



Pam Stewart, Commissioner

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

11 - Collier

Dr. Kamela Patton, Superintendent
Gayle Sitter, Region 5 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

District Vision Statement

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

Supports for School Improvement

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

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

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

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

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

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

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

receive high quality, differentiated instruction.

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

Title I Part A, Title II Part A and IDEA fund exam reimbursements and course tuition reimbursement funds to ensure staff meet HQT Requirements.

In Collier County Public Schools we utilize the 8-step problem-solving model to identify barriers, strategies and action steps to support improved learning for all students in Collier County Public Schools. The District Multi-Tiered System of Supports (MTSS) Steering Committee oversees the implementation of MTSS and is composed of district leaders from multiple departments. The committee meets regularly to review a variety of data points to monitor MTSS implementation. Specifically, the committee reviews student academic and behavioral data related to core and tiered instruction. They also review MTSS implementation fidelity data, teacher beliefs, and professional learning needs, among others. As data is reviewed, implementation strategies are adjusted and monitored at future meetings. The process is recursive and is mirrored at individual schools as well. The BCS Plan is administered and monitored through the Department of Differentiated Accountability. Coordinators from the department work closely with school-based leadership teams to conduct monthly data chats that include a review of MTSS data derived from on-going progress monitoring assessments, review of School Improvement Plan action plans, as well as classroom observations and planning.

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

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

Using funds allocated from the State, instructional materials are allocated to schools based projected school enrollment in the spring. Allocations of materials are ongoing based on schools' need as determined by increased enrollment, missing materials or new materials added to the curriculum. Orders from schools are submitted by Assistant Principals through TERMS reporting system based on items listed in the District Catalog of Adopted Instructional Materials and reviewed and approved by Georgina Grimm, Manager of Instructional Materials. Once approved, books are ordered from the Florida School Book Depository. The selection and adoption of instructional materials are completed in accordance with State regulations and District School Board Policies 2510 and 2520, which outline required accessibility for students, responsibilities and considerations for adoption of textbooks, and use of free school-related supplemental instructional materials.

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

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

leadership teams to implement interventions:

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

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

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

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

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

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

Person Responsible for implementation and follow-up- Building Administrators, Jennifer Kincaid, Leslie Ricciardeli, Dianne Faramo, Amber Nottidge, Curt Witthoff, Dr. Terrie Mitev, Jodi Cronin.

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

3. SIG schools will be provided with a second Assistant Principal to assist with school improvement initiatives.

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

Person Responsible for implementation and follow-up- Building Administrators, District Leaders including: Executive Director of Elementary Programs, Jennifer Kincaid; Executive Director of Secondary Programs, Leslie Ricciardeli; Reading Curriculum Coordinator, Dianne Faramo; Math Curriculum Coordinator, Amber Nottidge; Science Curriculum Coordinator, Curt Witthoff; Executive Director of Continuous Improvement, Dr. Terrie Mitev; and Coordinator of School Improvement, Jodi Cronin

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

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

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

Collier County Public Schools (CCPS) define “operational flexibility” as the ability of school leadership to effectively and efficiently manage resources at the school site with minimized logistical and bureaucratic impediments. In order to achieve this flexibility, CCPS provides schools implementing a district-managed turnaround model with a number of operational licenses:

- Priority selection of staff at recruitment and transfer fairs
- Opportunity for principal to choose leadership team (i.e. Assistant Principal and Dean)
- Opportunity to transfer staff who have been documented as being ineffective with their instructional practices
- Advanced recruiting opportunities for transfers and recruitment
- Common planning time in instructional staff work schedules
- Priority of placement of substitute teachers to minimize disruption of student instruction
- Extended professional learning time for instructional staff
- Differentiation of staff to include supplemental administrative and coaching staff

Sustainability of Improvement

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

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

Future funding sources are uncertain in these economic times and given the pending reauthorization of ESEA. Reform initiatives requiring continuing funds will be prioritized based on data analysis of impact they have had to school improvement.

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

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275313>

Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts

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

District improvement planning is embedded in the development of the Strategic Plan to the degree that 80% of the goals of the Strategic Plan address curriculum and instruction. Utilizing recognized best practice in leadership, internal and external assessment, and student achievement data, teams composed of district, school and community stakeholders identified six major goal areas with accompanying key performance indicators and action steps.

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

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

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions

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

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

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

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Stump, David, stumpda@collierschools.com

Employee's Title

Assistant Superintendent

Employee's Phone Number

(239) 377-0203

Employee's Phone Extension

Supervisor's Name

Dr. Kamela Patton

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

The role of the Turnaround Office Lead is to lead the implementation of the turnaround and supervise the principals at the schools identified for implementation of the SIG. He will

- * assist the schools with data driven decision making and action
- * guide the schools in the 8 Step Problem Solving Process
- * ensure engagement of stakeholders
- * provide support in achieving the goals of the turnaround model selected

District Leadership Team:

Holden, Diana, holdendi@collierschools.com

Title Director

Phone (239) 377-6653

Supervisor's Name Maria Torres

Supervisor's Title Director

Role and Responsibilities

- Monitor implementation of Turnaround Model and SIG project, ensuring compliance with federal, state, and local policies and regulations.
- Review and approve all budget requests and expenditures and provide guidance and technical assistance to the school(s) on the implementation and expenditure of funds.
- Complete all required progress reports and evaluations on effective and timely implementation of grant goals, action plan and deliverables.
- Collaborate with district, school and state leaders to ensure alignment of initiatives.

Mitev, Terrie, mitevte@collierschools.com

Title Director

Phone 239-377-0022

Supervisor's Name Luis Solano

Supervisor's Title Assistant Superintendent

Role and Responsibilities

- Develops strategies and provides leadership for implementing the Florida Differentiated Accountability Model.
- Monitors District and school level progress toward Differentiated Accountability goals.
- Oversees all Differentiated Accountability related reporting to the state.
- Oversees the District's school improvement, summer school and accreditation programs.

Kincaid, Jennifer, kincaije@collierschools.com**Title** Director**Phone** 239-377-0107**Supervisor's Name** Luis Solano**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

Provides leadership and support in the development and implementation of curriculum by assigned level.

- Provides leadership in the assigned levels of curriculum and instruction.
- Facilitates the articulation among the curriculum administrators and supports their efforts.
- Works collaboratively within the Curriculum and Instruction Department and with other staff to provide coordinated program support to schools.
- Designs, implements, and evaluates instructional program development and helps identify appropriate instructional strategies and materials.
- Supports the identification and implementation of assessment practices, which will inform instruction and provide close alignment with school improvement, standards, and district expectations.
- Serves as a school improvement liaison.

Wenrich, Valerie, wenriv@collierschools.com**Title** Director**Phone** 239-377-0386**Supervisor's Name** Ian Dean**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

- Coordinates with the CCEA (Collier County Education Association) to negotiate memorandums of understanding related to School Improvement Grant initiatives, such as, operational flexibility, extended learning time, financial incentives.
- Staff recruitment and retention

Solano, Luis, solanl@collierschools.com	
Title	Assistant Superintendent
Phone	(239) 377-0201
Supervisor's Name	Dr. Kamela Patton
Supervisor's Title	Superintendent
Role and Responsibilities	<ul style="list-style-type: none"> • Oversees the visioning, design, development, implementation and evaluation of instructional programs and services throughout the District and coordinates these activities not only within the District but also with efforts outside the District including the local community, state and nation. • Provides overall leadership for the Curriculum and Instruction Division. • Coordinates development of innovative programs and procedures when reliable educational evaluation implies a need. • Assists in development of School Improvement Plans. • Directs the establishment of short and long-range objectives for the division. • Participates in the development and implementation of the School Improvement Plans (District Educational Improvement Plan). • Utilizes assessment information and school improvement plans in program planning and development of accountability systems.

Caraker, Tammy, caraketa@collierschools.com	
Title	Director
Phone	239-377-0576
Supervisor's Name	Luis Solano
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	<ul style="list-style-type: none"> * Provides collaboration and alignment among federal grants and resources, including Title I Basic, Title I Migrant, Title II Staff Development. * Ensures oversight of the implementation of the SIG 1003(g) to ensure adherence to federal, state and local laws and policies. * Collaborates with the FTE office and reviews/approves each staff allocation. * Collaborates with Purchasing and Legal offices in review and approval of each contract * Leadership of the Federal & State Grants office in which the SIG 1003(g) grant is managed

Dean, Ian, deani@collierschools.com	
Title	Assistant Superintendent
Phone	(239) 377-0365
Supervisor's Name	Kamela Patton
Supervisor's Title	Superintendent
Role and Responsibilities	<ul style="list-style-type: none"> • Provides active leadership for coordination of all phases of human resource management, professional practices/employee relations, labor relations, and benefits and wellness. • Works collaboratively with administrators, school staff, parents and community stakeholders towards achieving the Superintendent's goals/strategic plan. • Develops and implements a district-wide succession planning program. • Collects and analyzes staffing data relative to the school improvement process. • Systematically analyzes each department's capacity to improve services and considers ways to most effectively provide support services by developing operational plans that focus, connect, and align with direct activities

Cronin, Jodi, cronij@collierschools.com	
Title	Director
Phone	(239) 377-0028
Supervisor's Name	Dr. Terrie Mitev
Supervisor's Title	Director
Role and Responsibilities	<ul style="list-style-type: none"> • Serves as the District liaison to the state Regional Executive Director of Differentiated Accountability (DA). • Develops strategies and provides leadership for implementing the Florida Differentiated Accountability Model. • Monitors District and school level progress toward Differentiated Accountability goals. • Assists with all Differentiated Accountability related reporting to the state. • Assists with the District's school improvement, summer school and accreditation programs. * Provides technical assistance and monitoring for schools' MTSS system.

Ricciardelli, Leslie, ricciale@collierschools.com**Title** Director**Phone** (239) 377-0204**Supervisor's Name** Luis Solano**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

Provides leadership and support in the development and implementation of curriculum by assigned level.

- Provides leadership in the assigned levels of curriculum and instruction.
- Facilitates the articulation among the curriculum administrators and supports their efforts.
- Works collaboratively within the Curriculum and Instruction Department and with other staff to provide coordinated program support to schools.
- Designs, implements, and evaluates instructional program development and helps identify appropriate instructional strategies and materials.
- Supports the identification and implementation of assessment practices, which will inform instruction and provide close alignment with school improvement, standards, and district expectations.
- Serves as a school improvement liaison.

Aune, Margaret, aunema@collierschools.com**Title** Assistant Superintendent**Phone** (239) 377-0209**Supervisor's Name** Dr. Kamela Patton**Supervisor's Title** Superintendent**Role and Responsibilities**

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

Educator Quality

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

The Collier County Public School system has an extensive and rigorous application process through which candidates and aspiring administrators are screened and selected. Each candidate must complete an application that is reviewed and rated by both school-based and appropriate district office administrators. Criteria for scoring and vetting of applicants is pre-established and consistent for all candidates. Only those achieving the highest performance points are admitted into the administrative pool. Candidates in the pool are interviewed for openings through HR and ultimately the Superintendent and her Cabinet. Selections are carefully matched to Priority and Focus schools based on leadership style, background experience, and school characteristics. Current principals and candidates must have proven themselves to be effective administrators in their previous assignments through increase in student achievement and high ratings on the CLEM (Collier Leadership Evaluation Model).

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

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

Public and Collaborative Teaching

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

Principals are engaged in data dialogues with the superintendent and the cabinet based on academics and nonacademic data. Modifications to instructional practices and programs are data-driven. Content area, Exceptional Student Education, and English Language coordinators create and update pacing guides, blueprints and assessments aligned to the new Florida Standards. Training will be provided throughout the school year. In the spring, each school participates in a collaborative planning session to review non-academic indicators including, but not limited to attendance, behavior, and MTSS data. In addition, schools participate in master schedule reviews with district administrators with a focus on curriculum and instruction.

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

Collier County Public School has four people designated for working with all DA schools through the Continuous Improvement Initiatives (CII) Department. These people assume the responsibility of monitoring and supporting District Managed Turnaround Schools (DMTS) schools. Principals report directly to Mr. David Stump, Deputy Superintendent, as the official turnaround lead who provides direct

supervision of the principal.

In addition, the district provides reading, mathematics, and science coaches to support all focus and priority schools, with greater levels of support for TOP schools.

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Yes

Writing

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

Writers Workshop

Program Type

Core

School Type

Elementary School

Description

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

Regie Routman in Residence

Program Type Supplemental

School Type Elementary School

Implemented in two schools.

- Focused skill instruction targets proficiency in focus, organization, support, and conventions. Additional time in small group instruction is provided for students in need of additional support in various areas of writing, based on instructional scales and rubric criteria.

Description • Actual student writing samples, scales, and rubric scoring are used to target intensive interventions; however, additional time, focused feedback, and opportunities for revision provide scaffolds toward achieving proficiency. Progress is monitored frequently through teacher/student conferencing and revision. Selections of student writing are kept in student portfolios. Scored writing samples provide data to frequently monitor progress.

Regie Routman in Residence

Program Type Intensive Intervention

School Type Elementary School

Description Professional development programs are provided by the district elementary literacy department. These programs require a year-long, school-wide commitment for ongoing professional development.

Intensive Intervention

Program Type Intensive Intervention

School Type Elementary School, Middle School, High School

Tiered Interventions are provided when appropriate:

- Tier 2 interventions are provided by classroom teacher for 15 minutes 2-3 times per week. Actual student writing samples, scales, and rubric scoring are used to target students for interventions; however, additional time, focused feedback, and opportunities for revision provide scaffolds toward achieving proficiency. Progress is monitored frequently through conferencing, revision, and improved pieces of writing in students' portfolios.

Description • Tier 3 interventions occur for 30 minutes 5 days per week. Teacher/student conferences individually support students, and the students receive focused feedback based on their individual strengths and areas of need. Intensive interventions integrate foundational skills, reading and writing.

Houghton Mifflin Harcourt (HMH)

Program Type	Core, Supplemental
School Type	Middle School, High School

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

Mathematics

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

Pearson Investigations

Program Type	Core
School Type	Elementary School

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

enVision

Program Type	Supplemental
School Type	Elementary School

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

- o FASTT Math
- o Additional online resources correlated to topics in the curriculum maps

FASTT Math

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

Navigator

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

Cinch Learning

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

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

Program Type	Core
School Type	Middle School
Description	

Texas Instruments technology and equipment

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

Discovery Education Math Techbook

Program Type Supplemental

School Type Middle School, High School

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

Discovery Education Streaming

Program Type Supplemental

School Type Middle School, High School

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

USA TestPrep

Program Type Supplemental

School Type Middle School

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

Algebra Nation

Program Type Supplemental

School Type Middle School, High School

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

ALEKS

Program Type	Supplemental
School Type	Middle School, High School

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

Math XL

Program Type	Core
School Type	High School

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

Science

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

**Text – National Geographic
Digital – Discovery Education: Science Techbook**

Program Type	Core
School Type	Elementary School

Description

- Instruction follows the district curriculum and is supported by these materials. Science Instruction is daily across all levels for 30–45 minutes through a hands-on approach.
- Common formative assessments are developed by team-level PLCs.

National Geographic Readers Vernier Probeware

Program Type Supplemental

School Type Elementary School

Description Small group instruction is used to support students struggling in the acquisition of the scientific skills and concepts. Materials used to support this intervention include the leveled readers from National Geographic and Discovery Education Science Techbook.

- Small group intervention is at the point of need during the science block of time. Progress monitoring is through the use of teacher-developed assessments.
- The Vernier probeware has also been provided to all Elementary Schools to support hands-on science and math Instruction.
- Use of the 5E instructional model is recommended as a lesson planning model for all elementary grade levels.

Text – Holt Science Digital – Discovery Education: Science Techbook

Program Type Core

School Type Middle School

Description

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

Discovery Education Streaming Vernier Probeware and associated lab manuals

Program Type Supplemental, Intensive Intervention

School Type Middle School

Description

- Discovery Education: Streaming Vernier probeware and associated lab manuals are used to provide hands-on interactive learning.
- Use of the 5E instructional model is recommended as a lesson planning model for all middle school grade levels.

Pasco probeware and associated lab manuals.

Program Type Supplemental

School Type High School

Description

Instructional Alignment and Pacing

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

Members of the district-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The district will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and staff development based on the needs of the schools. The members of the district leadership team include key stakeholders from various departments in the district.

Members assist with the development of the MTSS district manual, Strategic Plan, and the DIAP. The District Leadership Team works in conjunction with the school-based teams to create and peer review School Improvement Plans. The team provides data on instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

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

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

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another

Will the district use its Student Progression Plan to satisfy this question?

No

Provide the hyperlink to the plan

<http://www.collierschools.net/cms/lib/FL01903251/Centricity/Domain/131/2015-16%20SPP.pdf>

Provide the page numbers of the plan that addresses this question

Each year, our district facilitates 5th to 6th grade and 8th to 9th grade student articulation visits. The high school visit takes place in late February and the middle school visit occurs in early May. On the

evening before the visits, a parent night is scheduled for parents of rising 6th and 9th graders. At both events, parents and students are welcomed and oriented on topics such as; scheduling, electives, extracurricular activities and club opportunities, behavioral expectations and dress code. Parents and students meet their new school's administration and key staff members and receive performances by the band, orchestra, choir, and spirit and/or cheerleading team and all students leave with a gift bearing the name and logo of their new school.

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

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science

Yes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolios are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

670

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

District Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Expand Early Childhood Education to Enhance School Readiness and Early Learning
- G2.** Extend College and Career Readiness to Advance Rigor and Relevance
- G3.** Engage Science, Technology, Engineering, and Math Education (STEM) to Strengthen Global Awareness and 21st Century Learning Skills
- G4.** Elevate Talent Management to Augment a Highly Qualified Workforce
- G5.** Narrow Achievement Gaps on Statewide Accountability Assessments
- G6.** Maintain Fiscal Responsibility

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Expand Early Childhood Education to Enhance School Readiness and Early Learning 1a

G045287

Targets Supported 1b

Focus	Indicator	Year	Target
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District-Wide

Resources Available to Support the Goal 2

- District Pre-K Department
- Pre-K Classroom Handbook
- The Kindergarten Survival Handbook
- Early Learning Coalition of Southwest Florida
- Qualified instructors
- Manageable class sizes
- Age appropriate curricula with a strong emphasis on early literacy skills

Targeted Barriers to Achieving the Goal 3

- Expand Early Childhood Education to Enhance School Readiness and Early Learning

Plan to Monitor Progress Toward G1. 8

Strategic Plan Goals that are integrated in to the Superintendent's Goals will be used as part of the Superintendent's Evaluation.

Person Responsible

Kamela Patton

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Board meeting agenda, minutes, and Superintendent's Evaluation

G2. Extend College and Career Readiness to Advance Rigor and Relevance 1a

G030488

Targets Supported 1b

Focus	Indicator	Year	Target
All Secondary Schools	Middle School Performance in EOC and Industry Certifications		
All Secondary Schools	4-Year Grad Rate (Standard Diploma)		

Resources Available to Support the Goal 2

- Benchmark Assessments
- Data Dialogues
- Data Warehouse
- Data Chats
- Student-led Conferences
- District Curriculum Maps
- District Pacing Guides
- District Curriculum Coordinators
- Instructional Reviews
- Collier Leadership Evaluation Model (CLEM)
- Collier Teacher Evaluation Model (CTEM)

Targeted Barriers to Achieving the Goal 3

- The change in rigor on student assessments such as the Florida State Standards and SAT; as well as the increased numbers of college applicants has caused a demand for advanced courses for students

Plan to Monitor Progress Toward G2. 8

Strategic Plan Goals that are integrated in to the Superintendent's Goals will be used as part of the Superintendent's Evaluation.

Person Responsible

Kamela Patton

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Board meeting agenda, minutes, and Superintendent's Evaluation

G3. Engage Science, Technology, Engineering, and Math Education (STEM) to Strengthen Global Awareness and 21st Century Learning Skills 1a

G030487

Targets Supported 1b

Focus	Indicator	Year	Target
-------	-----------	------	--------

District-Wide

Resources Available to Support the Goal 2

- Benchmark Assessments
- Data Dialogues
- Data Chats
- Student-led Conferences
- District Curriculum Guides
- Collier Teacher Evaluation Model (CTEM)
- Collier Leadership Evaluation Model (CLEM)
- Instructional Reviews
- District Curriculum Coordinators
- Bring Your Own Device (BYOD)

Targeted Barriers to Achieving the Goal 3

- Given the rapidly changing world of technology and the need for instruction in mathematics and science to stay cutting edge in technological applications, teachers, schools and the district as a whole can fall behind without great awareness.

Plan to Monitor Progress Toward G3. 8

Strategic Plan Goals that are integrated in to the Superintendent's Goals will be used as part of the Superintendent's Evaluation.

Person Responsible

Kamela Patton

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Board meeting agenda, minutes, and Superintendent's Evaluation

G4. Elevate Talent Management to Augment a Highly Qualified Workforce 1a

G046526

Targets Supported 1b

Focus	Indicator	Year	Target
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District-Wide

Resources Available to Support the Goal 2

- Human Resource Department
- Organizational Chart
- Leadership courses (Aspiring Leaders)
- Organizational Chart
- Leadership courses (Aspiring Leaders)

Targeted Barriers to Achieving the Goal 3

- Succession Management plans need to be updated yearly to align with the new district evaluation system which will provide needs assessment data and gap analysis of skills and qualifications.

Plan to Monitor Progress Toward G4. 8

Strategic Plan Goals that are integrated in to the Superintendent's Goals will be used as part of the Superintendent's Evaluation.

Person Responsible

Kamela Patton

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Board meeting agenda, minutes, and Superintendent's Evaluation

G5. Narrow Achievement Gaps on Statewide Accountability Assessments 1a

G046530

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FCAT 2.0 Science Proficiency		

Resources Available to Support the Goal 2

- District Adopted Core Curriculum
- District Curriculum Maps
- District Pacing Guides
- Building for Capacity Plan (BCS) that provides tiered district support to schools
- Bring Your Own Device (BYOD)
- STEM Resources
- District Curriculum Coordinators
- Monthly Professional Development with Principals
- Data Warehouse
- Data Dialogues
- District Benchmark Assessments
- Collaborative Planning
- District Purchased Digital Resources (iReady, Achieve 3000, Discovery Education Techbook)

Targeted Barriers to Achieving the Goal 3

- Administrative and instructional staff have limited trend data from Florida Standards Assessments and End-of-Course (EOC) exams

Plan to Monitor Progress Toward G5. 8

Strategic Plan Goals that are integrated in to the Superintendent's Goals will be used as part of the Superintendent's Evaluation.

Person Responsible

Kamela Patton

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Board meeting agenda, minutes, and Superintendent's Evaluation

G6. Maintain Fiscal Responsibility 1a

G046532

Targets Supported 1b

Focus	Indicator	Year	Target
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District-Wide

Resources Available to Support the Goal 2

- Contingency reserves
- School Board
- Superintendents Advisory Council
- Board Budget Workshops
- Collaborative Planning meetings

Targeted Barriers to Achieving the Goal 3

- Schools are faced with limited budgets to meet their differentiated needs.

Plan to Monitor Progress Toward G6. 8

Strategic Plan Goals that are integrated in to the Superintendent's Goals will be used as part of the Superintendent's Evaluation

Person Responsible

Kamela Patton

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Board meeting agenda, minutes, and Superintendent's Evaluation

District Action Plan for Improvement

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Expand Early Childhood Education to Enhance School Readiness and Early Learning **1**

 G045287

G1.B1 Expand Early Childhood Education to Enhance School Readiness and Early Learning **2**

 B115383

G1.B1.S1 Analyze baseline data of students who meet the criteria for Kindergarten Readiness as defined by the Florida Office of Early Learning and establish performance goal for 2016-17 **4**

 S126962

Strategy Rationale

All students can meet and exceed high performance standards and must be continuously challenged to do so

Action Step 1 **5**

Conduct a minimum of two annual meetings with site Pre-K principals (one on-site, one after principals' meeting) in addition to quarterly communications regarding child outcomes data and professional development efforts

Person Responsible

Maureen Ungarean

Schedule

Semiannually, from 8/10/2015 to 6/10/2016

Evidence of Completion

Calendar invites, emails

Action Step 2 5

Analyze the impact of professional learning efforts from previous years to enhance offerings and build capacity with community-based Pre-K agencies in collaboration with the Early Learning Coalition

Person Responsible

Maureen Ungarean

Schedule

Quarterly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Agenda and minutes

Action Step 3 5

Promote communication by planning and delivering quarterly early childhood updates to elementary principals of Pre-K programs

Person Responsible

Maureen Ungarean

Schedule

On 6/10/2016

Evidence of Completion

Emails, iBriefings, iCast agenda/recordings, principal meeting agendas

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

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Maureen Ungarean

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

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

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible


Terrie Mitev

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G1.B1.S2 Strengthen and monitor Family Literacy programs at one hundred percent of elementary schools and implement Young Author's Event at all schools 4
 S126963
Strategy Rationale

The district and the community, together, are responsible for giving students academic and other essential support so they can focus on learning

Action Step 1 5

Enhance and share Family Literacy Collaboration website and continue to add family literacy resources and record baseline data of usage

Person Responsible

Maureen Ungarean

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Family Literacy Collaboration website

Action Step 2 5

Promote literacy by designing, advertising and conducting school-based Young Author's event in all elementary schools

Person Responsible

Maureen Ungarean

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Young Author's event documentation (flyers, registration, pictures)

Action Step 3 5

Promote communication for Literacy by advertising Family Literacy events, including a school-based Young Author's event in the second semester, via school marquees, newsletters, the Family Literacy Collaboration website and other appropriate media

Person Responsible

Maureen Ungarean

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Meeting agenda, minutes, and calendar invite

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Maureen Ungarean

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev


Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G1.B1.S3 Provide professional learning opportunities by offering six sessions, two sessions annually, for community based Pre-K providers 4

 S126964

Strategy Rationale

The district and the community, together, are responsible for giving students academic and other essential support so they can focus on learning

Action Step 1 5

Analyze the impact of professional efforts to strengthen partnerships and professional learning with community-based Pre-K providers through collaboration with the Early Learning Coalition and Opportunity Naples

Person Responsible

Maureen Ungarean

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Pre-K data analysis

Action Step 2 5

Expand professional learning opportunities to include topics of need and enhance delivery of Practice-Based Coaching (PBC) strategies facilitated by Head Start Managers for instructional staff

Person Responsible

Maureen Ungarean

Schedule

Quarterly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Agenda and sign in sheets

Action Step 3 5

Promote communication by sharing professional learning opportunities through Early Learning Coalition, Opportunity Naples meetings, and the District website

Person Responsible

Maureen Ungarean

Schedule

Monthly, from 8/10/2015 to 6/10/2016

Evidence of Completion

email, flyers, and district website

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Maureen Ungarean

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev


Schedule

Monthly, from 9/1/2015 to 6/30/2016


Evidence of Completion

Strategic plan narratives and uploaded documentation


G2. Extend College and Career Readiness to Advance Rigor and Relevance 1

 G030488

G2.B1 The change in rigor on student assessments such as the Florida State Standards and SAT; as well as the increased numbers of college applicants has caused a demand for advanced courses for students

 B070987

G2.B1.S1 Increase the number of CCPS career themed programs [e.g. Career and Technical Education (CTE) programs, academies] by two, one annually 4

 S079556

Strategy Rationale

Each person in the school system must be focused on student success

Action Step 1 5

Ensure Career and Technical Education (CTE) programs align with the requirements of the Career and Professional Education Academy Act (CAPE Act)

Person Responsible

Dale Johnson

Schedule

On 6/30/2016

Evidence of Completion

Course syllables and course offerings

Action Step 2 5

Expand participation in Engineering activities to include identified middle schools in Project Lead the Way (PLTW) Gateway

Person Responsible

Leslie Ricciardelli

Schedule

On 6/30/2016

Evidence of Completion

Listing of middle schools that will participate in Project Lead the Way (PLTW) Gateway

Action Step 3 5

Establish uniform implementation expectations for completion of ten work-based learning experiences around NAF academies

Person Responsible

Leslie Ricciardelli

Schedule

On 6/30/2016

Evidence of Completion

Uniform implementation expectations

Action Step 4 5

Conduct NAF Academy program evaluations to enhance effectiveness

Person Responsible

Leslie Ricciardelli

Schedule

On 6/30/2016

Evidence of Completion

NAF Academy program evaluation

Action Step 5

Implement seven National Academy Foundation (NAF) programs in selected high schools

Person Responsible

Leslie Ricciardelli

Schedule

On 6/30/2016

Evidence of Completion

Course offering listings

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

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Leslie Ricciardelli

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

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

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev


Schedule

On 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G2.B1.S2 Increase by three percent the number of industry certifications and technical skill attainments earned annually district-wide **4**

 S126965

Strategy Rationale

Each person in the school system must be focused on student success

Action Step 1 **5**

Provide training for new teachers assigned to teach courses assessed by industry certifications

Person Responsible

Dale Johnson

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Sign in sheets, training materials

Action Step 2 **5**

Increase the number of industry and technical certifications offered in middle and high schools by four and establish metric for measuring effectiveness

Person Responsible

Dale Johnson

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Number of industry and technical certification

Action Step 3 5

Develop plan to increase business participation in work-based learning experiences at each high school for NAF academies

Person Responsible

Leslie Ricciardelli

Schedule

On 6/30/2016

Evidence of Completion

Number of business participation

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Leslie Ricciardelli

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev


Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G2.B1.S3 Increase the passage rates of Advanced Placement (AP), Advanced International Certificate of Education (AICE), and Dual Enrollment courses by one percent 4

 S126966

Strategy Rationale

Each person in the school system must be focused on student success

Action Step 1 5

Develop an action plan for implementation and teacher training of Cambridge Secondary 1 in identified middle schools for the year 2016-2017

Person Responsible

Karen Stelmacki

Schedule

On 6/30/2016

Evidence of Completion

Action plan for implementation and teacher training of Cambridge Secondary

Action Step 2 5

Identify new courses that will be offered and align teacher training to ensure rigorous outcomes

Person Responsible

Karen Stelmacki

Schedule

On 6/30/2016

Evidence of Completion

Listing of new courses and teacher trainings

Action Step 3 5

Enhance the College and Career Readiness experience for all 7th grade students by utilizing feedback from School Year 2015

Person Responsible

Steven McFadden

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Middle school administrators meeting agenda

Action Step 4 5

Promote communication to build awareness of Advanced Studies options

Person Responsible

Karen Stelmacki

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Communication documentation (email, iBriefing, website)

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Leslie Ricciardelli

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev


Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G2.B1.S4 Develop, implement, and expand community support for student internships and on-the-job training experiences as measured by a ten percent increase in the number of student participants annually 4

 S126967

Strategy Rationale

The district and the community, together, are responsible for giving students academic and other essential support so they can focus on learning

Action Step 1 5

Develop and implement work-based learning experiences communication plan and establish baseline metrics

Person Responsible

Leslie Ricciardelli

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Communication plan and baseline metrics

Action Step 2 5

Review and update manuals for student internships and develop work-based learning experience protocol for each high school

Person Responsible

Leslie Ricciardelli

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Student internships manual and work-based learning experience protocol

Action Step 3 5

Promote communication through maintenance and expansion of an electronic platform for student internships inclusive of business, community, and student access including career readiness and scholarships

Person Responsible

Leslie Ricciardelli

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Electronic platform for student internships

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Leslie Ricciardelli

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev

Schedule


Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G3. Engage Science, Technology, Engineering, and Math Education (STEM) to Strengthen Global Awareness and 21st Century Learning Skills 1
 G030487

G3.B1 Given the rapidly changing world of technology and the need for instruction in mathematics and science to stay cutting edge in technological applications, teachers, schools and the district as a whole can fall behind without great awareness. 2

 B070986
G3.B1.S1 Conduct three, one annually, STEM Conferences 4
 S079555
Strategy Rationale

We must understand and embrace our students' diverse cultures and learning styles

Action Step 1 5

Implement 5th Annual STEM Conference broadening participation to include the STEM Village concept

Person Responsible

Traci Kohler

Schedule

Annually, from 10/10/2015 to 10/10/2015

Evidence of Completion

STEM Conference flyer and agenda

Action Step 2 5

Select a nationally recognized keynote speaker in the area of STEM

Person Responsible

Traci Kohler

Schedule

Annually, from 7/1/2015 to 7/1/2015

Evidence of Completion

Name of keynote speaker

Action Step 3 5

Recruit presenters from underrepresented populations in STEM fields at the STEM conference

Person Responsible

Traci Kohler

Schedule

Annually, from 7/1/2015 to 7/1/2015

Evidence of Completion

Listing of STEM Conference presenters

Action Step 4 5

Promote communication of event through implementation of a comprehensive Communications Plan

Person Responsible

Traci Kohler

Schedule

Annually, from 7/1/2015 to 7/1/2015

Evidence of Completion

Comprehensive Communications Plan

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Leslie Ricciardelli

Schedule

Monthly, from 9/1/2015 to 6/5/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G3.B1.S2 Increase student participation in STEM competitions by twenty percent 4

S119024

Strategy Rationale

All students can meet and exceed high performance standards and must be continuously challenged to do so

Action Step 1 5

Expand participation in school-based STEM competitions for elementary schools to include third and fifth grade

Person Responsible

Traci Kohler

Schedule

Annually, from 8/17/2015 to 5/21/2016

Evidence of Completion

Listing school-based STEM competition

Action Step 2 5

Expand participation in school-based STEM competitions for middle schools to include seventh grade

Person Responsible

Traci Kohler

Schedule

Annually, from 8/17/2015 to 5/21/2016

Evidence of Completion

Listing school-based STEM competition

Action Step 3 5

Expand participation in school-based STEM competitions for high schools to include the engineering academy

Person Responsible

Traci Kohler

Schedule

Annually, from 8/17/2015 to 5/21/2016

Evidence of Completion

Listing school-based STEM competition

Action Step 4 5

Continue participation in all elementary schools in the Hour of Code and expand participation to include five middle schools within existing CTE courses

Person Responsible

Traci Kohler

Schedule

Annually, from 8/17/2015 to 8/17/2015

Evidence of Completion

Lesson plans and curriculum maps that include Hour of Code

Action Step 5 5

Promote district-wide academic competitions through branding, increased internal/external communications, and a greater website presence

Person Responsible

Traci Kohler

Schedule

Annually, from 7/1/2015 to 7/1/2015

Evidence of Completion

STEM Website, STEM branding, and communication samples (emails, flyers...)

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Leslie Ricciardelli

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G3.B1.S3 Implement effective digital curricula as measured by annual program reviews 4

S119025

Strategy Rationale

The district and the community, together, are responsible for giving students academic and other essential support so they can focus on learning

Action Step 1 5

Conduct a formative program review of the Collier Online Virtual Education (COVE) course: Health Opportunities through Physical Education (HOPE)

Person Responsible

Traci Kohler

Schedule

On 6/30/2016

Evidence of Completion

Formative program review of the Collier Online Virtual Education (COVE) course

Action Step 2 5

Expand participation of students in Collier Online Virtual Education (COVE) courses

Person Responsible

Traci Kohler

Schedule

Annually, from 8/17/2015 to 6/30/2016

Evidence of Completion

Enrollment numbers for Collier Online Virtual Education (COVE) courses

Action Step 3 5

Update Instructional Resource curriculum guides to encourage elementary schools to become Common Sense Digital Certified Schools

Person Responsible

Traci Kohler

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Instructional Resource curriculum guides

Action Step 4 5

Promote communication of COVE HOPE through a variety of media venues to 8th and 9th grade students

Person Responsible

Traci Kohler

Schedule

Quarterly, from 11/3/2014 to 11/28/2014

Evidence of Completion

Media evidence that includes, but not limited to: district website, flyers, and iBriefings

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Leslie Ricciardelli

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G3.B1.S4 Increase by ten percent the number of students enrolled in core and non-core STEM courses

4

S119026

Strategy Rationale

All students can meet and exceed high performance standards and must be continuously challenged to do so

Action Step 1 5

Increase annually the number of underrepresented student populations enrolled in non-core STEM subjects (AP, AICE) with a focus on STEM academies

Person Responsible

Traci Kohler

Schedule

On 6/30/2016

Evidence of Completion

Student numbers by subgroup enrolled in non-core STEM subjects (AP, AICE) with a focus on STEM academies

Action Step 2 5

Promote communication of student enrollment opportunities in STEM courses

Person Responsible

Traci Kohler

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Communications (course offerings, flyers)

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Leslie Ricciardelli

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev


Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G3.B1.S5 Implement electronic portfolio platforms at selected grade levels (5th, 8th, and NAF) to showcase targeted student virtual artifacts/learning outcomes **4**

 S126975

Strategy Rationale

We must understand and embrace our students' diverse cultures and learning styles

Action Step 1 **5**

Update/refine electronic portfolio platforms for schools to showcase targeted student virtual artifacts/learning outcomes

Person Responsible

Traci Kohler

Schedule

On 6/30/2016

Evidence of Completion

Updated electronic portfolio platform

Action Step 2 **5**

Sustain use of electronic portfolio platforms to include all 7th grade students completing and posting a career and interest inventory

Person Responsible

Traci Kohler

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Electronic portfolio usage

Action Step 3 5

Promote communication through a variety of forums focusing on the District's vision of personalized learning/iPortfolio

Person Responsible

Traci Kohler

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Webiste, Email and iBriefing communications

Plan to Monitor Fidelity of Implementation of G3.B1.S5 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Leslie Ricciardelli

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G3.B1.S5 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G4. Elevate Talent Management to Augment a Highly Qualified Workforce 1

G046526

G4.B1 Succession Management plans need to be updated yearly to align with the new district evaluation system which will provide needs assessment data and gap analysis of skills and qualifications. 2

B115384

G4.B1.S1 Develop and implement a Succession Management plan as evidenced by new district evaluation system which will provide needs assessment data and gap analysis of skills and qualifications to focus professional development efforts 4

S126968

Strategy Rationale

The school board and superintendent must create and maintain a relationship that is collaborative and trusting, in which all parties have a clear understanding and respect of roles and are working toward shared goals

Action Step 1 5

Implement new performance evaluation system for district administrators

Person Responsible

Ian Dean

Schedule

On 6/30/2016

Evidence of Completion

District new performance evaluation system

Action Step 2 5

Utilize software solution to implement a new district-level performance evaluation system

Person Responsible

Ian Dean

Schedule

On 6/30/2016

Evidence of Completion

District-level performance evaluation system software

Action Step 3 5

Utilize software solution to collect performance data for district-level employees that can inform succession planning and other employment decisions

Person Responsible

Ian Dean

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Software solution to collect performance data

Action Step 4 5

Develop targeted professional development activities which align to the Marzano instructional model for school based administrators and school based teacher leaders in order to improve instructional leadership capacity

Person Responsible

Terrie Mitev

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Team meeting agenda and minutes

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Ian Dean

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev


Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic Plan narratives and uploaded documentation

G4.B1.S2 Enhance rigor and relevance of the district's leadership programs to ensure that eighty percent of the graduating internal candidates who apply to the leadership pools are admitted annually 4

 S126969

Strategy Rationale

The school board and superintendent must create and maintain a relationship that is collaborative and trusting, in which all parties have a clear understanding and respect of roles and are working toward shared goals

Action Step 1 5

Conduct stakeholder focus groups of participants in five leadership development programs to identify strengths and areas for growth

Person Responsible

Ian Dean

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Focus group notes

Action Step 2 5

Revise and enhance the school leadership program based on data and feedback from FY15 and additional state initiatives

Person Responsible

Shari Huene-Johnson

Schedule

On 6/30/2016

Evidence of Completion

Revision of the school leadership program

Action Step 3 5

Promote communication by disseminating pertinent information to leadership program candidates through multiple digital platforms

Person Responsible

Shari Huene-Johnson

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Website, iBriefing, emails...

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Ian Dean

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev


Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G4.B1.S3 Develop, implement, and expand a Community Based Professional Learning externship program as evidenced by a fifty percent increase in the number of participating teachers and school-based administrators 4

 S126970
Strategy Rationale

The school board and superintendent must create and maintain a relationship that is collaborative and trusting, in which all parties have a clear understanding and respect of roles and are working toward shared goals

Action Step 1 5

Expand the community-based professional learning for teachers and administrators by ten percent

Person Responsible

Ian Dean

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Professional learning sessions

Action Step 2 5

Increase the number of Principals who reciprocate the Principal for a Day experience by visiting CEOs of local businesses

Person Responsible

Ian Dean

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Principal for a Day experience listings

Action Step 3 5

Increase the number of one-day job shadowing opportunities for teachers during teacher planning days

Person Responsible

Ian Dean

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Job shadowing opportunities

Action Step 4 5

Promote communication by sending press releases regarding Principal for the Day and job shadowing opportunities

Person Responsible

Ian Dean

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Press Releases

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Ian Dean

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev


Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G4.B1.S4 Strengthen student teaching program as evidenced by an eighty percent increase in participation rates of interns **4**

 S126971

Strategy Rationale

The school board and superintendent must create and maintain a relationship that is collaborative and trusting, in which all parties have a clear understanding and respect of roles and are working toward shared goals

Action Step 1 **5**

Concentrate on the placement of student teachers in the district's lowest-performing schools so they are afforded a well-rounded internship experience and are prepared to meet the demands of the profession upon graduation

Person Responsible

Ian Dean

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Intern listing

Action Step 2 **5**

Integrate six training modules of essential Marzano elements with ongoing Florida Standards training at all sites

Person Responsible

Terrie Mitev

Schedule

On 6/30/2016

Evidence of Completion

Professional learning sessions in iLearn, videos, training documents

Action Step 3 5

Promote communication by sharing feedback obtained from universities, FY15 student teachers, cooperating teachers, and principals with all stakeholders on a semester basis

Person Responsible

Ian Dean

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Communication (flyers, iBriefing, newsletters)

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Ian Dean

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G5. Narrow Achievement Gaps on Statewide Accountability Assessments 1

G046530

G5.B1 Administrative and instructional staff have limited trend data from Florida Standards Assessments and End-of-Course (EOC) exams 2

B115385

G5.B1.S1 Analyze LITERACY data and use as a baseline to establish performance goal for 2016-17 4

S126980

Strategy Rationale

We must base all of our decisions on evidence and the best interest of students

Action Step 1 5

Develop, refine, and administer assessments aligned to Florida Standards Assessments and End-of-Course (EOC) exams

Person Responsible

Cheng Ang

Schedule

Monthly, from 7/20/2015 to 6/10/2016

Evidence of Completion

Training agendas, sign in sheets, testing calendars

Action Step 2 5

Utilize a district-wide protocol for data/accountability interpretation that incorporates timelines and guided questions tailored to monitor student achievement at least three times per year

Person Responsible

Luis Solano

Schedule

Triannually, from 7/1/2015 to 6/10/2016

Evidence of Completion

Data Dialogue Protocols, Data Dialogue schedule

Action Step 3 5

Develop a plan to measure academic progress utilizing non-statewide assessment measures

Person Responsible

Cheng Ang

Schedule

Quarterly, from 7/1/2015 to 6/10/2016

Evidence of Completion

District assessments, Data Warehouse

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Luis Solano

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G5.B1.S2 Analyze LITERACY baseline data and establish performance goal for subgroups for 2016-17

4

S126981

Strategy Rationale

We must base all of our decisions on evidence and the best interest of students

Action Step 1 5

Implement updated Multi-tiered System of Supports (MTSS) plan and monitor for fidelity of implementation

Person Responsible

Jodi Cronin

Schedule

Monthly, from 8/3/2015 to 6/10/2016

Evidence of Completion

Updated MTSS Plan, iSupport, Data Warehouse, InSS Meeting Agenda

Action Step 2 5

Review and revise school resources and professional learning to support remediation and acceleration of targeted subgroups

Person Responsible

Terrie Mitev

Schedule

Annually, from 8/10/2015 to 6/10/2016

Evidence of Completion

Professional learning survey, iSupport

Action Step 3 5

Monitor effective use of teacher English Language Learner (ELL) Strategies through survey completion and provide professional learning opportunities as indicated

Person Responsible

Terrie Mitev

Schedule

Annually, from 8/3/2015 to 6/10/2016

Evidence of Completion

Professional learning survey, iSupport

Action Step 4 5

Develop a plan to measure academic progress utilizing non-statewide assessment measures

Person Responsible

Cheng Ang

Schedule

Annually, from 8/10/2015 to 6/10/2016

Evidence of Completion

Data Warehouse reports

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Luis Solano

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible


Terrie Mitev

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G5.B1.S3 Analyze MATH baseline data and establish performance goal for 2016-17 4
 S126982
Strategy Rationale

We must base all of our decisions on evidence and the best interest of students

Action Step 1 5

Develop and administer benchmark assessments aligned to Florida Standards Assessment and EOCs

Person Responsible

Cheng Ang

Schedule

Annually, from 7/20/2015 to 6/30/2016

Evidence of Completion

Data Warehouse assessments, testing calendar

Action Step 2 5

Develop a plan to measure academic progress utilizing non-statewide assessment measures

Person Responsible

Cheng Ang

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Data Warehouse reports

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Luis Solano

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G5.B1.S4 Analyze baseline data and establish performance goal for subgroups for 2016-17 4

S126983

Strategy Rationale

We must base all of our decisions on evidence and the best interest of students

Action Step 1 5

Expand alternative strategies to support acceleration and remediation of targeted subgroups

Person Responsible

Luis Solano

Schedule

On 6/30/2016

Evidence of Completion

C & I Agendas, Cabinet Agendas, Curriculum Maps, and Pacing Guides

Action Step 2 5

Develop a plan to measure academic progress utilizing non-statewide assessment measures

Person Responsible

George Abounader

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Data Warehouse Reports

Plan to Monitor Fidelity of Implementation of G5.B1.S4 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Luis Solano

Schedule

Monthly, from 9/1/2015 to 7/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G5.B1.S4 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible


Terrie Mitev

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G5.B1.S5 Exceed the State FCAT Science 2.0 performance by one point 4
 S126984
Strategy Rationale

All students can meet and exceed high performance standards and must be continuously challenged to do so

Action Step 1 5

Develop a plan to measure academic progress utilizing non-statewide assessment measures

Person Responsible

Cheng Ang

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

iSupport

Action Step 2 5

Align essential Marzano elements with the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) Instructional Delivery Model and provide professional learning opportunities to build capacity of teachers to utilize high yield strategies

Person Responsible

Curt Witthoff

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Point of Contact (POC) Meeting Agendas and Minutes, Science Coach Meeting Agendas and Minutes, Science Department Chair Meeting Agendas and Minutes, Curriculum Maps and Pacing Guides

Action Step 3 5

Promote communication through use of multiple media resources to include Twitter to highlight science events

Person Responsible

Curt Witthoff

Schedule

On 6/30/2016

Evidence of Completion

Media Resource Postings through social media sites such as Twitter, Edmodo, and Collier County Website

Plan to Monitor Fidelity of Implementation of G5.B1.S5 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Luis Solano

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G5.B1.S5 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible


Terrie Mitev

Schedule


Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

G6. Maintain Fiscal Responsibility 1
 G046532
G6.B1 Schools are faced with limited budgets to meet their differentiated needs. 2
 B115381

G6.B1.S1 Comply with three percent State mandated fund balance in accordance with School Board Policy and strive to maintain five percent of its general fund revenues in the strategic and contingency reserve 4

 S126953
Strategy Rationale

We have the ability to meet all state and federal government requirements

Action Step 1 5

Provide five meetings/opportunities for input from district, school administrators, and community members for suggestions on spending reductions

Person Responsible

Phil McGuire

Schedule

Every 2 Months, from 7/1/2015 to 6/30/2016

Evidence of Completion

Meeting agenda

Action Step 2 5

Develop five year budget outlook that forecasts expenditures and revenue

Person Responsible

Phil McGuire

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Five year budget plan

Action Step 3 5

Conduct a series of CEO Briefings on budget

Person Responsible

Phil McGuire

Schedule

Quarterly, from 7/1/2015 to 7/1/2015

Evidence of Completion

Agenda

Action Step 4 5

Promote communication through Board Budget Workshops, SDAC, and digital platforms

Person Responsible

Phil McGuire

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Board budget workshop agenda and minutes, SDAC Agenda, iBriefings

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Evidence will be entered into the Strategic Plan portal of Data Warehouse on a monthly basis.

Person Responsible

Phil McGuire

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Strategic Plan narratives and uploaded documentation will be reviewed at monthly iForum meetings with the Superintendent.

Person Responsible

Terrie Mitev

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Strategic plan narratives and uploaded documentation

Implementation Timeline

Professional Development Opportunities

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

G1. Expand Early Childhood Education to Enhance School Readiness and Early Learning

G1.B1 Expand Early Childhood Education to Enhance School Readiness and Early Learning

G1.B1.S1 Analyze baseline data of students who meet the criteria for Kindergarten Readiness as defined by the Florida Office of Early Learning and establish performance goal for 2016-17

PD Opportunity 1

Analyze the impact of professional learning efforts from previous years to enhance offerings and build capacity with community-based Pre-K agencies in collaboration with the Early Learning Coalition

Facilitator

Early Childhood Learning Department

Participants

Pre-K agencies in collaboration with the Early Learning Coalition

Schedule

Quarterly, from 8/10/2015 to 6/10/2016

G1.B1.S3 Provide professional learning opportunities by offering six sessions, two sessions annually, for community based Pre-K providers

PD Opportunity 1

Expand professional learning opportunities to include topics of need and enhance delivery of Practice-Based Coaching (PBC) strategies facilitated by Head Start Managers for instructional staff

Facilitator

Head Start Managers

Participants

Instructional staff

Schedule

Quarterly, from 8/10/2015 to 6/10/2016

G2. Extend College and Career Readiness to Advance Rigor and Relevance

G2.B1 The change in rigor on student assessments such as the Florida State Standards and SAT; as well as the increased numbers of college applicants has caused a demand for advanced courses for students

G2.B1.S2 Increase by three percent the number of industry certifications and technical skill attainments earned annually district-wide

PD Opportunity 1

Provide training for new teachers assigned to teach courses assessed by industry certifications

Facilitator

Dale Johnson

Participants

Teachers that teach courses assessed by industry certifications

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

G4. Elevate Talent Management to Augment a Highly Qualified Workforce

G4.B1 Succession Management plans need to be updated yearly to align with the new district evaluation system which will provide needs assessment data and gap analysis of skills and qualifications.

G4.B1.S1 Develop and implement a Succession Management plan as evidenced by new district evaluation system which will provide needs assessment data and gap analysis of skills and qualifications to focus professional development efforts

PD Opportunity 1

Develop targeted professional development activities which align to the Marzano instructional model for school based administrators and school based teacher leaders in order to improve instructional leadership capacity

Facilitator

Learning Sciences International (LSI)

Participants

District administrators

Schedule

Annually, from 7/1/2015 to 6/30/2016

G5. Narrow Achievement Gaps on Statewide Accountability Assessments

G5.B1 Administrative and instructional staff have limited trend data from Florida Standards Assessments and End-of-Course (EOC) exams

G5.B1.S1 Analyze LITERACY data and use as a baseline to establish performance goal for 2016-17

PD Opportunity 1

Develop, refine, and administer assessments aligned to Florida Standards Assessments and End-of-Course (EOC) exams

Facilitator

Dr. Cheng Ang and Matt Virga

Participants

Test Coordinators, District & School Administrators

Schedule

Monthly, from 7/20/2015 to 6/10/2016

G5.B1.S5 Exceed the State FCAT Science 2.0 performance by one point

PD Opportunity 1

Align essential Marzano elements with the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) Instructional Delivery Model and provide professional learning opportunities to build capacity of teachers to utilize high yield strategies

Facilitator

Curt Witthoff

Participants

Science Point of Contacts, Coaches, and Department Chairs

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Technical Assistance Items

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

G3. Engage Science, Technology, Engineering, and Math Education (STEM) to Strengthen Global Awareness and 21st Century Learning Skills

G3.B1 Given the rapidly changing world of technology and the need for instruction in mathematics and science to stay cutting edge in technological applications, teachers, schools and the district as a whole can fall behind without great awareness.

G3.B1.S5 Implement electronic portfolio platforms at selected grade levels (5th, 8th, and NAF) to showcase targeted student virtual artifacts/learning outcomes

PD Opportunity 1

Update/refine electronic portfolio platforms for schools to showcase targeted student virtual artifacts/learning outcomes

Facilitator

Derek Irwin

Participants

District & School based administrators, Instructional staff members, and students

Schedule

On 6/30/2016

G5. Narrow Achievement Gaps on Statewide Accountability Assessments

G5.B1 Administrative and instructional staff have limited trend data from Florida Standards Assessments and End-of-Course (EOC) exams

G5.B1.S2 Analyze LITERACY baseline data and establish performance goal for subgroups for 2016-17

PD Opportunity 1

Implement updated Multi-tiered System of Supports (MTSS) plan and monitor for fidelity of implementation

Facilitator

Carey Gilcher and Bill Schulte

Participants

Intervention Support Specialists

Schedule

Monthly, from 8/3/2015 to 6/10/2016

G5.B1.S4 Analyze baseline data and establish performance goal for subgroups for 2016-17

PD Opportunity 1

Expand alternative strategies to support acceleration and remediation of targeted subgroups

Facilitator

District Curriculum and Instruction Administrators

Participants

School Based Administrators and Instructional Staff

Schedule

On 6/30/2016

Budget

Budget Data			
1	G1.B1.S1.A1	Conduct a minimum of two annual meetings with site Pre-K principals (one on-site, one after principals' meeting) in addition to quarterly communications regarding child outcomes data and professional development efforts	\$0.00
2	G1.B1.S1.A2	Analyze the impact of professional learning efforts from previous years to enhance offerings and build capacity with community-based Pre-K agencies in collaboration with the Early Learning Coalition	\$0.00

Budget Data

Budget Data			
3	G1.B1.S1.A3	Promote communication by planning and delivering quarterly early childhood updates to elementary principals of Pre-K programs	\$0.00
4	G1.B1.S2.A1	Enhance and share Family Literacy Collaboration website and continue to add family literacy resources and record baseline data of usage	\$0.00
5	G1.B1.S2.A2	Promote literacy by designing, advertising and conducting school-based Young Author's event in all elementary schools	\$0.00
6	G1.B1.S2.A3	Promote communication for Literacy by advertising Family Literacy events, including a school-based Young Author's event in the second semester, via school marquees, newsletters, the Family Literacy Collaboration website and other appropriate media	\$0.00
7	G1.B1.S3.A1	Analyze the impact of professional efforts to strengthen partnerships and professional learning with community-based Pre-K providers through collaboration with the Early Learning Coalition and Opportunity Naples	\$0.00
8	G1.B1.S3.A2	Expand professional learning opportunities to include topics of need and enhance delivery of Practice-Based Coaching (PBC) strategies facilitated by Head Start Managers for instructional staff	\$0.00
9	G1.B1.S3.A3	Promote communication by sharing professional learning opportunities through Early Learning Coalition, Opportunity Naples meetings, and the District website	\$0.00
10	G2.B1.S1.A1	Ensure Career and Technical Education (CTE) programs align with the requirements of the Career and Professional Education Academy Act (CAPE Act)	\$0.00
11	G2.B1.S1.A2	Expand participation in Engineering activities to include identified middle schools in Project Lead the Way (PLTW) Gateway	\$0.00
12	G2.B1.S1.A3	Establish uniform implementation expectations for completion of ten work-based learning experiences around NAF academies	\$0.00
13	G2.B1.S1.A4	Conduct NAF Academy program evaluations to enhance effectiveness	\$0.00
14	G2.B1.S1.A5	Implement seven National Academy Foundation (NAF) programs in selected high schools	\$0.00
15	G2.B1.S2.A1	Provide training for new teachers assigned to teach courses assessed by industry certifications	\$0.00
16	G2.B1.S2.A2	Increase the number of industry and technical certifications offered in middle and high schools by four and establish metric for measuring effectiveness	\$0.00
17	G2.B1.S2.A3	Develop plan to increase business participation in work-based learning experiences at each high school for NAF academies	\$0.00
18	G2.B1.S3.A1	Develop an action plan for implementation and teacher training of Cambridge Secondary 1 in identified middle schools for the year 2016-2017	\$0.00
19	G2.B1.S3.A2	Identify new courses that will be offered and align teacher training to ensure rigorous outcomes	\$0.00
20	G2.B1.S3.A3	Enhance the College and Career Readiness experience for all 7th grade students by utilizing feedback from School Year 2015	\$0.00
21	G2.B1.S3.A4	Promote communication to build awareness of Advanced Studies options	\$0.00

Budget Data

Budget Data			
22	G2.B1.S4.A1	Develop and implement work-based learning experiences communication plan and establish baseline metrics	\$0.00
23	G2.B1.S4.A2	Review and update manuals for student internships and develop work-based learning experience protocol for each high school	\$0.00
24	G2.B1.S4.A3	Promote communication through maintenance and expansion of an electronic platform for student internships inclusive of business, community, and student access including career readiness and scholarships	\$0.00
25	G3.B1.S1.A1	Implement 5th Annual STEM Conference broadening participation to include the STEM Village concept	\$0.00
26	G3.B1.S1.A2	Select a nationally recognized keynote speaker in the area of STEM	\$0.00
27	G3.B1.S1.A3	Recruit presenters from underrepresented populations in STEM fields at the STEM conference	\$0.00
28	G3.B1.S1.A4	Promote communication of event through implementation of a comprehensive Communications Plan	\$0.00
29	G3.B1.S2.A1	Expand participation in school-based STEM competitions for elementary schools to include third and fifth grade	\$0.00
30	G3.B1.S2.A2	Expand participation in school-based STEM competitions for middle schools to include seventh grade	\$0.00
31	G3.B1.S2.A3	Expand participation in school-based STEM competitions for high schools to include the engineering academy	\$0.00
32	G3.B1.S2.A4	Continue participation in all elementary schools in the Hour of Code and expand participation to include five middle schools within existing CTE courses	\$0.00
33	G3.B1.S2.A5	Promote district-wide academic competitions through branding, increased internal/external communications, and a greater website presence	\$0.00
34	G3.B1.S3.A1	Conduct a formative program review of the Collier Online Virtual Education (COVE) course: Health Opportunities through Physical Education (HOPE)	\$0.00
35	G3.B1.S3.A2	Expand participation of students in Collier Online Virtual Education (COVE) courses	\$0.00
36	G3.B1.S3.A3	Update Instructional Resource curriculum guides to encourage elementary schools to become Common Sense Digital Certified Schools	\$0.00
37	G3.B1.S3.A4	Promote communication of COVE HOPE through a variety of media venues to 8th and 9th grade students	\$0.00
38	G3.B1.S4.A1	Increase annually the number of underrepresented student populations enrolled in non-core STEM subjects (AP, AICE) with a focus on STEM academies	\$0.00
39	G3.B1.S4.A2	Promote communication of student enrollment opportunities in STEM courses	\$0.00
40	G3.B1.S5.A1	Update/refine electronic portfolio platforms for schools to showcase targeted student virtual artifacts/learning outcomes	\$0.00
41	G3.B1.S5.A2	Sustain use of electronic portfolio platforms to include all 7th grade students completing and posting a career and interest inventory	\$0.00

Budget Data			
42	G3.B1.S5.A3	Promote communication through a variety of forums focusing on the District's vision of personalized learning/iPortfolio	\$0.00
43	G4.B1.S1.A1	Implement new performance evaluation system for district administrators	\$0.00
44	G4.B1.S1.A2	Utilize software solution to implement a new district-level performance evaluation system	\$0.00
45	G4.B1.S1.A3	Utilize software solution to collect performance data for district-level employees that can inform succession planning and other employment decisions	\$0.00
46	G4.B1.S1.A4	Develop targeted professional development activities which align to the Marzano instructional model for school based administrators and school based teacher leaders in order to improve instructional leadership capacity	\$0.00
47	G4.B1.S2.A1	Conduct stakeholder focus groups of participants in five leadership development programs to identify strengths and areas for growth	\$0.00
48	G4.B1.S2.A2	Revise and enhance the school leadership program based on data and feedback from FY15 and additional state initiatives	\$0.00
49	G4.B1.S2.A3	Promote communication by disseminating pertinent information to leadership program candidates through multiple digital platforms	\$0.00
50	G4.B1.S3.A1	Expand the community-based professional learning for teachers and administrators by ten percent	\$0.00
51	G4.B1.S3.A2	Increase the number of Principals who reciprocate the Principal for a Day experience by visiting CEOs of local businesses	\$0.00
52	G4.B1.S3.A3	Increase the number of one-day job shadowing opportunities for teachers during teacher planning days	\$0.00
53	G4.B1.S3.A4	Promote communication by sending press releases regarding Principal for the Day and job shadowing opportunities	\$0.00
54	G4.B1.S4.A1	Concentrate on the placement of student teachers in the district's lowest-performing schools so they are afforded a well-rounded internship experience and are prepared to meet the demands of the profession upon graduation	\$0.00
55	G4.B1.S4.A2	Integrate six training modules of essential Marzano elements with ongoing Florida Standards training at all sites	\$0.00
56	G4.B1.S4.A3	Promote communication by sharing feedback obtained from universities, FY15 student teachers, cooperating teachers, and principals with all stakeholders on a semester basis	\$0.00
57	G5.B1.S1.A1	Develop, refine, and administer assessments aligned to Florida Standards Assessments and End-of-Course (EOC) exams	\$0.00
58	G5.B1.S1.A2	Utilize a district-wide protocol for data/accountability interpretation that incorporates timelines and guided questions tailored to monitor student achievement at least three times per year	\$0.00
59	G5.B1.S1.A3	Develop a plan to measure academic progress utilizing non-statewide assessment measures	\$0.00
60	G5.B1.S2.A1	Implement updated Multi-tiered System of Supports (MTSS) plan and monitor for fidelity of implementation	\$0.00

Budget Data

61	G5.B1.S2.A2	Review and revise school resources and professional learning to support remediation and acceleration of targeted subgroups	\$0.00
62	G5.B1.S2.A3	Monitor effective use of teacher English Language Learner (ELL) Strategies through survey completion and provide professional learning opportunities as indicated	\$0.00
63	G5.B1.S2.A4	Develop a plan to measure academic progress utilizing non-statewide assessment measures	\$0.00
64	G5.B1.S3.A1	Develop and administer benchmark assessments aligned to Florida Standards Assessment and EOCs	\$0.00
65	G5.B1.S3.A2	Develop a plan to measure academic progress utilizing non-statewide assessment measures	\$0.00
66	G5.B1.S4.A1	Expand alternative strategies to support acceleration and remediation of targeted subgroups	\$0.00
67	G5.B1.S4.A2	Develop a plan to measure academic progress utilizing non-statewide assessment measures	\$0.00
68	G5.B1.S5.A1	Develop a plan to measure academic progress utilizing non-statewide assessment measures	\$0.00
69	G5.B1.S5.A2	Align essential Marzano elements with the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) Instructional Delivery Model and provide professional learning opportunities to build capacity of teachers to utilize high yield strategies	\$0.00
70	G5.B1.S5.A3	Promote communication through use of multiple media resources to include Twitter to highlight science events	\$0.00
71	G6.B1.S1.A1	Provide five meetings/opportunities for input from district, school administrators, and community members for suggestions on spending reductions	\$0.00
72	G6.B1.S1.A2	Develop five year budget outlook that forecasts expenditures and revenue	\$0.00
73	G6.B1.S1.A3	Conduct a series of CEO Briefings on budget	\$0.00
74	G6.B1.S1.A4	Promote communication through Board Budget Workshops, SDAC, and digital platforms	\$0.00
Total:			\$0.00