



2014-2015 SCHOOL IMPROVEMENT PLAN

Parkside Elementary School
5322 TEXAS AVE
Naples, FL 34113
239-377-8900

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 98%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 C	2012-13 F	2011-12 D	2010-11 D	2009-10 D
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
Yes	No	No	No

Current School Status

School Information

School-Level Information

School

Parkside Elementary School

Principal

Tamie Stewart

School Advisory Council chair

Cynthia DeLeon

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jessica Campbell	Assistant Principal
Laurie Mearsheimer	Assistant Principal
Tamie Stewart	Principal

District-Level Information

District

Collier

Superintendent

Dr. Kamela Patton

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Pierre Adrace - Non-instructional Staff
 Priscilla Rodriguez - Teacher
 Maria Hernandez - Parent
 Ana Lopez - Parent
 Reyna Martinez - Non-instructional
 Anita Blanco - Non-Instructional
 Ana Sanchez - Parent
 Raul Rodriguez - Community
 Tamie Stewart - Administration

Involvement of the SAC in the development of the SIP

An analysis of student achievement and school performance data will occur. The SAC will review various aspects of the school as suggested by the priorities related to the data and will have input into the written plan for school improvement including priorities and strategies.

Activities of the SAC for the upcoming school year

SAC will meet monthly to discuss SAC fund expenditures. Student achievement data will be monitored and the associated strategies and priorities within the SIP.

Projected use of school improvement funds, including the amount allocated to each project

The SAC will discuss the projected use of funds during a monthly meeting held early in the year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Tamie Stewart

Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

B.A. Elementary and Early Childhood Education University of South Florida; M.A. Library and Information Science; Ed.S

Performance Record

According to statute, the Superintendent has the authority to strategically place administrators within the school district. Principal at Lake Park Elementary School 2008-2012.

2008: Grade – A. Proficiency:

Reading/Gains/Lowest 25% – 89/73/63%

Math/Gains/Lowest 25% – 87/77/75%

Writing – 86%; Science –66%. AYP: 100%

Criteria Met.

2009: Grade – A. Proficiency:

Reading/Gains/Lowest 25% – 92/75/61%

Math/Gains/Lowest 25% – 92/75/68%

Writing – 93%; Science –75%. AYP: 90%

2010: Grade – B. Proficiency:

Reading/Gains/Lowest 25% – 90/69/62%

Math/Gains/Lowest 25% – 87/63/52%

Writing – 88%; Science –66%. AYP: 95%

2011 Grade – A

2012: Grade- F Proficiency:

Reading/Gains/Lowest 25% – 34/61/69%

Math/Gains/Lowest 25% – 43/56/52%

Writing – 31%

Science – 39%

Laurie Mearsheimer

Asst Principal

Years as Administrator: 5

Years at Current School: 2

Credentials

B.A. Elementary Education - University of Florida; M.Ed. Elementary Education - University of Florida; Ed.D. Educational Leadership - Argosy University; Certifications -Elementary Education 1-6, Educational Leadership, Principal Certification

Performance Record

According to statute, the Superintendent has the authority to strategically place administrators within the school district. Assistant Principal at Pelican Marsh Elementary School 2008-2012.

2008/2009: Grade – A. Proficiency:
 Reading/Gains/Lowest 25% – 92/78/82%
 Math/Gains/Lowest 25% – 90/59/73%
 Writing – 96%; Science – 67%

2009/2010: Grade – A. Proficiency:
 Reading/Gains/Lowest 25% – 90/68/75%
 Math/Gains/Lowest 25% – 89/70/75%
 Writing – 94%; Science – 74%

2010/2011: Grade – A. Proficiency:
 Reading/Gains/Lowest 25% – 93/68/78%
 Math/Gains/Lowest 25% – 94/73/75%
 Writing – 98%; Science – 89%

2011/2012: Grade – A. Proficiency:
 Reading/Gains/Lowest 25% – 77/58/71%
 Math/Gains/Lowest 25% – 81/76/90%
 Writing – 92%; Science – 78%

2012/2013: Grade- F Proficiency:
 Reading/Gains/Lowest 25% – 34/61/69%
 Math/Gains/Lowest 25% – 43/56/52%
 Writing – 31%
 Science – 39%

Jessica Campbell		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	B.A. Elementary Education- Florida Gulf Coast University; M.A. Educational Leadership Certifications -Elementary Education 1-6, Educational Leadership, Principal Certification	
Performance Record	According to statute, the Superintendent has the authority to strategically place administrators within the school district. Assistant Principal at Big Cypress Elementary School 2011/2012: Grade – A. Proficiency: Reading/Gains/Lowest 25% – 58/66/75% Math/Gains/Lowest 25% – 58/80/83% Writing – 66% Science – 55% 2012/2013: Grade- B Proficiency: Reading/Gains/Lowest 25% – 60/61/66% Math/Gains/Lowest 25% –56/64/60% Writing – 56% Science – 63%	

Instructional Coaches

of instructional coaches
4

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Holley Holland		
Full-time / District-based	Years as Coach: 9	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	B.S. Elementary Education M.S. Elementary Education Ed.S Curriculum and Instruction Endorsement: ESOL; Reading	
Performance Record	Highly qualified educator with experience in delivering high quality staff development and teacher support at site and district level Team leader PLC facilitator Teacher leader in many capacities.	

Margaux Horne		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	B.S. Applied Learning and Development Certification: ESOL, ESE (K-12), Gifted, Elementary Education (K-6)	
Performance Record	Highly qualified educator with experience in delivering high quality staff development and teacher support at site and district level Team leader PLC facilitator Teacher leader in many capacities.	

Colleen Fletcher		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	B.S. Early Childhood M.S. Reading Ed.S. Curriculum and Instruction Certification: Elementary Education K-6, Primary K-3, Reading K-12 Endorsement: ESOL	
Performance Record	Highly qualified educator with experience in delivering high quality staff development and teacher support at site and district level	

David Ware		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials	B.S. Elementary Education K-6 Endorsement: ESOL	
Performance Record	Highly qualified educator with experience in delivering high quality staff development and teacher support	

Classroom Teachers

# of classroom teachers	56
# receiving effective rating or higher	40, 71%
# Highly Qualified Teachers	100%

certified in-field

56, 100%

ESOL endorsed

40, 71%

reading endorsed

12, 21%

with advanced degrees

16, 29%

National Board Certified

, 0%

first-year teachers

8, 14%

with 1-5 years of experience

30, 54%

with 6-14 years of experience

8, 14%

with 15 or more years of experience

10, 18%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Professional Learning

>Regularly scheduled Professional Learning to enable teachers to be successful in improving student achievement; Faculty Meetings; Early Release Days, PLCs, Bull's Eye Fridays

>Staff Development based on: District, State and Federal

>Initiatives, staff input, classroom observation data, student data

2. Instructional Leadership:

>Regularly scheduled grade level PLC meetings to support teachers in the areas of MTSS data analysis, instructional strategies

- >CTEM Observations to support teachers/grade levels with best practices, appropriate staff development; meaningful feedback
- >Embedded professional learning during collaborative planning sessions with academic coaches
- 3. New Teacher Support:
 - >Partnering new teachers with a qualified mentor
 - >Meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instruction
- 4. Empowering Teachers:
 - >Continue to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally
 - >Involve teachers in meaningful decision making
- 6. School Management and Safety:
 - >Continue to support and hone school wide, tier 2, and tier 3 Positive Behavior Support to support teachers in the areas of discipline, management, and school safety
- 7. Recruitment:
 - >Continue to build relationships with area universities for referrals of interns and potential candidates

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New Teacher Support:

- >Partnering new teachers with a qualified mentor who can readily provide meaningful support
- >Meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instruction

Professional Learning

- >Regularly scheduled Professional Learning to enable teachers to be successful in improving student achievement; Faculty Meetings; Early Release Days, PLCs, Bull's Eye Fridays
- >Staff Development based on: District, State and Federal Initiatives, staff input, classroom observation data, student data

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership team will review, discuss, and monitor student academic and/or behavioral procedures and data while working in conjunction with faculty to support students' needs. The team will focus on implementation, data collection, interventions, and supports needed by the instructional staff for implementation of MTSS. School administrators and teachers from the school-based MTSS team will participate in grade level PLC's to facilitate the MTSS process at each grade level. Members of the school based MTSS leadership team will meet regularly to provide data and support to the grade level problem solving teams and review school wide MTSS issues.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Principal, Assistant Principal, and Intervention Support Specialist will provide leadership and guidance to ensure the implementation of MTSS with fidelity along with providing resources and staff development based on the needs of the faculty. In addition, they will attend MTSS meetings and communicate support of the MTSS process with various school stakeholders. The Intervention Support Specialist will facilitate school procedures, training, and activities, regarding student academic achievement and student intervention. Parental contact and involvement will be coordinated by the Intervention Support Specialist and teachers. Coaches will support teams in developing problem statements; assist with data collection; and assist with professional development and instructional support. The School Counselor will attend MTSS meetings as needed to support behavioral or social-emotional concerns. The School Counselor will support in data collection, behavior report cards, and parent contact/community contact. The School Psychologist will participate in MTSS meetings as needed to assist in data collection and interpretation, and guide teams in the selection and implementation of interventions. The ELL/ESE Resource Teacher(s) will participate in grade level MTSS meetings as needed to support teachers in problem identification, data collection, and implementation of interventions.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

During PLCs, strengths and barriers/challenges that may impede student achievement as measured by FCAT performance and other common assessments are identified and collected from each team. School Improvement goals are generated on students' most recent FCAT performance. Analysis of student performance reveals academic trends and challenges. Both the PLC barriers as well as the performance provide the basis of school wide strategies to improve academic performance. Progress toward the school improvement goals are monitored during grade level PLC meetings using common formative assessments. The PLC's meets regularly to review the Tier II and Tier III data to further adjust practices to meet the needs of students and improve academic performance.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data management system used for all student data is Data Warehouse, which additionally generates student graphs to summarize progress toward Individual and classroom goals, as well as track trends over time. For Tier I instruction, standardized tests, weekly formative assessments, quarterly district assessments, and annual summative assessments are monitored for all subject areas in order to monitor student growth. Core instruction is monitored during grade level PLCs. With less than 80% of the students in all classrooms proficient, our school-wide goal is to strengthen CORE instruction. Instructional coaches and administration will ensure that support is in place to improve core instruction as well as providing differentiation sufficient to meet all learner needs. Differentiated instruction should have a goal of adequately scaffolding support so that all students achieve success with the standard or benchmark. Following initial instruction, students will be assessed. Test items will then be disaggregated by benchmark to determine the percent proficient in the benchmark. If a majority of the class was proficient, the teacher will provide re-teaching to an identified small group of students. When a majority of the class is not proficient, the whole class will participate in re-teaching of the benchmark. This re-teaching will occur for an appropriate time period after which students will be re-assessed. Students who still have not mastered the benchmark(s) and have approximately 6-8 data points (initial instruction, re-teaching), the gradelevel PLC will discuss the student's needs and determine whether to offer an additional reteach experience or to provide tiered intervention. (Initial instruction and re-teaching should cover a minimum of six weeks prior to considering more intensive interventions.) The grade level PLC identifies the specific academic deficiency, determines the need for the additional re-teaching, the need for a tiered intervention and the assessments to be used to measure growth. If a tiered intervention is indicated, an individual Progress Monitoring Plan (PMP) is generated. At the inception of a PMP, progress is monitored, targeted, and documented in Data Warehouse and possibly on a school based

spreadsheet. Typically, data for all students receiving interventions will be analyzed bi-weekly by the grade-level PLC. After a minimum of 6-8 data points have been collected, the PLC should examine the data to determine whether the intervention offers hope for mastery of the benchmark(s). If not, the PLC team should determine whether to develop a new targeted intervention, revise the current intervention which could include increasing the intensity or frequency of the delivery. If the intervention is showing progress with the benchmark(s), continue. Following a minimum of 6-8 data points receiving of targeted interventions, a determination will be made to terminate the intervention, i.e., success, to continue the intervention, i.e., progress is being made, or to recommend moving the student to a more intensive intervention, i.e., Tier III. At every step of the process, all decisions are data-based. The school-wide Multi-tiered System of Supports (MTSS) Instruction/Intervention team meets with the teacher and PLC teams to determine whether the student will be provided with an intensive intervention. If the school-wide team determines that the data supports a more intensive intervention, the student is assigned to additional intensive intervention. The InSS, academic coaches, and administrators attend PLC's on a regular basis to discuss interventions and evaluate data.

Behavioral data is tracked through the STUDENT PASS. This program compiles individual referrals and generates reports which are analyzed to determine the areas, participants and times in which problem behaviors occur so that changes can be made for improvement. This data is reviewed by the entire staff to analyze trends and make mid-course corrections. Using the data, the RtI Leadership Team develops individual behavior plans for students receiving Tier II and Tier III interventions, and further tracks their behavioral data to determine the success of these plans for academic success.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS contact (INSS, Intervention Support Specialist) attends monthly district meetings for further training. The INSS provided professional learning during PLCs, faculty meetings, early release days and Bulls Eye Fridays. Additionally, the INSS attends PLC meetings and works with FLDOE data specialist in order to assist in the problem solving process. At these meetings, the INSS assists in disaggregating the data for closer analysis to make informed decisions to increase achievement. Online courses in RtI and Differentiated Instruction are available in Angel as additional resources for professional learning.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Weekend Program

Minutes added to school year: 1,440

Saturdays for Success

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

FCAT results compared (participating/nonparticipating students)

Who is responsible for monitoring implementation of this strategy?

Assistant Principals

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tamie Stewart	Principal
Holley Holland	Reading Coach
Colleen Fletcher	Reading Coach
Renessa Bartolacci	Kindergarten
Carrie Guiney	PreK
Mary Prebish	First
Cara Peters	First
Stephanie Abbondandolo	Second
Rachael Cordeiro	Third
Martha Higgins	Fourth
Katherine Khan	Fourth
Rebecca Wuss	Fifth
Linda Carlsson	Speech
Cheri Ledlow	P.E.
Marlene Ashley	Media
Christine Bezjak	Resource

How the school-based LLT functions

Since our overall percentages in Reading are low, improving Tier 1 instruction in Reading is our primary focus. This year we will use the Leveled Literacy Intervention in grades K-5 for our students receiving Tier 3 interventions. Using small group instruction to target specific needs is a major component of our Reading program this year as well. The team will also analyze data to determine professional development needs for Bulls-Eye Fridays. A motivational program for independent reading will continue to be implemented and monitored.

Major initiatives of the LLT

Focus on Core Tier One Instruction

Reading Incentive Program to Foster Independent Reading

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school. At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school. Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school. The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students. FAA eligible students with disabilities: Emphasis, training, and support in Universal Design for Learning (UDL) will provide focal points for considering effective strategies and technologies to empower educators to become creative instructional designers of their classrooms (Rose and Meyer, 2002). An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	34%	No	48%
American Indian				
Asian				
Black/African American	43%	37%	No	48%
Hispanic	43%	33%	No	48%
White				
English language learners	36%	24%	No	42%
Students with disabilities	23%		No	30%
Economically disadvantaged	43%	34%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	20%	26%
Students scoring at or above Achievement Level 4	46	14%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	126	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	36	69%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	146	37%	41%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	74	19%	21%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	86	21%	23%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	28	31%	34%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	43%	Yes	46%
American Indian				
Asian				
Black/African American	33%	44%	Yes	40%
Hispanic	41%	42%	Yes	47%
White				
English language learners	36%	35%	No	42%
Students with disabilities	32%	17%	No	39%
Economically disadvantaged	39%	43%	Yes	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	28%	33%
Students scoring at or above Achievement Level 4	49	15%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	115	56%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	52%	57%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	29%	34%
Students scoring at or above Achievement Level 4	12	10%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	700	80%	85%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	76	9%	
Students retained, pursuant to s. 1008.25, F.S.	11	3%	
Students who are not proficient in reading by third grade	84	67%	
Students who receive two or more behavior referrals	27	3%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	

Goals Summary

- G1.** Teachers will analyze and interpret ongoing assessment data to plan for student differences by differentiating instruction through content, process, product, and/or learning environment.
- G2.** Teacher questions and student work will have appropriate alignment and scaffolding to meet the demands of Common Core State Standards.
- G3.** With the understanding that literacy skills are the basis for comprehending content, lesson plans and instruction will feature specific reading and writing activities and strategies.
- G4.** Teachers will engage students in activities and strategies that utilize academic and conversational language to enhance the learning process.

Goals Detail

G1. Teachers will analyze and interpret ongoing assessment data to plan for student differences by differentiating instruction through content, process, product, and/or learning environment.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Academic Coaches
- Collaborative planning
- Data Warehouse
- Differentiated Instruction Guide (District Adopted Materials)
- Discovery Education
- Leveled Library (District Adopted Materials)
- Saturday's For Success Academies
- Parkside Afterschool Intervention Program

Targeted Barriers to Achieving the Goal

- Inconsistent use of teaching models that feature targeted and focused differentiated instruction.

Plan to Monitor Progress Toward the Goal

Benchmark Assessments, Ongoing classroom formative assessments, Standardized tests

Person or Persons Responsible

Administration Teachers Academic Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Learning Gains and Proficiency Scores

G2. Teacher questions and student work will have appropriate alignment and scaffolding to meet the demands of Common Core State Standards.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Lesson Plan Template
- Coaches
- Discovery Education
- District adopted curriculum materials
- STEM Lab

Targeted Barriers to Achieving the Goal

- Questions and/or tasks do not follow an appropriate progression of rigor.

Plan to Monitor Progress Toward the Goal

District Benchmark Assessments, Classroom Based Assessments

Person or Persons Responsible

Academic Coaches, Administration, Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

PLC Data Feedback, Student Learning Gains

G3. With the understanding that literacy skills are the basis for comprehending content, lesson plans and instruction will feature specific reading and writing activities and strategies.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Reading, Math, and Science Coaches
- Content Area Leveled Texts (ie., National Geographic, articles on Discovery Education)
- Model Drawing materials

Targeted Barriers to Achieving the Goal

- Inconsistent use of research-based reading strategies in content areas.

Plan to Monitor Progress Toward the Goal

Data from Quarterly Benchmark Assessments and Data from classroom based formative assessments

Person or Persons Responsible

Academic Coaches Administration Teachers

Target Dates or Schedule:

During Quarterly Benchmark Assessments, Ongoing

Evidence of Completion:

Learning Gains

G4. Teachers will engage students in activities and strategies that utilize academic and conversational language to enhance the learning process.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement

Resources Available to Support the Goal

- Kagan training and resources
- Academic Coaches
- Parent Language Classes
- Curriculum

Targeted Barriers to Achieving the Goal

- Inconsistent use of strategies that effectively support language development.
- Lack of knowledge regarding best practices to support English Language Learners.

Plan to Monitor Progress Toward the Goal

Quarterly Benchmark Assessments Ongoing formative classroom assessments

Person or Persons Responsible

Administration Academic Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

PLC Data Feedback Data from benchmark assessments Data from classroom assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will analyze and interpret ongoing assessment data to plan for student differences by differentiating instruction through content, process, product, and/or learning environment.

G1.B1 Inconsistent use of teaching models that feature targeted and focused differentiated instruction.

G1.B1.S2 Strengthen content knowledge through job embedded professional learning.

Action Step 1

Utilize coach led planning with selected grade levels in order to deepen content knowledge to support differentiated instruction

Person or Persons Responsible

Academic coaches and instructional staff

Target Dates or Schedule

during common planning time

Evidence of Completion

isupport coaching logs, administrative observation

Action Step 2

Modeling and co-teaching to support the implementation of differentiated instruction.

Person or Persons Responsible

Academic Coaches and instructional staff

Target Dates or Schedule

ongoing

Evidence of Completion

isupport coaching logs, administration observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2

reviewing isupport logs weekly, CTEM observations

Person or Persons Responsible

administration

Target Dates or Schedule

isupport weekly review, CTEM ongoing

Evidence of Completion

CTEM reports, isupport approvals

Plan to Monitor Effectiveness of G1.B1.S2

follow up observations

Person or Persons Responsible

administration and academic coaches

Target Dates or Schedule

ongoing

Evidence of Completion

student work, CTEM look for reports

G2. Teacher questions and student work will have appropriate alignment and scaffolding to meet the demands of Common Core State Standards.

G2.B1 Questions and/or tasks do not follow an appropriate progression of rigor.

G2.B1.S1 Teachers and coaches will identify, discuss and plan for possible students misconceptions in order to move students towards more rigorous tasks.

Action Step 1

Collaborative Team Planning, Coaching Cycle and support, PLC meetings, Professional Development opportunities

Person or Persons Responsible

Academic Coaches, Teachers, Administrators, Gifted and Advanced Studies Department, District Department Chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, iSupport Logs, PLC Minutes, Professional Development sign-in sheets

Facilitator:

Academic Coaches PLC Facilitators Gifted and Advanced Studies Department District Department Chairs

Participants:

Academic Coaches, Teachers, Administrators, Gifted and Advanced Studies Department, District Department Chairs

Plan to Monitor Fidelity of Implementation of G2.B1.S1

CTEM Observations, Coaches Observations

Person or Persons Responsible

Academic Coaches, Administrators, Teachers, Gifted and Advanced Studies Department, District Department Chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, CTEM Look For's Report

Plan to Monitor Effectiveness of G2.B1.S1

CTEM Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CTEM Look For's Report

G3. With the understanding that literacy skills are the basis for comprehending content, lesson plans and instruction will feature specific reading and writing activities and strategies.

G3.B1 Inconsistent use of research-based reading strategies in content areas.

G3.B1.S1 Common note-taking across content areas to support students' access and understanding of the content.

Action Step 1

Ongoing through team planning

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Pre-service week (week of August 12, 2013)

Evidence of Completion

Student created notebooks

Facilitator:

Math Coach

Participants:

Math Coach

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Observing note-taking within instruction and observing lesson plans

Person or Persons Responsible

Math Coach Administration via CTEM

Target Dates or Schedule

Ongoing

Evidence of Completion

CTEM Look For's Report, Student Notebooks, Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S1

Ongoing classroom based and district-wide assessments

Person or Persons Responsible

Math Coach Administration via CTEM

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC's Data Feedback Sheets

G3.B1.S2 Strategic Collaborative Team Planning led and supported by Content Area Coaches in a gradual release model based on team's understanding of effective instructional strategies.

Action Step 1

Leading collaborative team planning to support reading strategies throughout the content areas.

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

Pre-service week Ongoing

Evidence of Completion

Common lesson plans

Facilitator:

Academic Coaches

Participants:

Academic Coaches

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Monitor planning schedule

Person or Persons Responsible

Academic Coaches Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

iSupport Coaches Log Core Team minutes

Plan to Monitor Effectiveness of G3.B1.S2

CTEM observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CTEM Look For's Report

G4. Teachers will engage students in activities and strategies that utilize academic and conversational language to enhance the learning process.

G4.B1 Inconsistent use of strategies that effectively support language development.

G4.B1.S1 Academic Coaches will model best practices including think alouds and instructional conversations through Kagan structures.

Action Step 1

Modeling and planning for best practices for ELL learners

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

iSupport Logs and CTEM Look For's Report

Facilitator:

Academic Coaches ELL Contact

Participants:

Academic Coaches

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Coaches Walk-throughs and CTEM Walk-throughs

Person or Persons Responsible

Administration Academic Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

CTEM Look For's Report and Coaches Logs

Plan to Monitor Effectiveness of G4.B1.S1

Walk-throughs, Informal and Formal CTEM Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CTEM Look For's Report

G4.B1.S2 Utilize and support teachers in the use of standardized academic vocabulary.

Action Step 1

Coaching Cycles, Professional Development, Collaborative Team Planning

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, CTEM Look For's Report, Professional Development Sign-In Sheets, iSupport

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Coaches Walkthroughs, CTEM Observations

Person or Persons Responsible

Academic Coaches Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CTEM Look For's Report, iSupport

Plan to Monitor Effectiveness of G4.B1.S2

CTEM Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CTEM Look For's Report

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, the K-12 Comprehensive Reading Plan and District Consolidated Planning process. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally: They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts. LEA, Title I Basic, Title I Migrant coordinate services to assist homeless parents

of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools. The LEA provides services in coordination the McKinney-Vento Homeless Assistance Act. Title I Part A, Title II Part A and RTTT fund exam reimbursements to ensure staff meet HQT Requirements. Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I Part A funds to provide after school tutorials for homeless students in non-Title I schools. Title I Part A funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund other academic subject area coaches at Elementary, Middle and High as determined by Differentiated Accountability, Data and Collaborative Planning. ML as applicable, depending on school.

- District Oversight Team meetings that provide forum for coordination and integration of resources to support unique needs of school sites.

Title I Part A funds also used to provide additional coaches to support lowest performing schools and those in differentiated Accountability.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources. Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction. Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program.

- Title II, Part A collaborates with Collier County Public School's Human Resources in providing funds that are used to reimburse teachers striving to meet Highly Qualified Teacher requirements through subject area tests. This helps ensure that all teachers meet HQT requirements and provide high quality instruction.

- Title II funds will support schools with instructional coaching, lesson planning and staff development by funding several teachers on special assignment in areas of Math and Science; these staff will integrate with the instructional staff at school sites to ensure high quality instruction differentiated to address unique student needs.

- Coordination of professional development activities, including those funded by Title II, occurs through the following activities:

- o Individual schools conduct annual staff development surveys to determine staff development needs. A district comprehensive Staff Development Plan and consolidated planning coordinates all available district resources.

- o Staff development within a school (including the use of Title I money) is coordinated through the SIP/Title I Plan and comprehensive needs assessment.

- o Title I and II in-service is coordinated through Learning Support Services departmental curriculum staff.

- o The Director of Federal and State Grants, Executive Director of Federal and State Grants and ELL, the Chief Academic Officer review the professional development allocations in the Title I plans and in the Title II project.

- o Reading coaches receive ongoing professional development through their bi-monthly literacy team meetings. The teacher's individual plan (IPDP) is based upon an assessment of student learning needs, and this analysis of student achievement data in reading is essential to the creation of each teacher's

professional development plan.

o The district will provide ongoing professional development and support for principals on classroom walk-through strategies, including how to give feedback to teachers.

- In addition Title II funds are used, in collaboration with Title I, IDEA, District, and Reading funds, to support Reading Coaches at the following schools: BCE, CES, CPE, LES, LOE, LPE, OES, PES, PME, SGE, SPE, TBE, VES, VME, CMS, CPM, GVMS, NNMS, ORMS, PRMS.

- Math Intervention Specialists will be partially supported from Title II funds, in collaboration with Title I, at the following schools: CMS, CPM, ENMS, GVMS, NNMS, ORMS, PRMS.

Title III

Title III - Title I and Title III administrators have met to collaborate by providing Title I schools the optimum resources necessary to bring improve academic instruction. This has allowed them to maximize productivity while also eliminating duplicity of services, use of personnel and instructional materials. There are five major areas of collaboration: 1) tutoring, 2) teacher training, 3) parental involvement activities, 4) highly qualified personnel and 5) before and after school programs to address the needs of our most needy students in order to improve student achievement and development while meeting the Annual Measurable Achievement Objectives (AMAOs). Upon reviewing and analyzing the English Language Learners' (ELLs) data, found key factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs).

Among those factors are included two groups:

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.

(See District School Improvement Plan for English Language Learners.)

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database

and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.

The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

This is restricted funding which provides flexibility for school districts to use funds to help students gain at least a year of knowledge for each year in school. Strategies may include but are not limited to: high school summer school, extended day and extended year programs, class size reduction, and intervention programs.

The district, through the Safe and Drug Free Schools grant and based on gathered data, determined a list of needs. Target areas included lowering incidences of bullying (violence prevention) in the schools, lowering rates of alcohol, tobacco and other drug use among students, and the development of students'

pro-social skills. To that end, programs such as Too Good for Drugs, Positive Behavior Support, Social Norming, and Guiding Good Choices have been selected for implementation in schools. Parents in the Title I schools are offered the Guiding Good Choices program led by the Title I Parent Involvement Specialist. Both Safe and Drug Free Schools and Drug Free Collier are working collaboratively to provide Guiding Good Choices

classes for parents in the community. A Bullying Prevention Resource list is available on the district website. The District is offering breakfast at no charge to all students through the USDA Provision 2 breakfast program. All reduced students are receiving lunch at no charge. The NSLP Fresh Fruit and Vegetable program is being offered in twelve elementary schools. We are continuing to institute the OrganWise program through the University of Florida in qualifying elementary schools.

Housing Programs - NA

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database

and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act. The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

The Head Start Program in Collier County Public Schools serves 712 four-year-olds in targeted elementary sites based on the needs of the parents and students. The Head Start Program includes students identified for ESE services, Voluntary Prekindergarten (VPK) students, and students identified as Title I and Migrant. By coordinating efforts and funding, the all encompassing Head Start Program is able to serve approximately 300 additional eligible students than the funding from Head Start alone supports. Head Start provides comprehensive services to eligible families and their children. These comprehensive services include

education, social services, parent involvement, and health services. These services are coordinated with the requirements of the other funding sources as a seamless service for parents and our 4-year-old students. The Head Start Program is a vital part of our school community and these students are included in all academic and extra-curricular/enrichment programs as appropriate. All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school. At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school. Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.

Parkside Elementary in conjunction with Adult Education Department for CCPS, offers English classes for parents in the school community.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Teacher questions and student work will have appropriate alignment and scaffolding to meet the demands of Common Core State Standards.

G2.B1 Questions and/or tasks do not follow an appropriate progression of rigor.

G2.B1.S1 Teachers and coaches will identify, discuss and plan for possible students misconceptions in order to move students towards more rigorous tasks.

PD Opportunity 1

Collaborative Team Planning, Coaching Cycle and support, PLC meetings, Professional Development opportunities

Facilitator

Academic Coaches PLC Facilitators Gifted and Advanced Studies Department District Department Chairs

Participants

Academic Coaches, Teachers, Administrators, Gifted and Advanced Studies Department, District Department Chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, iSupport Logs, PLC Minutes, Professional Development sign-in sheets

G3. With the understanding that literacy skills are the basis for comprehending content, lesson plans and instruction will feature specific reading and writing activities and strategies.

G3.B1 Inconsistent use of research-based reading strategies in content areas.

G3.B1.S1 Common note-taking across content areas to support students' access and understanding of the content.

PD Opportunity 1

Ongoing through team planning

Facilitator

Math Coach

Participants

Math Coach

Target Dates or Schedule

Pre-service week (week of August 12, 2013)

Evidence of Completion

Student created notebooks

G3.B1.S2 Strategic Collaborative Team Planning led and supported by Content Area Coaches in a gradual release model based on team's understanding of effective instructional strategies.

PD Opportunity 1

Leading collaborative team planning to support reading strategies throughout the content areas.

Facilitator

Academic Coaches

Participants

Academic Coaches

Target Dates or Schedule

Pre-service week Ongoing

Evidence of Completion

Common lesson plans

G4. Teachers will engage students in activities and strategies that utilize academic and conversational language to enhance the learning process.

G4.B1 Inconsistent use of strategies that effectively support language development.

G4.B1.S1 Academic Coaches will model best practices including think alouds and instructional conversations through Kagan structures.

PD Opportunity 1

Modeling and planning for best practices for ELL learners

Facilitator

Academic Coaches ELL Contact

Participants

Academic Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

iSupport Logs and CTEM Look For's Report

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	Teachers will engage students in activities and strategies that utilize academic and conversational language to enhance the learning process.	\$3
Total		\$3

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title I	\$3	\$0	\$3
	\$0	\$0	\$0
Total	\$3	\$0	\$3

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G4. Teachers will engage students in activities and strategies that utilize academic and conversational language to enhance the learning process.

G4.B1 Inconsistent use of strategies that effectively support language development.

G4.B1.S1 Academic Coaches will model best practices including think alouds and instructional conversations through Kagan structures.

Action Step 1

Modeling and planning for best practices for ELL learners

Resource Type

Professional Development

Resource

Kagan Accelerating Achievement One-Day Training

Funding Source

Title I

Amount Needed

\$3

G4.B1.S2 Utilize and support teachers in the use of standardized academic vocabulary.

Action Step 1

Coaching Cycles, Professional Development, Collaborative Team Planning

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed