found in School Improvement Plans and are being closely monitored by school-based administrators.	Inconsistency of implementation coupled with misunderstanding of data- driven instruction and scaffolded-support for achieving a standard appear to be at the heart of the problem.	All district and school based have received professional development in strategies to support the district-wide initiatives. The Coaching Cycle will be implemented with fidelity across all schools to support teachers in acquiring the skills necessary to implement the initiatives. Continue to provide appropriate reading instruction to all students K-12. Continue to implement Intensive Reading courses for all struggling readers at all levels. Provide appropriate tiered levels of instruction and support for all students, including intensive reading interventions for students who struggle with reading. Provide double periods of Intensive Reading/ Language Arts instruction at grades 6 – 12 for these students. Continue to provide an additional course for grades 6 – 12. emphasizing vocabulary and fluency for disfluent level 1 and level 2 students, which includes all subgroups. Reading coaches have been assigned to all elementary and middle schools and targeted high schools for FY12. District literacy support is provided to the 2 remaining high schools weekly. Continue to implement full inclusion opportunities for students with disabilities. Implement Lesson Study in all schools. Implement student-led conferences at grades Pre-K-5 Provide opportunities for content-area teachers to seek and receive reading and/or NGCAR-PD endorsement. Implement PBS district-wide. Implement Collier Teacher Evaluation Model and iObservation with a focus on rigor and high yield strategies district-wide. Provide Instructional Support Specialists (InSS) in all schools. Continue to pilot research-based programs to support students with dyslexia. Utilize instructional technology to support academic progress (i.e. Skills Tutor, Riverdeep, etc.) See the Title III section of this document for additional strategies and information.	Elementary: Professional learning provided by district elementary literacy department: •Reciprocal Teaching •Spalding Phonics •K-1 Common Core State Standards implementation •Grade 2 CCSS 2013-14 Implementation •Close Reading •Text Complexity •Text Dependent Questioning •Guided Reading •Running Records •FAIR: How to Administer •FAIR: Instructional Implications •Grade 3 &4 FCAT Writing- Scoring with Anchor papers •Grades 2 & 5 Writing in Response to Reading scoring with new rubrics STRATEGIES: •Word Study: reinforces phonemic awareness and phonics instruction •Fluency: choral reading, partner reading, reader's theater, independent wide reading Vocabulary: Frayer model, multiple exposures through FCRR & Beck's research-based activities •Close Reading for comprehension of complex text Secondary: Professional learning provided by district C & I for: •Close Reading •Text Complexity *Writing Instruction •Writing Evaluation and Feedback •Collaborative Comprehension Strategies •Higher Order Questioning	Curriculum and Instruction
American Indian	Mathematics	AMO met!				

Economically Disadvantaged	Reading	Though the AMO for the the Economically Disadvantaged subgroup FY12 was 54% proficient, CCPS demonstrated 46% proficient. This is a CORE instruction issue and is being addressed with three district-wide initiatives that cross all content: Rigor, Interactive Learning & Differentiated Instruction and Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies. Each school identified apecific strategies to address these initiatives. These are found in School Improvement Plans and are being closely monitored by school-based administrators.	Inconsistency of implementation coupled with misunderstanding of data- driven instruction and scaffolded-support for achieving a standard appear to be at the heart of the problem.	All district and school based have received professional development in strategies to support the district-wide initiatives. The Coaching Cycle will be implemented with fidelity across all schools to support teachers in acquiring the skills necessary to implement the initiatives. Continue to provide appropriate reading instruction to all students K-12. Continue to implement Intensive Reading courses for all struggling readers at all levels. Provide appropriate tiered levels of instruction and support for all students, including intensive reading interventions for students who struggle with reading. Provide double periods of Intensive Reading/ Language Arts instruction at grades 6 – 12 for these students. Continue to provide an additional course for grades 6 – 12. emphasizing vocabulary and fluency for disfluent level 1 and level 2 students, which includes all subgroups. Reading coaches have been assigned to all elementary and middle schools and targeted high schools for FY12. District literacy support is provided to the 2 remaining high schools weekly. Continue to implement full inclusion opportunities for students with disabilities. Implement Lesson Study in all schools. Implement student-led conferences at grades Pre-K-5 Provide opportunities for content-area teachers to seek and receive reading and/or NGCAR-PD endorsement. Implement PBS district-wide. Implement Collier Teacher Evaluation Model and iObservation with a focus on rigor and high yield strategies district-wide. Provide Instructional Support Specialists (InSS) in all schools. Continue to pilot research-based programs to support students with dyslexia. Utilize instructional technology to support academic progress (i.e. Skills Tutor, Riverdeep, etc.) See the Title III section of this document for additional strategies and information.	Elementary: Professional learning provided by district elementary literacy department: •Reciprocal Teaching •Spalding Phonics •K-1 Common Core State Standards implementation •Grade 2 CCSS 2013-14 Implementation •Close Reading •Text Complexity •Text Dependent Questioning •Guided Reading •Running Records •FAIR: How to Administer •FAIR: Instructional Implications •Grade 3 &4 FCAT Writing- Scoring with Anchor papers •Grades 2 & 5 Writing in Response to Reading scoring with new rubrics STRATEGIES: •Word Study: reinforces phonemic awareness and phonics instruction •Fluency: choral reading, partner reading, reader's theater, independent wide reading Vocabulary: Frayer model, multiple exposures through FCRR & Beck's research-based activities •Close Reading for comprehension of complex text Secondary: Professional learning provided by district C & I for: •Close Reading •Text Complexity *Writing Instruction •Writing Evaluation and Feedback •Collaborative Comprehension Strategies •Higher Order Questioning	Curriculum & Instruction
Economically Disadvantaged	Mathematics	AMO met!				
English Language Learners	Reading	AMO met!				
English Language Learners	Mathematics	AMO met!				
				All district and school based have received professional development in strategies to support		

Subgroup	Subject	Analysis	Barrier	Strategy	Professional Development	Responsible
Students with Disabilities	Reading	Though the AMO for the Students with Disabilities subgroup FY12 was 66% proficient, CCPS demonstrated 30% proficient. This is a CORE instruction issue and is being addressed with three district-wide initiatives that cross all content: Rigor, Interactive Learning & Differentiated Instruction and Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies. Each school identified apecific strategies to address these initiatives. These are found in School Improvement Plans and are being closely monitored by school-based administrators.	Inconsistency of implementation coupled with misunderstanding of data- driven instruction and scaffolded-support for achieving a standard appear to be at the heart of the problem. Additionally, the Unique Curriculum for students taking the Florida Alternative Assessment was inconsistently implemented. The Exceptional Student Education Department is providing extensive training in this delivery model for teachers and support for school-based administrators who monitor the implementation.	the district-wide initiatives. The Coaching Cycle will be implemented with fidelity across all schools to support teachers in acquiring the skills necessary to implement the initiatives. Continue to provide appropriate reading instruction to all students K-12. Continue to implement Intensive Reading courses for all struggling readers at all levels. Provide appropriate tiered levels of instruction and support for all students, including intensive reading interventions for students who struggle with reading. Provide double periods of Intensive Reading/ Language Arts instruction at grades 6 – 12 for these students. Continue to provide an additional course for grades 6 – 12. emphasizing vocabulary and fluency for disfluent level 1 and level 2 students, which includes all subgroups. Reading coaches have been assigned to all elementary and middle schools and targeted high schools for FY12. District literacy support is provided to the 2 remaining high schools weekly. Continue to implement full inclusion opportunities for students with disabilities. Implement Lesson Study in all schools. Implement student-led conferences at grades Pre-K-5 Provide opportunities for content-area teachers to seek and receive reading and/or NGCAR-PD endorsement. Implement PBS district-wide. Implement Collier Teacher Evaluation Model and iObservation with a focus on rigor and high yield strategies district-wide. Provide Instructional Support Specialists (InSS) in all schools. Continue to pilot research-based programs to support students with dyslexia. Utilize instructional technology to support academic progress (i.e. Skills Tutor, Riverdeep, etc.) See the Title III section of this document for additional strategies and information.	Elementary: Professional learning provided by district elementary literacy department: •Reciprocal Teaching •Spalding Phonics •K-1 Common Core State Standards implementation •Grade 2 CCSS 2013-14 Implementation •Close Reading •Text Complexity •Text Dependent Questioning •Guided Reading •Running Records •FAIR: How to Administer •FAIR: Instructional Implications •Grade 3 &4 FCAT Writing- Scoring with Anchor papers •Grades 2 & 5 Writing in Response to Reading scoring with new rubrics STRATEGIES: •Word Study: reinforces phonemic awareness and phonics instruction •Fluency: choral reading, partner reading, reader's theater, independent wide reading Vocabulary: Frayer model, multiple exposures through FCRR & Beck's research-based activities •Close Reading for comprehension of complex text Secondary: Professional learning provided by district C & I for: •Close Reading •Text Complexity *Writing Instruction •Writing Evaluation and Feedback •Collaborative Comprehension Strategies •Higher Order Questioning	Curriculum & Instruction
Students with Disabilities	Mathematics	Though the AMO for the Students with Disabilities subgroup FY12 was 61% proficient, CCPS demonstrated 33% proficient. This is a CORE instruction issue and is being addressed with three district-wide initiatives that cross all content: Rigor, Interactive Learning & Differentiated Instruction and Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies. Each school identified apecific strategies to address these initiatives. These are found in School Improvement Plans and are being closely monitored by school-based administrators.	Inconsistency of implementation coupled with misunderstanding of data- driven instruction and scaffolded-support for achieving a standard appear to be at the heart of the problem. Additionally, the Unique Curriculum for students taking the Florida Alternative Assessment was inconsistently implemented. The Exceptional Student Education Department is providing extensive training in this delivery model for teachers and support for school-based administrators who monitor the implementation.	See strategies for Total. Additionally, subgroup performance is monitored monthly at the school site and quarterly at the district through Data Dialogues with the Superintendent and Cabinet. When the data demonstrates that gaps are not closing with increasing proficiency, additional stratagies specific to the subgroup will be employed. All district and school based have received professional development in these strategies. The Coaching Cycle will be implemented with fidelity across all schools to support teachers in acquiring the skills necessary to implement the initiatives. All Students: Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. Students' graphing their progress provides a check for understanding to inform instruction. Provide small group guided practice/scaffolded support daily or as needed, gathering assessment data a minimum of once every two weeks (OPM). Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations. Secondary; intensive math classes provide for co-teach opportunities so that student's intensive math needs are met in daily small group instruction with both the basic and co-teach personnel as well as independent practice and use of tech applications specific to the student's needs. Monitor progress a minimum of once every 2 weeks using a variety of benchmark/standard/skill/strategy specific mini-assessment and formal assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.	Elementary: Professional learning provided by district elementary literacy department: •Reciprocal Teaching •Spalding Phonics •K-1 Common Core State Standards implementation •Grade 2 CCSS 2013-14 Implementation •Close Reading •Text Complexity •Text Dependent Questioning •Guided Reading •Running Records •FAIR: How to Administer •FAIR: Instructional Implications •Grade 3 &4 FCAT Writing- Scoring with Anchor papers •Grades 2 & 5 Writing in Response to Reading scoring with new rubrics STRATEGIES: •Word Study: reinforces phonemic awareness and phonics instruction •Fluency: choral reading, partner reading, reader's theater, independent wide reading Vocabulary: Frayer model, multiple exposures through FCRR & Beck's research-based activities •Close Reading for comprehension of complex text Secondary: Professional learning provided by district C & I for: •Close Reading •Text Complexity *Writing Instruction •Writing Evaluation and Feedback •Collaborative Comprehension Strategies •Higher Order Questioning	Curriculum & Instruction

		Students taking the Florida Alternative Assessment: utilize the Unique Curriculum with fidelity.		
Other (e.g. Migrant) [as needed]	Reading			
Other (e.g. Migrant) [as needed]	Mathematics			

Title I District Improvement Plan - (Part3_1)

3) List and describe specific scientifically research-based reading programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	Macmillan/McGraw-Hill Treasures is the adopted Comprehensive Core Reading Program taught as the major instructional tool for reading instruction to provide high quality, research based sequence of reading instruction and strategies, assessments, and guidance to meet the needs of students in our K-5 classrooms. Explict instruction, modeling, and guided practice are aligned with the Florida Reading and Language Arts Standards and the instructional sequence of the comprehensive core reading program. Core instruction is implemented during the 90 minute, uninterrupted literacy block. Core instruction is shifting to a focus on Close Reading of literature and informational text to align with the Common Core State Standards. K-1 teachers will participate in summer trainings to learn how to implement Close Reading of complex text through Read Alouds, including oral and written responses to text dependent questions. Teachers will use resources in the CCRP, as well as other public domain texts. Grade 2 training will begin mid-year in preparation for 2013-14 implementation of the Common Core State Standards.
MIDDLE	Developmental Literacy Programs in use in Collier County Middle Schools center on an integrated language arts block that focuses on critical thinking and the use of writing, speaking, listening, and viewing to support reading comprehension and literature. The core resources used in both the developmental and advanced reading courses are SpringBoard, based on the College Board Standards for College Success, and Prentice Hall Language & Literature. Language arts themes, skills, and concepts integrate the rigor of higher-order thinking skills within a relevant exploration of real-world content. As a supplement to the curriculum teachers use Six Traits of Writing materials, Junior Great Books, and Reality Central to support the integrated reading, writing, speaking, listening, and viewing State Standards-Based curriculum. In FY13, these curricula will include 10 instructional units featuring close reading of multiple, thematically connected complex texts. Of special emphasis are instructional strategies and professional development that ensure adequate scaffolding and student collaborative learning to support the goal of critical thinking. Students will receive direct and explicit instruction in pre-, during, and post-reading comprehension strategies focused on helping them make meaningful connections with texts, including content area textbooks. Student peer-supported reading and independent reading complements the teacher's explicit instruction, with students accessing classroom sets of tradebooks as well as classroom collections of fiction and nonfiction books. In addition, students will be required to complete an extensive research unit on a topic of interest that will incorporate information literacy skills including technology and published products that will be shared in a pre-Laureate presentation. All classes will monitor students' progress toward grade-level benchmarks through district exams, required student portfolio-type assignments and assessments, and benchmark pre-and post- testing of units of study. FCAT Reading Level 3-5 students are enrolled in a double block of language arts, reading, and writing instruction.In FY13, our language arts curriculum maps will each include the addition of ten instructional units, known as "intertextual triads." These units will feature close reading of complex texts (analyzed for quantitative, qualitative, and reader-task complexity) that are thematically connected. In each unit, informational, fictional, and poetical texts will be included to afford students the opportunity to explore, discover, and make meaning of complex texts. Based on Achieve the Core's close reading process, the intertextual triads feature parallel vocabulary instruction and encourage student-generated, higher order text-dependent questions, as well as summarization. Each unit will culminate in written analysis; students will arrive at this summative assessment via collaboration through reading, writing, speaking, and listening.
HIGH	In FY13, our language arts curriculum maps will each include the addition of ten instructional units, known as "intertextual triads." These units will feature close reading of complex texts (analyzed for quantitative, qualitative, and reader-task complexity) that are thematically connected. In each unit, informational, fictional, and poetical texts will be included to afford students the opportunity to explore, discover, and make meaning of complex texts. Based on Achieve the Core's close reading process, the intertextual triads feature parallel vocabulary instruction and encourage student-generated, higher order text-dependent questions, as well as summarization. Each unit will culminate in written analysis; students will arrive at this summative assessment via collaboration through reading, writing, speaking, and listening.
	Core Reading - Macmillan/McGraw-Hill Treasures is the adopted Comprehensive Core Reading Program. Core instruction is implemented during the 90 minute, uninterrupted literacy block. Core instruction is shifting to a focus on Close Reading of literature and informational text to align with the Common Core State Standards. The K-5 Common Core State Standards (CCSS) assist teachers in the implementation of close reading tasks, incorporating complex text, text dependent questions, vocabulary/syntax instruction and oral and written responses to text dependent questions. K-1 teachers are implementing close reading of complex text through read alouds. Grade appropriate read alouds engage students in reading tasks, questioning, discussion, and vocabulary/syntax instruction. Grades 2-5 are teaching one close reading lesson per unit, using Treasures resources, ie., Time For Kids informational texts, Treasures: Read Aloud Anthology, and other science and social studies content complex text. Reciprocal Teaching strategies are used to model, guide and gradually release a process of predicting, questioning, clarifying, and summarizing to students to deepen comprehension of text. Guided Reading - Leveled texts (literary and informational) are used during small group instruction, which provide opportunities for the teacher to frequently assess, diagnose, and plan for strategic, differentiated instruction and guided practice of skills/strategies. Literacy centers also provide opportunities for students to practice skills that address the individual needs of each student. Also aligned with the CCSS, core instruction, guided reading texts, and classroom libraries will shift to reflect a 50/50 a selection of literary and informational text. Developmental Literacy Programs in use in Collier County Middle Schools center on an integrated language arts block that focuses on critical thinking and the use of writing, speaking, listening, and viewing to support reading comprehension and literature. The core resources used in both the developmental and advanced language arts courses are SpringBoard, based on the College Board Standards for College Success, and Prentice Hall Language & Literature. Language arts themes, skills, and concepts integrate the rigor of higher-order thinking skills within a relevant exploration of real-world content. As a supplement to the curriculum, teachers use Six Traits of Writing materials and Junior Great Books to support the instruction of the Reading Process, Literary Analysis, Writing Process, Writing Applications, Communication, and Information and Media Literacy. Of special emphasis are instructional strategies and professional development that ensure adequate scaffolding and student collaborative learning to support the goal of critical thinking. Students will receive direct and explicit instruction in pre-, during, and post reading comprehension strategies focused on helping them make meaningful connections with texts, including content area textbooks. Student peer-supported reading and independent reading complements the teacher's explicit instruction, with students accessing classroom sets of tradebooks as well as classroom collections of fiction and nonfiction books. In addition, students will be required to complete an extensive research unit on a topic of interest that will incorporate information literacy skills including technology and published products that will be shared in a pre-Laureate presentation.

	All classes will monitor student- progress toward grade-level benchmarks through district exams, required student portfolio-type assignments and assessments, and benchmark pre-and post- testing of units of study. FCAT Reading Level 3-5 students are enrolled in a double block of language arts, reading, and writing instruction. Comprehensive Intervention Reading Programs (CIRP) are thoughtfully chosen, monitored and implemented with fidelity throughout Collier County middle schools with disfluent L1 students demonstrating difficulty in text reading efficiency and decoding receiving a 90 minute block of Intensive Language Arts in addition to a period of Language Arts, and L1 and L2 students not demonstrating difficulty in text reading efficiency and decoding receiving a blended 90 minute block of literacy including Intensive Reading and Language Arts. The curriculum has three tiers, High Risk, Moderate Risk, and Low Risk, with students placed in the appropriate program based on the results of district/state assessments. The High Risk curriculum's core resource is Language!, complemented with adapted reading from the newly-adopted Literature series and PWImpact, a multi-Lexiled high-interest, informational text resource. Students are placed based on their FCAT Reading scores and the Collier County Public Schools Procedure to Identify Disfluent Readers. LANGUAGE! is a comprehensive literacy curriculum that integrates reading, spelling, writing, and other critical language arts strands. It is designed for students performing two or more years behind grade-level placement. LANGUAGE! is designed specifically for students who benefit from explicit instruction in a structured language curriculum, whether they are in the general or special education program. The Moderate Risk and Low Risk program uses The Reader's Journey and Prentice Hall Language & Literature, supplemented with leveled text and fluency strategies in order to deliver differentiated instruction. The gradual release of responsibility model is used through three phases of instruction: teacher-led instruction based on critical reading skills, peer-supported literature circles, and independent reading. The Reader's Journey program uses a big idea or theme along with a focus on both reading skills and literary analysis to develop comprehension and higher-order thinking with an emphasis in comparing multiple genres and texts. Differentiated instructional materials provide word analysis instruction at each student's appropriate level; in addition, a classroom library of multiple Lexile bands provides books that students select for peer-supported learning at an appropriate level for instruction. Comprehensive Intervention Reading Programs (CIRP) are thoughtfully chosen, monitored and implemented with fidelity throughout Collier County high schools. The secondary reading program in Collier County is designed to provide a continuum of services for readers at all levels. Intervention materials consist of Janet Allen's Plugged in to Reading and Plugged in to Nonfiction published by Recorded Books, and REWARDS and Reading Horizons for students demonstrating difficulty in text reading efficiency and decoding. In an intervention setting, the duration and intensity of instruction are increased to 98 minutes every day taught by the same teacher. Students demonstrating difficulty in text reading efficiency and decoding use Jamestown Critical Reading, Prentice Hall Literature, Language, and Literacy Adapted Reader, PWImpact, and Sopris West Rewards program. Level 2 fluent students at the high school level can be served in their content area classroom setting if the instructor is CAR-PD certified or in process. The Janet Allen reading program is based on the gradual release of responsibility, with teacher's modeling critical reading strategies using core authentic text material. Students then are provided with high interest authentic text and work in peer-supported learning groups to apply the strategies that relate to successful reading of content-area subjects. These include vocabulary, text features, text structures, monitoring understanding, previewing text, activating background knowledge, questioning, and noting/organizing and retrieving information. Teachers use progress monitoring assessment data as well as formative observation of the group's learning processes to provide individualized instruction during daily independent reading. Daily reading of 30 minutes that is supported by an extensive classroom library of high interest fiction and nonfiction books at a variety of Lexile levels allows students to apply the reading strategies to self-selected books. Students' scores from the CCPS Procedure to Identify Disfluent Readers are used in conjunction with FCAT scores to determine if word study, fluency, and vocabulary need further intervention. If so, students attend double-blocked Intensive Language Arts/English Language Arts, utilizing small group and individualized intervention materials and explicit instruction. These oral language/fluency, phonics/structural word analysis skills are always applied to content/academic vocabulary in the context of critical thinking selections. Thus, a comprehensive intervention reading curriculum based on state benchmarks is delivered in extended time using age-appropriate materials and leveled text. Student responsibility is increased as teachers model, guide, and monitor reading strategies in large, small group, and independent activities, adjusting intervention through assessment and a continuous improvement model. Beacon High School uses the Novel Stars program to deliver content and assessment of courses for students recovering credits. Reality Central, used by Big Cypress Wilderness Institute and Naples Area Teenage Parenting students, is a nonfiction anthology text series that provides scaffolded comprehension instruction.
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	Instruction during the one hour extended day will integrate reading, writing, speaking, listening and vocabulary through read alouds of literary and content area complex text, small group instruction using leveled text, research, writing and opportunities for accountable talk and presentation. Grade appropriate Read alouds will engage students in reading tasks, questioning, discussion, and vocabulary/syntax instruction. Leveled texts (literary and informational) used during small group instruction will provide opportunities for the teacher to frequently assess, diagnose, and plan for strategic, differentiated instruction and practice of skills/strategies to meet the individual needs of all students. Independent research on topics of interest, writing, and presentation of information will motivate and engage students. Science and Social Studies texts and online resources are available in all schools, as well as resources from the media centers and resource rooms (leveled text). Daily intervention and practice in word study will be implemented for students in need of additional support in the development of decoding. Differentiation, based on developmental stage of spelling, will be determined through screening, formative assessments, and ongoing progress monitoring. Reading Coaches in every elementary school have been trained in the Comprehension Instructional Sequence (CIS), Junior Great Books and the K-5 Common Core State Standards (CCSS) to assist teachers in the implementation of close reading tasks, incorporating complex text, text dependent questions, vocabulary/syntax instruction and oral and written responses to text dependent questions. Aligned with the CCSS, core instruction, guided reading texts, and classroom libraries will shift to reflect a 50/50 selection of literary and informational text, including Science and Social Studies content area texts. Reading Coaches and selected content area teachers have completed training in rating text for complexity, and trainings for all teachers will be provided by site-based reading coaches. Revisions to district curriculum maps will be made during summer 2012 curriculum writing projects to identify a selection of Core and public domain texts of appropriate text complexity for lesson development. Students also have daily access to a wide variety of books through school media centers and classroom libraries. Through 100 Book Challenge, Scholastic Reading Counts, and Accelerated Reading students are provided guidance by classroom teachers and media specialists to get the students reading books of appropriate text complexity. Students are also provided opportunities to read independently from a variety of self-selected books, literature, and informational texts, such as, comic books, travel brochures, menus, technical manuals, etc. during literacy centers and other designated times during the school day. Individual classroom teachers also promote and provide opportunities that develop best reading practices at home. Students targeted for immediate intensive intervention will receive additional teacher directed, intervention beyond the Literacy Block in the areas of instructional need, based on the results of FAIR and other frequently monitored formative assessments, such as running records, benchmark assessments, and informal reading inventories. Instruction will be provided by a highly qualified intervention teacher. Instruction is delivered in small groups or individually (1 to 3 students), determined by the degree of intensity required to accelerate and meet the individual student's needs.
MIDDLE	In FY13, our language arts curriculum maps will each include the addition of ten instructional units, known as "intertextual triads." These units will feature close reading of complex texts (analyzed for quantitative, qualitative, and reader-task complexity) that are thematically connected. In each unit, informational, fictional, and poetical texts will be included to afford students the opportunity to explore, discover, and make meaning of complex texts. Based on Achieve the Core's close reading process, the intertextual triads feature parallel vocabulary instruction and encourage student-generated, higher order text-dependent questions, as well as

	summarization. Each unit will culminate in written analysis; students will arrive at this summative assessment via collaboration through reading, writing, speaking, and listening.
HIGH	In FY13, our language arts curriculum maps will each include the addition of ten instructional units, known as "intertextual triads." These units will feature close reading of complex texts (analyzed for quantitative, qualitative, and reader-task complexity) that are thematically connected. In each unit, informational, fictional, and poetical texts will be included to afford students the opportunity to explore, discover, and make meaning of complex texts. Based on Achieve the Core's close reading process, the intertextual triads feature parallel vocabulary instruction and encourage student-generated, higher order text-dependent questions, as well as summarization. Each unit will culminate in written analysis; students will arrive at this summative assessment via collaboration through reading, writing, speaking, and listening.
Additional Information	Supplemental programs: K-2: Spalding Phonics instruction is provided to teach and support phonics, spelling and handwriting. Earobics and Riverdeep Reading, Grades 3-5: The Comprehension Instructional Sequence (CIS) close reading strategies and Junior Great Books are used to provide engaging close reading lessons. McGraw-Hill Treasure Chest (ELL) Intervention programs: Leveled Literacy Intervention (LLI), Reading Horizons, My Reading Coach, and FLRT – fluency strategies: choral reading, reader's theater, rereading text for multiple purposes. Elementary: 5 days per week - Additional Hour of reading and writing instruction implemented: LTE K-1: 30 minutes – Close Reading of nonfiction read aloud, questioning, discussion, writing and vocabulary 30 minutes – small group intervention text to accelerate reading using, Iversen Alphabet books, Quick 60 leveled nonfiction and poem cards Centers: Phonics/Vocabulary activities Poem cards/poetry notebook Ticket to Read online program to practice literacy skills Grade 2: 30 minutes – Close Reading of nonfiction read aloud, questioning, discussion, writing and vocabulary 30 minutes – small group intervention to accelerate reading using, Iversen Quick 60 leveled nonfiction text Centers: Rev-up Science fluency practice Ticket to Read online program to practice literacy skills Grades 3-6: Research Labs: students engage in explicit instruction, reading, note-taking and accountable talk focused on a grade appropriate science or social studies topic. Students focus on research through daily reading and writing activities then work through the writing process to compile their research in a quarterly project/product. Wide reading resources are also provided. Collier will utilize the Language! programs, Reader's Journey, and PWImpact to provide supplemental intervention to striving readers. Teachers will also create fluency lessons using their current texts based on Melanie Kuhn's The How's and Why's of Fluency Instruction. Educational software currently in use in Collier middle school reading classrooms is varied and includes productivity software as well varied authentic reading resources. Our educational network includes the following: SkillsTutor, ClozePro, RiverDeep, Kidspiration, Mimio Studio, ANGEL, SIRS Knowledge Base, MarcoPolo, NewsBank, and FOCUS Benchmark Assessments/FCAT Explorer. These are all used as Supplemental Intervention Reading Programs, not Comprehensive. Reading software is viewed as a supplement to quality instruction. Therefore, no reading software in use in Collier County reading classrooms is used to replace the responsive instruction delivered by highly-qualified teachers. Collier uses the double-block period of Intensive Language Arts/English Language Arts as a supplemental intervention program using Jamestown Critical Reading, Prentice Hall Literature, Language, and Literacy Adapted Reader, Sopris West Rewards, and PWImpact. The course is designed to teach secondary students a flexible strategy for decoding long and/or unfamiliar words and to increase their oral and silent reading fluency. Using multisyllabic words found in science, social studies, and health textbooks, student learn to read content area passages accurately as well as fluently, with special emphasis on prosody. Thus, they experience increased comprehension as they apply their knowledge of multisyllabic word strategies and vocabulary learning to complex text using critical thinking. In addition, students' confidence in their reading ability grows, eventually reading literary text that includes traditional and classic literature taught in the English curriculum. This is accomplished with the use of scaffolded comprehension instruction, adapted text, use of writing to enhance reading comprehension, and audio support. Fluent striving readers in grades 8-10 (and in grades 3-12 at Everglades City School; and in grades 9-12 at Naples High School) practice regular comprehension of leveled informational texts via Achieve3000. Educational software currently in use in Collier high school reading classrooms includes FCAT Explorer, as well as a variety of web-based resources for instructional support. Reading software is viewed as a supplement to quality instruction. Therefore, no reading software in use in Collier County reading classrooms is used to replace the responsive instruction delivered by highly-qualified teachers. Software includes Mimio Studio, ANGEL, River Deep, SIRS Knowledge, Scholastic Achievement, Cloze Pro, Start To Finish Books, and WYNN.

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	**Click here to Professional Development in Reading web page**
MIDDLE	
HIGH	
Additional Information	

Title I District Improvement Plan - (Part 3_2)

3_2) Describe the extended learning opportunities for reading that will be provided before school, after school, during the summer, or during an extension of the school year.

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring

ELEMENTARY	In Collier County, after school activities are considered an extension of the school's instructional day. SAT-10 Reading Comprehension scores, FCAT Reading Level, and instructional reading level are used to select and group students who are not meeting grade level expectations in before, during, after, and summer school activities. Extended reading opportunities are staffed by certified teachers who will include close reading of complex text in reading instruction, as well as other curricular materials such as leveled texts, classroom libraries, reading interventions, media center resources, reading technology programs and research-based best practices to increase student interaction and text comprehension. These resources are linked to the reading instruction and practice provided during the school day. Mentors will be used in all Collier County schools. The presence of mentors is instrumental in the reinforcement of reading skills and enhancement of students' self-esteem. Teachers or reading coaches should plan for mentor's presence on designated days; therefore essential materials for visits need to be prepared prior to the meeting day. Students will not be removed from the classroom during the uninerrupted reading block. Principals or reading coaches will have a schedule of mentor visits and provide that schedule to teachers. Mentors will be trained in the delivery of all activities. Content, as well as social training for mentors will occur before a mentor works with students. School-based administrators will schedule a time to discuss mentor issues with mentors and teachers. Teachers who are highly qualified at the elementary level Teachers with endorsement and/or certification in K-12 Reading Teachers with extended experience in providing Reading interventions Teachers who have been trained to implement the interventions used in schools, during summer reading camps and extended day programs Highly qualified teachers of reading will provide an additional hour of intensive reading instruction, including instruction that mirrors instruction during the regular school day. This instruction includes an integrated approach to the close reading and rereading of Science/Social Studies content area texts and literature. providing opportunities to answer text dependent questions through conversation and writing. Leveled text will also be used in small group reading instruction and independent reading during the extra hour or outside of the school day. The district will allocate funds to ensure the provision for the additional hour.		Curriculum & Instruction
MIDDLE	Our process to identify secondary students in need of decoding and text reading efficiency is to use FCAT 2.0 Reading Level 1, FAIR below MAZE AP3 15 percentile rank, and High Risk on the average of two Spring FORFs to indicate the need for extended intervention time. Middle grades students who meet these criteria will be placed in a 90-minute block of Intensive Language Arts, using Language! as the core resource. Completing all six steps of each Language! unit will ensure development of and progression through phonemic awareness, word families, vocabulary acquisition, and grammatical constructs, leading to and aiding comprehension of text. In Collier County, we truly have a community commitment to literacy. After school and summer programs supporting literacy growth are provided by the school district as well as by the Boys and Girls Club, and other community care groups on all Collier middle school campuses. In addition, cross-age tutoring, and mentoring is included in reading plans across our district. Tutoring is provided through after school programs, and community groups, as well as by secondary schools. This summer we are continuing our expanded language arts course recovery program for grades 6-8. Students who have failed are provided a three week differentiated reading and writing program that results in a standards-based demonstration of mastery. In addition, all Title I schools offer both after-school and summer reading programs that are well attended and progress-monitored.		
HIGH	Our process to identify secondary students in need of decoding and text reading efficiency is to use FCAT 2.0 Reading Level 1, FAIR below MAZE AP3 15 percentile rank, and High Risk on the average of two Spring FORFs to indicate the need for extended intervention time. High school students who meet these criteria will be placed in a 90-minute block of Intensive Language Arts coupled with English 1, 2, 3, or 4, using Rewards, PWImpact, Achieve 3000, and Prentice Hall Literature as the core resources. In Collier County, we truly have a community commitment to literacy. Tutors will be provided standards-based lessons in both reading and writing in order to increase students' knowledge and understanding. All Title I schools will provide after-school and summer programs to enhance student understanding of complex text.		
Additional Information	In addition to the core program, teachers incorporate the use of leveled texts, fluency passages, read alouds for vocabulary and strategy instruction, and listening libraries from school-based resource rooms. Independent reading is promoted and guided through the 100 Book Challenge program in our Title1 schools and though classroom libraries and our media centers in all schools. Classroom teachers provide additional support through strategy instruction in phonemic awareness, decoding, vocabulary, fluency, and comprehension across the curriculum based on the needs of the students as diagnosed through screening, formative assessments, and ongoing progress monitoring. Resources from the FCRR website are used during small group instruction and independent practice. Intensive reading interventions are provided 30 additional minutes daily, in groups of 1-3 students, 5 days/week for students who are not making adequate progress. Interventions include: K-2: Fountas & Pinnell Leveled Literacy Intervention or Accelerated Literacy Learning (A.L.L.), Grades 3-5: Triumphs, Voyager Passport, Wilson Reading System, and My Reading Coach/Fluent Reader. Through the use of six traits supplemental resources, including mentor texts, students are provided writing instruction in all grade levels, as well as opportunities for to write in response to reading. K - Wee Can Write (NWREL), Grades 1 & 2 - Trait Crates (Scholastic), and Grades 3-5 Write Traits (Great Source).	After school: 3 days per week Summer: 24 days of 2hours/day	District Curriculum and Instruction, School Leadership Team and Reading Coach

Title I District Improvement Plan - (Part 3_3)

3_3) Describe the reading opportunities that will be provided for targeted groups and grade level as it relates to sections 3_1 and 3_2. Provide the frequency, duration, and person responsible for monitoring.

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	Leveled Literacy Intervention (LLI) systems have been purchased to support the large number of students in need of reading intervention. Nonfiction sets of books have been purchased for selected schools to implement paired close reading lessons (Scholastic: Buzz All About It) Family Literacy Nights for parents of students enrolled in Title I schools – all students Family Literacy in Home (Migrant) Overage Fresh Start 4th grade students receive summer school opportunities in both reading and mathematics	Intervention: 5 days per week, 30 minutes per day Nonfiction paired reading resources: Minimally, 3 times per week during the school year.	Coordinator, Reading/Language Arts K-5 Coordinator, Reading/Language Arts K-5, Federal and State Grants Department
MIDDLE	Florida Virtual School – Middle School students for course recovery or accrual Credit Accrual/Recovery – Beacon: students who have failed a course or need credit to graduate Credit Accrual/Recovery – Ed-Options and Pass (Migrant); student meet federal guidelines for migrant education program qualification and priority for services Supplemental Educational Services (SES) – NCLB Title I; students who are economically disadvantaged and attend Title I school that is "in need of improvement" Middle School Course Recovery for middle school students who have failed a course	School year and summer School year and summer School year and summer Varies by ESE Provider	Curriculum & Instruction
HIGH	Florida Virtual School –High School students for course recovery or accrual Credit Accrual/Recovery – Beacon: students who have failed a course or need credit to graduate Credit Accrual/Recovery – Ed-Options and Pass (Migrant); student meet federal guidelines for migrant education program qualification and priority for services Restructuring Memorandum of Agreement to Extend Instructional Staff	School year and summer School year and summer School year and summer	Curriculum & Instruction

	Contracts at Immokalee High School, Pinecrest Elementary School, and Eden Park Elementary School; school-wide		Federal & State Grants
	Supplemental Educational Services (SES) – NCLB Title I; students who are economically disadvantaged and attend Title I school that is "in need of improvement"	School year; school-wide	
		Varies by ESE Provider	

Title I District Improvement Plan - (Part 4)

4) List and describe specific scientifically research-based mathematics programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Pearson Investigations supplemented with enVision Math Programs or other lessons that meet standards and benchmarks with differentiated instruction are delivered in both large and small groups in a 60-minute block daily. District Benchmark Assessments are administered quarterly with a Summative Assessment in the Spring. PLCs develop common formative and summative assessments to be used throughout the year.	Pearson Investigations supplemented with enVision Math Program 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, state (Florida Achieves), and team/teacher assessments. Additional supplemental resources used to support mathematics instruction in elementary schools include: • Riverdeep Math • Neufeld Understanding Math • FASTT Math • Mangahigh • Navigator Math • Texas Instruments Navigator Systems • Additional online resources correlated to topics in the curriculum maps See the Title III section of this document for additional strategies and information.	Professional Development Activities to Support Programs and Strategies The District has a Coordinator for Elementary Mathematics and 2 teachers-on-special assignment to focus on improving instruction in mathematics at the elementary level. This team is conducting coaching cycles and training at school sites with individual teachers and large and small groups of teachers in addition to district-wide in-services. Trainings are focused on understanding and teaching the Next Generation Sunshine State Standards in grades 2-5, the Common Core State Standards in grades K and 1, and Mathematical Practices of the Common Core State Standards for all grades, and the implementation of an inquiry-based approach to mathematics instruction. This is the third year of implementation of the new core materials which will continue to be a focus of professional development. All targeted Title I Schools have Math/Science Resource Teachers/Coaches to support both students and staff. The Coaches meet monthly with the Elementary Math Coordinator for professional learning. The Elementary Math Coordinator also completes coaching cycles with the Coaches. For the third year, each building selects three or more teachers to serve as 'Math Pioneers'. These teachers receive four full days of professional development focused on improving student achievement. These teachers also serve as model teachers in their buildings and help disseminate information from the Math Department. Additional Professional Development includes: Content-Based Professional Development Professional Learning Communities Implementation of Rigor High Yield Strategies Differentiating Instruction Lesson Study
MIDDLE	Glencoe Math Connects Plus – Courses 1, 2, 3 Algebra 1 Regular: Pearson Algebra 1 Algebra 1 Honors: Holt Larson Algebra 1 Glencoe Math Triumphs and UMathX for Intensive Math Classes	Texas Instruments technology and equipment Neufeld Understanding Math Riverdeep Math Additional online resources correlated to topics in CCPS Curriculum Guides. Skills Tutor Mangahigh	All secondary math teachers will have the opportunity to attend Agile Mind professional development and choose their level of involvement for academic years 2012-13 and 2013-14. Mathematics Academic Coaches in all Title I Middle Schools Monthly in-service for Mathematics Academic Coaches. District inservice days Monthly in-service for department chairs. Professional Learning Communities Training in the use of Data Warehouse to analyze student learning. Differentiated Learning FCIM lessons in ANGEL Lesson Study Teacher on Special Assignment for Algebra and Geometry

| HIGH | CCPS uses state adopted Mathematics Instructional Materials. | Level 1 and 2 9th graders who are first time Algebra I takers will utilize the curriculum of Agile Mind Algebra.

Texas Instruments technology and equipment

Neufeld Understanding Math

Riverdeep Math

Additional online resources correlated to topics in CCPS Curriculum Guides.

Study Island

Manga High | All secondary math teachers will have the opportunity to attend Agile Mind professional development and choose their level of involvement for academic years 2012-13 and 2013-14.

Teachers of Agile Mind Algebra must receive 2.5 days of training and implement the program with fidelity.

Math Coaches in targeted schools

Monthly in-service for Mathematics Academic Coaches.

District inservice days

Monthly in-service for department chairs.

Professional Learning Communities

Training in the use of Data Warehouse to analyze student learning.

Differentiated Learning

FCIM

Lesson Study |

Describe the extended learning opportunities for mathematics that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Florida Virtual School Middle and High School Extended Learning Opportunities in Math Summer Intersession for struggling students in grades 2 – 5 Family Math Nights After-school programs at targeted elementary schools Fresh Start - Summer and school year After-School – Supplemental Educational Services (SES) – NCLB Title I Credit Accrual/Recovery - Beacon Credit Accrual/Recovery – Ed Options and Pass (Migrant) Restructuring Memorandum of Agreement to Extend Instructional staff contracts at Eden Park Elementary School, and Parkside Elementary School Middle School Course Recovery Before, during, and after school tutoring with Math Intervention Specialists Middle School Course Recovery	Middle and High School students for course recovery or accrual Students who have not mastered power standards in Math Struggling students in grades 2 – 5 Elementary and Middle schools choosing to participate Targeted struggling students; grade level depends on the school Overage 4th grade students (Fresh Start) receive 24 days of 2 hours/day of math instruction during the summer and ongoing accelerated support throughout the school year. Students who are economically disadvantaged and attend Title I schools Students who have failed a course or need credit to graduate Students who meet federal guidelines for migrant education program qualification and priority for services Eden Park – 3 days per week Parkside – extended school year Middle School students who have failed a course Level 1 and 2 middle school students and all students in need of assistance	School year and summer Before and after school during the school year 24 days – 2 hours/day of math instruction 1 – 3 times per year At least 3 days per week Throughout the school year; Summer 24 days at 2 hours/day for math instruction Varies by SES Provider; after school hours during school year School year and summer School year Summer; 24 days School year	School year and summer Before and after school during the school year 24 days – 2 hours/day of math instruction 1 – 3 times per year At least 3 days per week Throughout the school year; Summer 24 days at 2 hours/day for math instruction Varies by SES Provider; after school hours during school year School year and summer School year Summer; 24 days School year

Title I District Improvement Plan - (Part 5)

5) List and describe specific scientifically research-based science programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
			The District has hired 1 elementary teacher-on-special assignment to work with the Coordinator of Science to

ELEMENTARY	The core instructional materials adopted and purchased to support Science instruction are Discovery Education: Science Techbook and National Geographic. 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 PLCs and may include the district online assessments.	Small group Instruction is used to support students struggling in the acquisition of the science 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 as well as the district online 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.	focus on improving Instruction in science. This team is conducting training at school sites with large and small groups of teachers in addition to district-wide inservices. Trainings are focused on the new instructional materials from National Geographic and Discovery Education as well as the following: PROMiSE modules, Use of Vernier Sensors; Use of Star Lab. Some Targeted Title I/DA Schools have Math/Science Resource Teachers/Coaches to support both students and staff. Additional professional development includes: FCIM Professional Learning Communities RTI Direct Steps High Yield Strategies Differentiating Instruction Making RtI Work in the Classroom Implementation of Rigor
MIDDLE	The core instructional materials adopted and purchased to support Science instruction are Discovery Education: Science Techbook and Holt Science Fusion. Instruction follows the district curriculum and is supported by these materials. Science Instruction is daily for 45–50 minutes through a hands-on approach. Common formative assessments are developed by team-level PLCs and may include the district online assessments.	Discovery Education: Streaming Vernier Probeware and Associated Lab Manuals. Use of the 5E instructional model is recommended as a lesson planning model for all middle school grade levels.	The District has hired 1 middle/high school teacher-on-special assignment to work with the Coordinator of Science to focus on improving Instruction in science. This team is conducting training at school sites with large and small groups of teachers in addition to district-wide inservices. Trainings are focused on the use of the core instructional materials, as well as the following: PROMiSE modules, Use of Vernier Sensors; Use of Star Lab. Some Targeted Title I Schools have Math/Science Resource Teachers/Coaches to Support both students and staff. Additional professional development includes: FCIM Professional Learning Communities RTI Direct Steps High Yield Strategies Differentiating Instruction Making RtI Work in the Classroom Implementation of Rigor Math/Science Resource Teachers Professional Learning Communities PROMiSE RTI Staff Development FCIM Classroom Walkthroughs High Yield Strategies
HIGH	District uses state adopted Science instructional materials.	Pasco Probeware and Associated Lab Manuals.	Science Coaches Professional Learning Communities PROMiSE RTI Staff Development FCIM Classroom Walkthroughs High Yield Strategies

Describe the extended learning opportunities for science that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Florida Virtual School	Middle and High School students for course recovery or accrual	School year and summer	School year and summer
Family Science Nights	Elementary schools choosing to participate	24 days – 2 hours/day of math instruction	24 days – 2 hours/day of math instruction
After-school programs at targeted elementary schools	Targeted struggling students; grade level depends on the school	2 – 3 times per year	2 – 3 times per year
Credit Accrual/Recovery - Beacon	Students who have failed a course or need credit to graduate	School year and summer	School year and summer

		School year and summer	School year and summer
Credit Accrual/Recovery – Ed Options and Pass (Migrant)	Students who meet federal guidelines for migrant education program qualification and priority for services	School year and summer	
			School year
Restructuring Memorandum of Agreement to Extend Instructional staff contracts at Immokalee High School and Eden Park Elementary School	School-wide – 3 days per week	School year	
Middle School Course Recovery	Middle School students who have failed a course		
			Summer; 24 days
		Summer; 24 days	

Title I District Improvement Plan - (Part 6)

6) List and describe specific scientifically research-based writing programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Writing and Scientifically Research-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Writing instruction is provided through a Writer's Workshop approach. Explicit instruction, modeling, guided practice, conferencing and revision are the focus of daily implementation of the State Standards. District Curriculum maps are provided to include a variety of writing experiences, using materials such as Great Source Write Traits Classroom Kits, Scholastic Trait Crates and the Wee Can Write guidelines. All programs use mentor texts in mini-lessons to teach the six traits of writing. School-based and district writing assessments are scored holistically, using a six-point rubric, as well as a three point rubric for scoring written responses to reading. Anchor papers are also used to score student work and to guide instruction. Students are engaged in a variety of writing activities daily. Writing portfolios are maintained for all students across all grade levels. The Language Arts/Writing Block is 60 Minutes daily with writing integrated in all content areas.	Specific skill instruction targets proficiency in Focus, Organization, Support, and Conventions. Small group instruction is provided for students in need of additional support in various areas of writing, based on rubric criteria. The same resources are used in the additional instruction; however, the additional time, feedback, and opportunities for revision provide scaffolds toward achieving proficiency. Progress is monitored through conferencing and improved pieces of writing in student portfolios. Writing samples provide data to monitor progress frequently in Data Warehouse.	The District Coordinator for Elementary Reading/Language Arts provides curriculum maps, resources, assessments and professional development focused on developing effective writers. The district coordinator, reading coaches and lead teacher/trainers provide a variety of training for teachers to support writing instruction and assessment, including Writer's Workshop, Anchor papers and accurate scoring aligned to state scoring. Every elementary school has a reading coach to provide ongoing support. Trainings are also provided to guide teachers in the use of the writing resources purchased by the district and outlined in the district curriculum maps. Coaches meet monthly and receive training modules to be used in site-based trainings.
MIDDLE	Prentice Hall Florida Literature: Language and Literacy Six Traits of writing Springboard the district Writing Assessment Program uses a Holistic Rubric	Jeff Anderson: Grammar, Usage and Mechanics Six-Traits of Writing Prentice Hall Florida Literature: Language and Literacy	SIOP Co-Teaching • Six-Traits Training • Professional Learning Communities • Daily Café Websites • RTI Staff Development • High Yield Strategies Technology Applications Program implementation Curriculum Mapping • Springboard
HIGH	Prentice Hall Literature, Language, Literacy Springboard The District Writing Assessment Program Uses a Holistic Rubric.	Prentice Hall Literature, Language, Literacy Six-Traits of Writing	• Professional Learning Communities • Daily Café Websites • RTI Staff Development • High Yield Strategies Six-Traits Training Program implementation Technology Applications • Springboard

Describe the extended learning opportunities for writing that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Florida Virtual School		School year and summer	School year and summer
	Middle and High School students for course recovery or accrual		
Middle and High School Extended Learning Opportunities in Language Arts	Students who have not mastered power standards in language arts	After school during the school year	After school during the school year
		24 days – 2 hours/day of reading/language arts instruction	24 days – 2 hours/day of reading/language arts instruction
Summer Intersession for struggling students in grades 1 – 5	Struggling students in grades 1 – 5; 24days; 2 hours of reading/language arts instruction	2 – 3 times per year	2 – 3 times per year
	Elementary schools choosing to participate		

			At least 3 days per week	At least 3 days per week
Family Literacy Nights	Targeted struggling students; grade level depends on the school			
After-school programs at targeted elementary schools	Overage 4th grade students (Fresh Start) receive 24 days of 2 hours/day of reading instruction during the summer and ongoing accelerated support throughout the school year.		Throughout the school year; Summer 24 days at 2 hours/day for math instruction	Throughout the school year; Summer 24 days at 2 hours/day for math instruction
Summer and school year	Students who are economically disadvantaged and attend Title I schools		Varies by SES Provider; after school hours during school year	Varies by SES Provider; after school hours during school year
	Students who have failed a course or need credit to graduate		School year and summer	School year and summer
After-School – Supplemental Educational Services (SES) – NCLB Title I	Students who meet federal guidelines for migrant education program qualification and priority for services		School year and summer	School year and summer
	School-wide – 3 days per week			
Credit Accrual/Recovery - Beacon			School year	School year
Credit Accrual/Recovery – Ed Options and Pass (Migrant)				
	Middle School students who have failed a course			
Middle School Course Recovery			Summer; 24 days	Summer; 24 days

Title I District Improvement Plan - (Part 7)

7) Describe how the district will ensure that no less than 10% of Title I, Part A funds are committed to support the professional development activities described in this plan.

The Collier County School District provides a systematic and strategic approach to determining professional development activities provided through the district Strategic Plan, the Three Year Academic Plan, K-12 Comprehensive Reading Plan, and District consolidated planning process.
Even though Collier is not "In Need of improvement" Status, over 10% of the Title I Part A Funds are committed to support the Professional Development School Improvement Initiatives of the Schools. Specific professional development activities that will be implemented include:
1. Reading, Math, Science, SIOP coaches to provide on-site customized staff development support at lowest performing and Differentiated Accountability identified Title I schools.

2. Springboard: Title I provides partial support for Springboard Training related to Reading/Language Arts Classes, Addressing Reading Proficiency need.
3. Write Trait: Title I provides partial funding support of training on the Use of Write Trait Kits for K-5 Teachers, addressing writing proficiency needs identified.
4. PROMISE: Title I provides support of PROMISE training annually during August Staff Development Academies and during the Year, Addressing the Math Proficiency needs identified.
5. Intensive Language Arts: Title I provides partial support for the new intensive Language Arts, Addressing Reading Proficiency needs identified.
6. Six Traits: Title I Provides Partial Support for 6 Traits Differentiated In-Service Annually, Addressing Writing Proficiency needs identified.
3. Write Trait: Title I provides partial funding support of training on the Use of Write Trait Kits for K-5 Teachers, addressing writing proficiency needs identified.
4. PROMISE: Title I provides support of PROMISE training annually during August Staff Development Academies and during the Year, Addressing the Math Proficiency needs identified.
5. Intensive Language Arts: Title I provides partial support for the new intensive Language Arts, Addressing Reading Proficiency needs identified.
6. Six Traits: Title I Provides Partial Support for 6 Traits Differentiated In-Service Annually, Addressing Writing Proficiency needs identified.
7. Reading and Math Coaches: 1 Combination School (Everglades) 3 Middle Schools (IMS-MMS-GGM) and 3 High Schools (IHS-GGHS- LHS) will receive Supplemental Coaches from Title I Funds including Supplemental Materials and Equipment.
School Level: Golden Gate, Eden Park and Parkside Elementary are the only Title I funded schools in Collier that are designated as "In Need of Improvement." 10-48% of their Title I schoowide allocation will be used for high quality staff development of: Math/Science Resource Coach, Math Coach, consultants, materials, web site licenses.

Title I District Improvement Plan - (Part 8)

8) Describe specific activities or strategies the district will use to promote effective parental involvement.

Specific Parent Needs	Data to Support Parent Needs	Activities/Strategies to Address Parent Needs	Evaluation Mechanism	Person/Department Responsible for Monitoring
		Title I Part A land Title III Ggants provide resources for the translation of documents as well as staff at school sites to provide translation during meetings, events

Provide opportunities for parents to learn about and discuss student assessment results (parent meetings, parent conferences, parent flyers)

Sharing the Commitment

A list of community resources available in Collier County is provided in English, Spanish & Creole. These resources range from medical and dental services to food and shelter assistance http://www.Collierschools.Com/Parents/Communityresources.Asp

The District School Board of Collier County has developed both a | | |

parent guide and a parent checklist that is available to each and every parent and family in the front office of each school. The Parent Guide and Parent Checklist are also available at any public library throughout Collier County or, may be downloaded from http://www.Collierschools.Com/Parents/Index.Asp.

Collier County Public Schools encourages all parents to take an active role in their children's education. To that end, we have created parent access, which will allow parents to monitor a child's progress by providing internet access to the student's grades, attendance, and teacher comments.
A variety of online technology resources are available to parents and students by grade level from http://www.Collierschools.Com/Parents/Index.Asp

Parent participation in decision-making is accomplished through SAC.

Parents are provided with timely information through frequent individual student school performance, assessment, and school public accountability reports.

Parents are encouraged to volunteer through the district-wide volunteer and community involvement program.

Parents are encouraged to communicate with the school through classroom visits, student-led conferences, teacher-parent conferences, phone calls, correspondence, and parent surveys.
• "Sharing the Commitment" is a collaborative advisory that has been created to foster effective partnerships between parents, schools, and the community. Along with the Exceptional Student Education Department, the Florida Diagnostic and Learning Resource System (FDLRS), and the Family Network on Disabilities (FND) provide information, training and support to educators, parents, and agencies on services and programs for students with disabilities. Sharing the Commitment sponsors workshops for all persons interested in services for students with disabilities, specially trained parents and teachers called Parent Educator Exceptional Resources (Peers) are available to provide parents of students with disabilities with up-to-date information, resources and support. Sharing the Commitment Workshop topics include:
• It's a Great Idea
• IEP
• Conflict Resolution
• FCAT Accommodations
• Positive Behavior Support
• Related services-
Juvenile Justice and IDEA
• Transition from School to Community

Collier County school district reports on outcomes to parents and the community through a variety of methods. Whenever feasible, all communication is made available in English, Spanish, and Creole. Communication methods will include timely information such as:
* FCAT Report to Parents
* Annual Yearly Progress Reports
* School newsletters and websites (Updated weekly or monthly)
* School Advisory Council meetings (Monthly)
* Student Report Cards and Standards-Based Progress Reports
* Press releases to local newspapers
* Letters and flyers sent home to parents and posted in community

* District Web Page
* Radio announcements

Title I Parent

Translation services receive information on state assessment results, ESE services and guidance translation services	Title I Parent Climate Survey ESE Advisory Committee Meetings Title I Parent Climate Survey and Parent Workshop Evaluations Title I Part A land Title III grants provide resources for the translation of Documents as well as Staff at School sites to provide translation during meetings, events, Provide opportunities for Parents to learn about and discuss student assessment results (Parent Meetings, Parent Conferences, Parent Flyers) Sharing the Commitment A List of Community Resources available in Collier County is provided in English, Spanish & Creole. These resources range from Medical and Dental Services to Food and Shelter Assistance http://www.Collierschools.Com/Parents/Communityresources.Asp	* School Public Accountability Report (SPAR) * Parents` Right to Know letters regarding highly qualified teacher and instructional paraprofessional requirements. * Access to the Online Grade book A variety of strategies are used to implement effective Parent involvement under No Child Left Behind Section 1118. These include: • Over 1% of the district's Title I budget is used for Parent involvement activities to benefit parents of students enrolled in Title I schools. • 95% of the 1% is distributed to Title I school wide schools where the involvement of participating parents is obtained in the decisions regarding how the funds are utilized through School Advisory Councils • Title I and migrant parent participation in development of parent Involvement Policy and Action Plan is accomplished through School Advisory Councils (SAC). This policy is distributed to each parent along with a parent feedback form to obtain their suggestions and input. • Parent participation in the development and annual review of School-Parent Compacts, required at Title I schools, is obtained through SAC. • Parents, students, and teachers utilize the School-Parent Compact at Title I schools to specify their responsibilities and commitment to education. Compacts are distributed and discussed with each student, parent and teacher to attain 100% compliance. • Title I schools conduct annual meetings to inform parents about the Title I program and to distribute Parent Involvement Plan. • Title I Migrant Education Program has organized a Parent Advisory Council, an active group of migratory parents in Collier County. Meetings are held quarterly during which parents are involved in the planning and evaluation of the program, as well as provided with relevant information and resources. • Parents of students attending Title I schools are informed about their rights to obtain information on qualifications of teachers, about the performance of their child's school and about parent information resource centers. • Parents of students attending Title I schools are informed about their eligibility for NCLB Choice with Transportation (Option to attend another higher-performing school) A variety of strategies are used to implement effective parent involvement under No Child Left Behind Section 1118. These include: * Access to The Florida PIRC www.floridapartnership.usf.edu All programs of the Florida PIRC work toward a common goal of empowering Florida's families to support children's academic success. The services come in many forms and formats such as workshops, online resources, technical assistance, and outreach. Parents of children attending Title I schools are provided with training opportunities at school sites, the district administrative center, libraries, churches and the parks and recreation community centers to build their capacity for involvement in their child's education. workshop topics include: * Tellin' Stories Family Literacy Project * Student-Led Conferences / Parent-Teacher Conferences * Understanding the Report Card * Enhancing Children's Self Esteem/ Conscious Discipline * FCAT Strategies * Guiding Good Choices Drug Prevention Program * Gang Awareness * Parent Teen Communication * Bullying Prevention * Transitioning from Pre K-K, ES to MS and MS to HS * Effectively Handling Power Struggles * What's on the Menu Financial Education for Families * Nurturing Parenting Workshop Series * English Classes * Computer Classes * Library Trips and Resources Full participation of limited English proficient parents provided through verbal and written translation in Spanish and Creole. In 1990, the Collier County Public School's English Language Learners Program assisted parents in the organization of the Parent Advisory Council (PAC). This is an active group of Parents representing the English Speakers of other languages and looking after their needs. All parents of new arrivals to Collier County are encouraged to become active participants of the	Climate Survey ESE Advisory Committee Meetings Parent Climate Surveys Federal and State Grants and English Language Learners Title I Parent Climate Survey	Federal and State Grants and English Language Learners Title I Parent Climate Survey ESE Federal and State Grants and English Language learners

parent advisory council. Parent meetings are held quarterly. When there are special events, additional meetings are organized. Interpreters are available to facilitate communication among those involved.

Parent workshops are held to assist parents of English language learner students in the educational adaptation process. Four parent training sessions will be offered during first and second semester:"How to Help My Child with Homework". Additionally Parents and students will attend four sessions on civics and citizenship. They will receive materials for attending classes.

"Passport to America" educational TV shows in English, Spanish & Creole. Hosts Dr. Maria Torres and Fernand Billon will discuss important issues with parents of English language learner students. Eighteen TV shows for parents will be aired throughout the 2011-2012 academic year. The district funds the TV show and Title III funds the purchase of the CDs to be copied and sent to the families.

Weekly radio shows for parents will be aired beginning in August of 2011- through June 2012. These shows will be in English and Spanish.

Title III District Improvement Plan

Title III, Section 3122(b)(2)

This section addresses the requirements for a district that did not make progress towards meeting Annual Measurable Achievement Objectives for 2 consecutive years. These districts shall develop an improvement plan that will ensure that the district meets such objectives. The improvement plan shall specifically address the factors that prevented the district from achieving such objectives.

Directions: Address the topic matter requested for each cell. Explain how this information supports your District's ELL Plan and cite where this data is located in your ELL Plan. Add additional strategies for each item as needed.

1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs)

Upon reviewing and analyzing the English Language Learners' (ELLs) data, it was found that there were key factors that prevented the District from achieving the Annual Measurable Objectives (AMOs). Among those factors are included the disparity of skills among ELL students arriving to our district. There skills or lack thereof are identified in two distinctive groups of ELL students: Group 1 presented the following challenges: 1) Lack of previous education or limited education, 2) Lack of literacy in heritage language 3) Lack of academic skills in ELLs' heritage language, 4) Lack of consistency in attending school in home country and/or in the United States, and 5) Lack of parental support in the home. Group 2 presented the following challenges: 1) Uninterrupted education. 2) Average literacy in heritage language. 3) Less than average academic proficiency in heritage language. 4) Consistency in attending school, and 5) Some parental support in the home. The District's comprehensive program for ELL student performance includes: (1) Standards for evaluating each student's performance, including how well (ELLs) master the performance standards approved by the State Board of Education; (2) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner (as well as regular assessment in reading ability of each student), below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style. (F.S. 1008.25) (3) Appropriate alternative placement for a student who has been retained two or more years. The plan follows a multi-tiered (leveled) instruction/ intervention guided by a problem solving approach. RTI requires provision of instruction/ intervention based on student need with increasing levels of instruction/intervention intensity at each tier. Instruction/intervention is guided by data-based decisions using frequent monitoring to determine if student is making progress towards pre-determined expectations. Indicators of current educational progress are used as initial criteria for consideration of a student for possible retention in grade. This plan also includes the use of diagnostic assessments to determine the area of need guide instruction as outlined in the Progress Monitoring Plan (PMP). The Progress Monitoring Plan is Tiered with the Response to Intervention Plan (RtI) for effective planning of students' progress. If the student has a deficiency in reading, staff will identify the areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and/or vocabulary. Alternative placement: Appropriate alternative placement and individualized instruction and interventions for a student who has been retained two or more years.

Additionally, Collier County's comprehensive program for ELL students' performance which includes: A. Common Core standards implementation for evaluating each student's performance, including how well (ELLs) master the performance standards approved by the State Board of Education.

(1) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner (as well as regular assessment in reading ability of each student), below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style. (F.S. 1008.25).

(2) After exploring different research, it was found that there are various alternatives to address English Learners with low literacy skills. As a result, the district identified five areas to address with these children in order to move them forward academically. These five areas are:

1. Literacy development (through intensive tutorials) - to improve English Proficiency

a. The district will ensure that tutors and teachers provide quality instruction in the key components of reading— identified by the National Reading Panel (NICHD, 2000) as phonemic awareness, phonics, fluency, vocabulary, and text comprehension since it has clear benefits for language-minority students.

b. Extensive oral English development must be incorporated into successful literacy instruction. The most promising instructional practices for language-minority students demonstrated that Literacy programs that provide instructional support of oral language development in English, aligned with high-quality literacy instruction are the most successful.

2. Cross-linguistic relationships (through teachers and tutors)

a. Oral proficiency and literacy in the first language will be used to facilitate literacy development in English.

b. Having additional tutors (Spanish or Haitian Creole speakers) for these students allows them to:

1) provide more individualized attention while teaching them literacy during the extended literacy block;

2) The fact that they are from their own culture, allows the student to identify with the tutor and lower the affective filter (Cummins, 2003), so important to the language acquisition.

c. Language-minority students enter our Collier County classrooms with varying degrees of oral proficiency and literacy in their first language. There is clear evidence that tapping into first-language literacy can confer advantages to English-language learners (Krashen, 2001).

d. There is evidence that language-minority students are able to take advantage of higher order vocabulary skills in the first language, such as the ability to provide formal definitions and interpret metaphors, when speaking a second language, (August, 2006).

e. Studies also indicate that students are able to take advantage of cognate relationships between their first language and English to understand English words, an important precursor to comprehension (August, 2006).

3. Sociocultural contexts and literacy development (Classroom teachers)

a. First-language oral proficiency also influences developmental patterns in second language speech discrimination, speech production, intra-word segmentation, and vocabulary, which reflect the patterns of the first language—at least until students become more proficient in English.

b. There is ample evidence as well that first- language literacy is related in other important ways to literacy development in English, including word and pseudo word reading, reading comprehension, reading strategies, spelling, and writing.

c. It is important to take into consideration the transferability of some literacy skills, then, when planning and providing second-language literacy instruction to students who are literate in their first language.

d. For students to develop efficient word recognition skills, for example, they must first have good decoding and orthographic, or spelling, skills. Without fast and accurate word recognition skills, they cannot achieve satisfactory levels of reading comprehension. (Additional teachers and tutors can provide these skills during the supplemental literacy block in the different content areas.)

e. Tutors and Teachers will provide the following practices:

1. Teach the SQ3R method (Study. Question. Read. Recite. Review).

a. Ask questions about the content.

b. Read the material.

c. Recite answers to questions previously posed.

d. Review the key points covered in the chapter.

2. Small Group Tutorials with Direct Instruction:

a. Reading Mastery and Corrective Reading.

b. Enriched Transition: Designed to help ELL student's transition from Spanish to English. The intervention will be focused on reading literature, writing, conversation, skill building, reading comprehension strategies, independent reading, and teacher and tutor read-alouds.

c. Vocabulary Intervention: A teaching intervention with Spanish and/or Haitian Creole dominant students. The intervention involves introducing academic vocabulary words using a variety of strategies like charades, questions, Spanish and/or French cognates, word webs, and word association games.

d. Tutors will be able to "Read Naturally," with students and emphasize vocabulary and comprehension.

4. Instruction and professional development (professional development for tutors and teachers)

a. Becoming literate in a second language depends on the quality of teaching, which is a function of the content coverage, intensity or thoroughness of instruction, methods used to support the special language needs of second-language learners and building on their strengths, how well learning is monitored, and teacher preparation.

b. Teachers can learn how to deliver innovative instruction with effective professional development. The district has continued to increase the performance of ELLs since they incorporated the SIOP staff development component (Torres, M. 2010). The SIOP strategies have been included in the district teacher evaluation model in order to ensure that those will be embedded in the daily teaching practices. This training is above and beyond the META Consent Decree state-mandated training. Student assessment (continuous assessment practices to develop test taking skills that are different from the ones they bring from their countries).

c. Tutors will provide their experiences in test taking skills and clarify the differences for the students in order for them to understand and compare the US test-taking skill practices and procedures for comprehension. (Additional teachers and tutors can provide these skills during the supplemental literacy block in the different content areas.)

d. The development of academic language is vital to student success in the classroom. Each of the content area subjects contains a unique and demanding technical vocabulary. In addition, familiar words are used in completely different ways (Cummins, 2001). It is imperative that our tutors and teachers utilize content area specific vocabulary skills to assist ELL students in meeting the academic demands of the core curriculum and state-mandated tests.

5. Student assessment (continuous assessment practices to develop test taking skills that are different from the ones they bring from their countries).

a. Tutors will provide their experiences in test taking skills and clarify the differences for the students in order for them to understand and compare the US test-taking skill practices and procedures.

Elementary and secondary schools will be accountable for meeting the goals for increasing English language proficiency of current ELLs as measured by CELLA test scores. They are also responsible for increasing ELLs reading, writing and math scores. School administrators, after analyzing school data, will develop specific goals for ELL students in their school improvement plan and their growth plan. These goals will be aligned with the District Three-Year Plan, Student Progress Monitoring Plan; direct progress monitoring through periodic visits, and reviews from the Chief Instructional Officer, Executive Directors of Elementary and Secondary programs, and the Executive Director of Federal and State Grants and ELL program. Additionally, progress monitoring will be constantly evaluated through a gap analysis by utilizing the district Data Warehouse assessment information. The progress of the ongoing assessment will be part of the school administrators' yearly evaluation process.

ELL Resource Teachers and /or tutors will work with students whose skills in their native language are below expectations. District Expectations have been established for each grade level in reading, writing, science and mathematics. The District data warehouse has been modified to meet the needs of progress monitoring students through the RTI model. Reading Horizons will be utilized to support those students in the specific areas of need in Reading. Elementary and secondary schools will be accountable for meeting the goals for increasing the English language proficiency of current ELLs as measured by CELLA test scores.

School administrators will include the following goals for ELL students in their school improvement plan and their growth plan. These goals will be aligned with the Student Progression Plan; direct progress monitoring through periodic visits, and reviews from the Chief Instructional Officer, Executive Directors of Elementary and Secondary programs, and the Executive Director of Federal and State Grants and ELL program. Additionally, progress monitoring will be constantly evaluated through a gap analysis by utilizing the district Data Warehouse assessment information. The progress of the ongoing assessment will be part of the school administrators' yearly evaluation process.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
Goal for AMAO #1: The district schools will assess and identify ELL students through the Home Language Survey upon registration (within 20 school days from registration date) as measured by the monthly TERMS report, and monitor their progress in making gains in learning English through CELLA test scores every spring. The district will meet the state criteria of 75% of growth in English proficiency in Listening/Speaking skills, 59% in Writing, and 61% in reading as measured by the CELLA spring tests scores. Goal for AMAO #2: The district schools will establish a plan of action to assess English language acquisition of identified ELL students following state set targets of: 18% in grades K-2; 21% in grades 3-5; 16% in grades 6-8 and 17% in grades 9-12 as measured by the state spring CELLA test scores. The District ELL program has selected the following strategies to improve English Language Proficiency: a. The SIOP Model- The Sheltered Instruction Observation Protocol (SIOP) was developed to make content material comprehensible to English Language Learners. This model is the result of the work of Jana Echevarría, Mary Ellen Vogt and Deborah J. Short. The SIOP Model includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction divided in eight components: preparation, building capacity,			

comprehensible input, strategies, interaction, practice/application, lesson delivery and review and assessment. b. Coaching and intervention to improve student reading achievement- An ELL coach is a specialist in language acquisition who provides support to teachers and administrators through relationship building, collaborating, listening, questioning, reflecting, and problem-solving. The goal of ELL coaching is to improve ELL student learning and achievement by expanding program services throughout the district. 1. ELL coaching will help foster a culture that values and is responsive to students from diverse backgrounds. 2. ELL coaching will support collaboration as an asset. 3. ELL coaching will develop individual and group capacity to engage in creative problem solving and self-reflection. 4. ELL coaching will provide a continuum of professional learning opportunities to support staff in their acquisition and use of specific knowledge, skills, and strategies for English language learners. 5. ELL coaching will facilitate a connection between teachers, data and resources. 6. The Intervention Support Specialists will conduct frequent monitoring of children at the assigned schools. They will be required to conduct monitoring sessions as dictated by the students' individual needs based upon formative assessments results whether in academic or language areas in order to help determine if the ELL students need more time with language acquisition or if there are other cognitive issues impeding their learning progress. The specialists will be analyzing data posted on our district internal TERMS and Data Warehouse systems. Our systems will allow for these specialists to review students' progress on all assessments and to formulate a hypothesis which will allow them to determine the best possible intervention for the student. They can also review the interventions the students have received and if those were successful or not in order to recommend and implement the use of other interventions to assist individual students in their progress. These functions are in addition to the progress monitoring district requirements. c. Tutors and Paraprofessionals- For such reason the district will continue to use tutors and paraprofessionals as an additional intervention for ELL students. d. Immersion/Inclusion Model- Structured English Immersion (SEI) offers ELLs who are academically proficient in their heritage language an accelerated path to success in learning English. In 1991, J. David Ramirez and his colleagues conducted a voluminous study of ELL instructional programs and found that SEI programs shared two basic components: (1) teachers maximize instruction in English and (2) teachers use and teach English at a level appropriate to the abilities of the ELLs in the class (Ramirez, Yuen, & Ramey, 1991). Significant amounts of the school day are dedicated to the explicit teaching of the English language, and students are grouped for this instruction according to their level of English proficiency and grade level content. The English language is the main content of SEI instruction. Academic content plays a supporting, but subordinate, role. The dominant focus is language itself: its rules, uses, forms, and application to daily school and non-school situations and topics. The operant principle is that students must have a strong understanding of the English language while learning grade-level content. English language development instruction is defined as "explicit, direct instruction about the English language intended to promote English language acquisition by LEP students and to help them 'catch up' to their student peers who are proficient in English" (Massachusetts Department of Education, 2006, p. 2). English is the language of instruction; students and teachers are expected to speak, read, and write in English. Accelerated language programs like SEI are based, in part, on the comprehensible output theory (Swain, 1985). This means that we cannot expect students to advance their language competence mainly through oral comprehension; instead, students get more proficient in English when they actually try to produce increasingly complex English language sentences. Teachers use instructional methods that treat English as a foreign language. Students learn discrete English grammar skills. Rigorous time lines are established for students to exit from the program. The district offers Structured English Immersion model in grades K-12 to students who proficient in their heritage language.

| | a. Executive Director of FSG and ELL Programs, Coordinator of ELL, and Curriculum Facilitators b. Executive Director of FSG and ELL Programs, Coordinator of ELL, and Curriculum Facilitators c. Executive Director of FSG and ELL Programs, Coordinator of ELL, and Curriculum Facilitators | a,b,c. 2012 June 30, 2012 c. August 10, 2012 June 30, 2013 2012 June 30, 2012 c. August 10, 2012 June 30, 2013 | a. Title III, Title I and District funds b. Title III, Title I and District funds c. Title III, Title I and District funds |

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
Grade Level	**Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)**	Executive Director of FSG and ELL Programs, Coordinator of ELL, and ELL Curriculum Facilitators	June 30, 2012, August 10, 2012, June 30, 2013	Title I, Title III and District Locational Budget
K-2	Grade K-2 Chart			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Goal for AMAO #3 (Math): The District schools will establish a plan to target ELL students' progress in mathematics to meet the state required 80% proficiency in math or through safe harbor as measured by FCAT. Strategies to improve in mathematics include: 1. Teachers will utilize Marzano's vocabulary word lists when teaching content. 2. Teachers will utilize the list from the test items specifications from the state. 3. Staff development (SIOP training) 4. The math content teachers and tutors will be trained on the use of the Neufield math which is ideally suited for ELL students in grades K-5. 5. The teachers will continue to be trained on the SIOP model to incorporate those specific methodologies and strategies when teaching math content. Based on areas of need, targeted personnel include SIOP coaches at GGHS, LHS, GGMS funded by Title I). Based on the areas of need, targeted personnel will include intervention specialists and paraprofessionals for the following schools: (NHS, ENMS, PES, OES, CPE, SPE, and EES) from Title III. Twenty six FTE part-time Intervention Support Specialists' positions in the neediest schools are being funded from Title III to provide specific interventions according to students' needs.	a. Executive Director of FSG and ELL Programs, Coordinator of ELL, and Curriculum Facilitators, Math Coordinator, and Math Coaches and Lead Teachers	June 30, 2012, August 10, 2012, June 30, 2013	Title I, Title III and locational budget

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
Staff development will continue to be offered for the SIOP coaches at the secondary level and SIOP teachers at the elementary. Additionally, the SIOP instruction training will continue to support and extend the program into additional elementary and secondary schools and classrooms. The District will continue to provide staff development to high school teachers to train in the use of the Reading Horizons program. This was offered to administrators and ELL teachers, and reading resource personnel. During the 2011-2012, teachers will implement the math strategies learned in the training.	a. Coordinator of ELL and Curriculum Facilitators	June 30, 2012 August 10, 2012 June 30, 2013	Title I, Title III and Locational budget

6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
a. A joint effort between Title I and Title III programs allow the district the opportunity to offer four parent training sessions will be offered during first and second semester: "The Key to Your Child's Success which includes other topics such as Civics and Citizenship which are relevant to the education of their children. Those who attend will receive materials. b. Eighteen TV shows for parents will be aired throughout the 2011-2012 academic year. These will be aired in English, Spanish and Haitian Creole. The district funds the TV show and Title III funds the purchase of the CDs to be copied and sent to the families. Additionally, these tapes are provided to the schools for usage as an additional resource.	a. District Executive Director of Federal and State Grants, Haitian Liaison and District Translators	June 30, 2012 August 10, 2012 June 30, 2013	Title III, and Locational budget

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
NA	NA	NA	NA
AVID's mission is to close the achievement gap by preparing students for college readiness and success in a global society. The project will provide immigrant children and youth opportunities to improve their acculturation to the school culture by accelerating student learning. AVID has a total staff development component to implement all of AVID strategies. AVID provides a structured, college preparatory system working directly with schools and districts to help students do rigorous work and meet or exceed high standards in each content area: • To develop as readers and writers. • To develop deep content knowledge. • To know content specific strategies for reading, writing, thinking and speaking. • To develop good study habits and behaviors to use knowledge and skills. • To assist students in developing the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging. AVID is a different approach to curriculum and rigor which also includes excellent professional development for teachers throughout the world. Since there are immigrant students at other sites, Title III grant will provide Civics kits and history related materials, an additional tutor (above formula) at Palmetto Ridge High School, a resource teacher (above formula) at Lely Elementary and another at Calusa Park Elementary. Additional materials purchased will focus on increasing parent involvement through the "Parents K12" software which offers more than 1200 academically aligned parent resources to reinforce high-need academic standards at home with a listening component in English and Spanish. Language Arts, Math, Science and Social Students resources are provided for grades K-8 and 100 College and Career Readiness resources are provided for grades 9-12 which include citizenship, life skills and financial literacy. There is also a training component for parents in the Parents K-12 program that will allow trainers to offer parents specific training on how to utilize the software to research and assist their children. a) Personnel Fund (1) Resource Teacher at 70% at Lely ES and (1) Resource Teacher at 100% at Calusa Park ES (above formula) for intensive acculturation and literacy skills. b) Fund (1) Teacher on Special Assignment at 100% at Manatee ES (above formula) to assist the students with understanding the cultural background as it relates to content specific vocabulary in math and science. c) Fund (3) Advancement Via Individual Determination (AVID) teachers at Golden Gate MS, Immokalee MS, and Manatee MS at 50% (which is above formula) to increase learning and performance expectations, assistance in the acculturation process as it relates to graduation requirements. d) Fund (1) Haitian-Creole Tutor (which is above formula) at Palmetto Ridge HS at 100% to provide the influx of Haitian immigrants with assistance in the acculturation process as it relates to the school culture-student expectations, and graduation requirements. e) Purchase software "Parents K-12" which will provide the parents and immigrant students with resources in the core academics, college and career readiness, citizenship and life skills. f) Immigrant students will receive a "back-pack" of civic/history related materials.	Director, Advanced Studies Director, Federal and State Grants	August 10, 2011- June 30, 2012	Title I Migrant and District Locational Funds

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

This section addresses how the district will provide assistance and intervention to schools in danger of not meeting state standards or not making Adequate Yearly Progress by implementing the required support and interventions under Differentiated Accountability.

Directions: **Upload the district's Differentiated Accountability Checklist of Compliance.**

No Attached district's Differentiated Accountability Checklist of Compliance.