



2014-2015 SCHOOL IMPROVEMENT PLAN

Everglades City School
415 SCHOOL DR
Everglades City, FL 34139
239-377-9800

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate 68%
Alternative/ESE Center No	Charter School No	Minority Rate 24%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Everglades City School

Principal

Robert Spano

School Advisory Council chair

John Gilmore

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

Name	Title
James Ragusa	Assistant Principal
Michelle Wheeler	Reading Coach
Diane Strum	Math Coach
Mindy Myers	Intervention Support Specialist
Glenna Potter	School Counselor

District-Level Information

District

Collier

Superintendent

Dr. Kamela Patton

Date of school board approval of SIP

11/12/2013

School Advisory Council (SAC)

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

Membership of the SAC

SAC Chair-Attend monthly meeting and open/facilitate/close meetings, SAC Vice Chair-Attend monthly meeting and fill in when SAC chair is absent, SAC Secretary-Attend monthly meeting, record meeting minutes, and send meeting minutes to administration, SAC Treasurer- Attend monthly meeting, track all monies going in and out of SAC fund, correspond with office manager to deposit and withdraw allocated funds.

Involvement of the SAC in the development of the SIP

September 12th SAC Meeting-Data from last year and expected goals for this school year in the areas of Literacy, Math, Science, and PBS were presented through PowerPoint from the SIP point of contact. School-wide initiatives and non-negotiable were shared focusing on Rigor, Differentiated Instruction, and Content Area Literacy Learning strategies were discussed. Budget items and staff development strategies were shared. Timeline of SIP was shared and the draft is currently being worked on and the

final draft will be presented to SAC in October prior to submission to the School Board. Request was given to the SAC to demonstrate the need for them to give their input and to understand that the SIP is always a work in progress or a working document throughout the school year.

Activities of the SAC for the upcoming school year

- September 12- SIP Input, Budget Input/approval, Parent Compact, mental health video
- October 10-SIP review, Budget input/approval, Student-Led Conferences information
- November 21-Parent Involvement Activities (Discuss Literacy Night, Math Night, FCAT Night)
- December 19-Parent Involvement Activities (Seafood Festival)
- January 16-Student Led-Conferences information and FCAT Information
- February 20-Parent Involvement Activities (Seafood Festival)
- March 20-Parent Involvement Activities (Graduation Information)
- April 17-Parent Involvement Activities (TBA)
- May 15-Parent Involvement Activities (TBA)

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

Funds are no longer provided by the state. Our school is attempting to fund needed projects. After School Program (grades 3-12 for level 1 & 2 students from October to FCAT)

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Robert Spano

Principal

Years as Administrator: 28

Years at Current School: 2

Credentials

M.S. in Administration & Supervision / Specialist Degree in Elementary Education / B.S. degree in Education.

Performance Record

Mr. Spano has been principal in 5 different schools where a letter grade was earned. 4 of the 5 schools had a letter grade of "A" when he left the school. The other school was a "C".

James Ragusa		
Asst Principal	Years as Administrator: 4	Years at Current School: 2
Credentials	Bachelors of Science in Education, Florida International University, Masters of Educational Technology and communications, Nova Southeastern University Florida Certification: Educational Leadership, Social Studies 6 - 12, Media Specialist K - 12 , Endorsements: ESOL, Content Area Reading	
Performance Record	This is Mr. Ragusa's second year at EVG as Assistant Principal. Mr. Ragusa served as an assistant principal of curriculum and instruction in 2010-2011 at Palmetto Ridge High School, 2011-12 at Immokalee High School. Prior to becoming the APC at PRHS, Mr. Ragusa served as the social science department chair and instructed several advanced placement assignments.	

Instructional Coaches

of instructional coaches
3

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

Instructional Coach Information:

Michele Wheeler		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Bachelors of Science Masters of Science ELL Certification	
Performance Record	Naples Park Elementary, 2 years, A school Manatee Elementary, 6 years, left when it was an A school Mike Davis Elementary, 4 years, left when it was an A school Everglades City School, 1 year, D School 2012-2013	

Diane Strum		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Mathematics	
Credentials	B.S. Degree in Education-Pre K – 6, 6-12 Math M.S. Degree in Reading M.S. Degree in Administration & Supervision	
Performance Record	Golden Gate High School, 3 Yrs. – went from an F to a C, Everglades City School, 3rd year as Math Coach 2011-2012 (C), 2012-2013 (D)	

Mindy Myers		
Part-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	RtI/MTSS	
Credentials	Certification: Early/Elementary Education Prek-6, Administrative Leadership All Levels, Exceptional Student Education K-12, ESOL endorsement K-12, Reading endorsement K-12, National Board Certification Literacy Ages 3-12 MS-Primary Education-Nova Southeastern University, EdS-Educational Leadership-Nova Southeastern University, Doctoral Studies-Teacher Leadership-Walden University	
Performance Record	Avalon Elementary 1987-1999, Pinecrest Elementary 1999-2004, Avalon Elementary 2004-2008, Mike Davis Elementary 2008-2011 (Open first year, second year received a C) Manatee Middle School 2010-2012 (year 1-B, year 2 C rating as an effective teacher) Everglades City School 2012-current (Year 1 D) received a rating as an effective teacher.	

Classroom Teachers

# of classroom teachers	22
# receiving effective rating or higher	22, 100%
# Highly Qualified Teachers	100%
# certified in-field	22, 100%
# ESOL endorsed	13, 59%
# reading endorsed	7, 32%

with advanced degrees

11, 50%

National Board Certified

1, 5%

first-year teachers

0, 0%

with 1-5 years of experience

5, 23%

with 6-14 years of experience

8, 36%

with 15 or more years of experience

9, 41%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

100, 2500%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Provide a daycare within the building this year to encourage Naples' residents to consider working at EVG with small children in their care. District supplements to increase consistency in staff that travel to EVG from Naples' or Lee County. Monthly positive staff recognition at the faculty meetings. Sunshine committee provides activities for socials and time together after school.

Teacher Mentoring Program/Plan

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

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

Two CTEM Teacher Leaders are trained to provide staff support through the process during the year. Several staff members are trained to be peer mentors in specific subject areas.

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

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

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

Data Sources:

- Identify baseline assessments for literacy and math to identify appropriate measurable goals for IEPs and PMPs currently in effect or need to be updated or developed
- FAIR (Florida Assessment Instruction of Reading), quarterly reading benchmarks (provided from the District on state benchmarks), EOCs (End of Year Course Exams-Biology, Geometry, Algebra, Civics), FCAT (Florida Comprehensive Achievement Test) for universal tier one sources.
- Teacher/School Assessments done weekly or bi-weekly will determine if tier 1 instruction is effective. Those students not meeting expectations will be provided with tier 2 interventions. Progress Monitoring Plan (PMP) will be implemented. Assessments will be determined based on the intervention that is currently being implemented.
- Intervention Support Specialist and Academic Coaches will support teachers in assessing students with tier 2 interventions to determine the effectiveness of the intervention. If a student is not meeting expectations, the student will then be assigned with tier 3 interventions. Tier 3 interventions will be monitored more frequently following the PMP plan that has now been updated to a Tier 3 plan. Specific assessments will be used to monitor the interventions to determine the effectiveness or need for further evaluation to meet the student's needs.

Federal, state, and local services and programs will provide human and fiscal resources in the MTSS implementation plan.

- Federal support comes through the allocation of fiscal resources from entitlement grants, such as IDEA.
- State support and IDEA will provide instructional materials for core and supplemental instruction, as well as training provided by FLDOE and USF to support the district and school MTSS implementation plans.
- Local and IDEA support is providing a district MTSS/PBS coordinator who will meet regularly with building level MTSS teams and coordinators to ensure strong implementation of MTSS.

School teams meet as professional learning communities. During these meetings teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they have strengthened their core teaching and have established that 75%-80% of their students will meet the requirements. Re-teaching will occur as needed for the Tier 1 students. Data Warehouse has been designed to record the minutes from these meetings as well as to follow the progress of groups' or individual students. This Tier 1 data will be used during PLCs to follow over time. Teachers share results and best practices.

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

MTSS is supported in multiple ways. The master schedule is designed to provide planning time for PLCs to plan and discuss core instruction, progress monitoring plans and data collection and analysis. Time is also allotted for professional learning opportunities. Data Warehouse reports and tools support PLCs in monitoring the fidelity of the implementation. These reports, along with teacher surveys and other data sources, are utilized to determine the types of professional learning opportunities and targeted supports that staff will need to effectively implement MTSS.

To provide further support at the school building level, a School-Based Intervention Support Specialist (INSS) and a PBS Coach have been designated for every school. The role of the School-Based Leadership Team (Principal, Assistant Principal, School Counselor, Reading Coach, Math Coach, INSS). The School Leadership/MTSS Team is to oversee the problem solving process, ensure the integrity and consistency of implementation of the process, and facilitate the MTSS Implementation.

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

The Leadership Team is charged with the responsibility to move MTSS practices forward at the school level. Follow-up trainings will occur after CTEM walk-throughs, problem-solving meetings, and PLC meetings. In addition, the District Coordinator of MTSS/PBS will provide monthly follow-up trainings with School-Based INSS and PBS Coach.

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

Data Management Systems:

Data Warehouse, a district program, is used to house multiple forms of student assessment information. Tier 1 instruction is monitored by the leadership team and the coaching cycle. FAIR assessments and progress monitoring tools. Data Warehouse includes universal data as well as places to input formative and custom assessment for progress monitoring data for tier intervention in progress monitoring plans. Individual, small group, class and school-wide data can be accessed and graphed. Data can be graphed in a multitude of ways (bar, line, pie, scatter plot) to monitor student growth. Additionally, qualitative information is available. PLC notes and parent conferences can be recorded and accessed as needed. TERMS, both a district and state data-base, is a repository of students' current and historic demographic and academic data. TERMS "talks" to Data Warehouse so that district student data are always current. StudentPass, a district-developed program, tracks student attendance and discipline. Data is entered in StudentPass enabling reports on attendance, excessive tardiness, office discipline referrals, ISS and OSS.

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

A variety of methods will be used to train staff and parents on MTSS. Job embedded coaching will be used to train PLC teams in the following processes that support instruction and intervention: problem-solving, developing progress monitoring plans, data collection and data analysis. Online self-paced modules are available through our ANGEL online learning platform. ANGEL also houses a variety of resources including video clips, intervention ideas, behavior management techniques, data collection tools, etc. to support the professional growth of staff. In addition, live trainings in differentiated instruction and utilizing MTSS/Rtl in the classroom are available. Teachers meet with PLCs twice a month to discuss MTSS implementation at their grade level. Teachers communicate with parents on the Progress Monitoring Plans developed for their child and evaluation tools. Finally, mini workshops on MTSS-related topics, such as differentiating instruction, data analysis, and specific intervention training are available through district personnel throughout the school year upon the request of the school Leadership Team. The PLC teams will continue to monitor progress for all students throughout the year, through the use of the Data Warehouse resources. Early Release Dismissal Days will focus on staff development training on MTSS. The MTSS Leadership team will meet prior to the training time to plan staff development. Each step of the MTSS process will be defined, discussed, and developed.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 1

Dual Enrollment – Currently 6 students enrolled. Last year we did not have any. After School Tutoring – Runs from October through April, 4 days a week for 1 hour each day. This is available to grades 3-12. After School Safe School Activities – Clubs meeting throughout the year to provide safe activities for students.

Saturday School – 8 Saturdays for 4 hours each day. Open to grades 6 -12. Summer School – Open to students in grades 2 -12 for six weeks. Common Planning – Scheduled whenever possible for teachers. PLC’s are held every other week to review data, plan, and promote differentiated instruction. Early Release Days are used for staff development. Teacher in-service days are used for staff development.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is collected by a variety of assessments throughout the school year. Students are assessed with FAIR, Baseline and Quarterly Assessments in multi subject areas, FCAT, ACT, SAT, SAT10, EOC’s, Write Score, and PSAT.

Who is responsible for monitoring implementation of this strategy?

Once results are tabulated we share with staff at PLC’s, faculty meetings, and in individual conferences. All staff are responsible to review data including teachers, coaches, counselors, ESE staff, and administration.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Robert Spano	Principal
James Ragusa	Assistant Principal
Michele Wheeler	Reading Coach
Nancy Duvall	High School Language Arts Teacher
Shana Secory	Middle School Language Arts Teacher
Melissa Owens	Media Center Specialist
Margaret Dillon	Fifth Grade Teacher
Ana Yacono	Kindergarten Teacher

How the school-based LLT functions

The LLT is driven with a focus on literacy throughout the school. Through a continued emphasis on strengthening all five components of the reading process: phonics, phonemic awareness, fluency, vocabulary, and comprehension. The students consistently receive direct instruction in reading that relates to more than simply comprehension. In addition, the LLT maintains direction in producing students who can effectively communicate through writing. The LLT provides professional learning communities with data regarding summative and formative assessments. Changes to instruction are refined based upon analysis of this type of data. The teachers will also participate in creating a Lesson Study to implement within the class. The LLT:

Reviews universal screening data and links to instructional decisions; reviews progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the committee will identify needed professional development and resources. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills..

Major initiatives of the LLT

- IProvide additional training and strategies that support scaffolding, collaborative learning, and increase cognitive complexity of questions and text.
- Providing direct and explicit instruction in pre-, during, and post reading comprehension strategies focused on helping them make meaningful connections with texts, including content area textbooks with an emphasis on vocabulary development and effective vocabulary strategies.
- Enhancing instructional strategies and professional development that ensure adequate scaffolding and student collaborative learning to support the goal of critical thinking.
- Increasing strategies that provide for opportunities for students to learn at higher levels of Webb's Depth of Knowledge (DOK), so that material may be understood at greater levels of cognitive complexity.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Authentic and content specific literacy is the responsibility of all teachers. Although not every teacher is a reading teacher per se, all teachers are indeed comprehension teachers who convey information to their students via the written word. In the effort to support literacy across disciplines, all secondary content area teachers in Collier County Public Schools teach the literacy standards of the Common Core State Standards, as indicated in the course descriptions from the Florida Department of Education. In addition, CCPS offers NGCAR-PD courses in order to build teachers' capacity to provide scaffolded literacy instruction to striving readers.

As a result of classroom walkthroughs and observations, the LLT will ensure teachers of students with disabilities are utilizing general guidelines for literacy instruction: (1) recognizing the link between communication and literacy; (2) maintaining high expectations for students to acquire literacy; (3) making literacy materials and activities accessible; (4) following the interest of the child; and (5) engaging the student in direct and systematic instruction.

Preschool Transition

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

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

Everglades City Schools (EVG) houses its own pre-k program which services all of our incoming students. These students get 3 full days of instruction each week by a certified teacher. The transition from pre-k to K is very easy as these students have had a full year of instruction in our school. In

addition, EVG has opened a nursery for birth to 5 year olds. This should make the transition even easier in the future. EVG implements a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school. At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school. Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school. The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/ Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

High School Career Academies and CE program teachers encourage all students to complete or update the FACTS.org planning document each school year. Counselors are expected meet regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and post-secondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other post-secondary programs that are related to high school career pathways. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program..

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

High School Career Academies and CE program teachers encourage all students to complete or update the FACTS.org planning document each school year. Counselors are expected meet regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and post-secondary options including college, technical, and post

secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other post-secondary programs that are related to high school career pathways. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program. IEPs will incorporate the student's academic and career planning and guide course selection based on the needs, interests and strengths of the student. .

Strategies for improving student readiness for the public postsecondary level

Planning for postsecondary participation is a critical activity that must begin as a student enters the ninth grade. Schools can support students and parents by placing an emphasis on the following factors:

- Focus on improving and maintaining reading achievement scores
- Focus on improving and maintaining math achievement scores
- Counseling to take upper level math and science courses
- Counseling to take foreign language requirements
- Counseling to more effectively use Bright Futures scholarships such as FI Academic Scholars, FI Medallion Scholars, and FL Gold Seal Vocational Scholarship
- Counseling to enroll in college dual enrollment and AP courses while in high school
- Increase the availability of college dual enrollment courses
- Increasing articulation agreements between Collier County and appropriate post secondary schools
- Counseling to inform students of benefits of articulation agreements in college enrollment
- Counseling to take college placement exams such as CPT, SAT, and ACT
- Counseling to enroll seniors in college level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on postsecondary options
- Focus on FACTS.org as planning tool for college and technical school enrollment
- Increased utilization of technical school dual enrollment as stepping stone to other postsecondary programs
- Increased focus on career academies that lead to college enrollment such as Engineering Academy, Teacher Education Academy, Early Childhood Education Programs, Allied Health Science, and Criminal Justice
- Encourage students to earn Florida Ready to Work certificates and utilize career and college planning on-line assistance

IEP teams will implement with fidelity the UNIQUE Transition Curriculum and the Attainment: Aligning Life Skills to Academics Programs as a supplement to support life skill lessons aligned with math, science/health, social studies, and language.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	33%	No	54%
American Indian				
Asian				
Black/African American				
Hispanic				
White	47%	34%	No	52%
English language learners				
Students with disabilities	34%	27%	No	41%
Economically disadvantaged	48%	31%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	17%	22%
Students scoring at or above Achievement Level 4	13	16%	18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	31	51%	56%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		48%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	10%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	10%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	55%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		<i>[data excluded for privacy reasons]</i>	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	0%

Area 3: Mathematics**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	36%	33%	No	42%
American Indian				
Asian				
Black/African American				
Hispanic				
White	38%	36%	No	44%
English language learners				
Students with disabilities	33%	31%	No	40%
Economically disadvantaged	37%	35%	No	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	27%	34%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		4%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	43	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	12	87%	88%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		41%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		41%

High School Mathematics

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		11%	14%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	49%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	81%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	3%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	36%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	53%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	53%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	40%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		4
Participation in STEM-related experiences provided for students	12	33%	36%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	10	27%	30%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	20%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	13	36%	39%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	50%
Students taking CTE industry certification exams	0	0%	50%
Passing rate (%) for students who take CTE industry certification exams		0%	50%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	1%	2%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	3	16%	13%
Students in ninth grade with one or more absences within the first 20 days	4	50%	47%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	3	16%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	3	8%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	2%	100%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	8	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	2	100%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	5	45%	100%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Melissa Owen will be heading Family Nights, EVG will provide refreshments to families during the Family Academic Night. Academic Nights will be scheduled to occur four times starting in October and ending in May. The topics include, but not limited to the areas of Literacy, Math, Science, and FCAT Strategies. EVG will partner with Collier County Sheriff's Office to provide students/parent/community with a program on being drug free.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
See Schools Parent Involvement Plan	11	100%	100%

Goals Summary

- G1.** Teachers will analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment.
- G2.** With the understanding that literacy skills are the basis for comprehending content, lesson plans and instruction will feature specific reading strategies.
- G3.** Teacher questions will be appropriately aligned to student work and designed to scaffold support for students to achieve the identified learning goal.

Goals Detail

G1. Teachers will analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Use our Intervention Support Specialist as a resources for tier interventions as well as IEP support, Data Warehouse effectively to gather data and input custom assessments, Gradebook is used to monitor on-level grades, FAIR assessments to inform instruction in the area of literacy, Achieve 3000 as an intervention as well as a reading comprehension support of DI materials. Science teachers use Discovery Education Techbook assignments that are custom built for students in the same class with different abilities, and teachers will integrate Kagan strategies or

small groups with differing tasks with planned "freedom: to pursue their own understanding of topics.

Targeted Barriers to Achieving the Goal

- Teachers have difficulty in analyzing and interpreting ongoing assessment data to plan for instruction, intervention and enrichment.

Plan to Monitor Progress Toward the Goal

Student Achievement

Person or Persons Responsible

Instructional Staff, Instructional Support Staff, and Administrators

Target Dates or Schedule:

Continuously

Evidence of Completion:

Lesson plans, teacher observations, student data, custom assessments

G2. With the understanding that literacy skills are the basis for comprehending content, lesson plans and instruction will feature specific reading strategies.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Vocabulary from all across contents, different academic coaches and instructional support, Literacy strategies, Lesson plan templates, materials (color printers) & consistency of strategies, science teachers integrating science notebook or utilize "Interactive Science Notebooks", and elementary educators are integrating science non-fiction resources within their literacy block.

Targeted Barriers to Achieving the Goal

- Teachers are not trained to be reading and writing instructors.

Plan to Monitor Progress Toward the Goal

Student Achievement

Person or Persons Responsible

Instructional Staff and Administrators

Target Dates or Schedule:

Continuously

Evidence of Completion:

Lesson Plans, PLCs, IEP meetings, Teacher Observations, Data warehouse notes for parent conferences, and student data chats.

G3. Teacher questions will be appropriately aligned to student work and designed to scaffold support for students to achieve the identified learning goal.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Students-Bring Your Own Devices-BYOD (HS), Need surfaces for Teacher's rooms using the BYOD (HS) Colleagues working together for team planning and effective uses of academic coaches, consistency across the board with support within the classrooms, science teachers are implementing an increase use of probeware in data collection, teachers' lesson plans contain activities for scaffolding with a series of DOK questions

Targeted Barriers to Achieving the Goal

- When higher order/deep understanding questions are used, students are not held accountable for answering at equally deep levels.

Plan to Monitor Progress Toward the Goal

Working together focusing on learning goals and Scales for Understanding, Higher Order Thinking Questions present in lesson plans

Person or Persons Responsible

Instructional Staff and Instructional Support Staff

Target Dates or Schedule:

Continuously

Evidence of Completion:

Student Achievement, benchmarks, weekly assessments, Tiered Exit Cards, and teacher observations

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment.

G1.B1 Teachers have difficulty in analyzing and interpreting ongoing assessment data to plan for instruction, intervention and enrichment.

G1.B1.S1 Professional Learning Communities will function as data teams for the purpose of analyzing and interpreting data to plan for instruction, Tier I interventions (FCIM) and enrichment. (1 - Providing Clear Learning Goals and Scales, 2 - Tracking Student Progress, 14 - Reviewing Content, 19 - Practicing Skills, Strategies, and Processes, 20 - Revising Knowledge, 23 - Providing Resources and Guidance)

Action Step 1

Differentiate instruction to meet the needs of all students within our classrooms, implement flexible grouping for instruction, Tiered Exit Cards, and independent work.

Person or Persons Responsible

Instructional staff and Instructional support staff

Target Dates or Schedule

Daily, weekly, and currently implementing these strategies to meet our goals for student achievement.

Evidence of Completion

Ongoing assessments, PLCs, PMPs data collections, and teacher observations

Facilitator:

Robert Spano, James Ragusa, Mindy Myers, Michele Wheeler, Diane Strum, Glenna Potter, and district coordinators on an as needed basis

Participants:

EVG Instructional Staff and Administrators.

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

Lesson plans, Activities, MIPs, Agendas, PLC Notes and Sign-ins.

Person or Persons Responsible

All Instructional Staff and Administration

Target Dates or Schedule

EVG and District Office when requested or required. ERD and PLCs as needed.

Evidence of Completion

Agenda's, Sign-Ins, Data Warehouse notes, student testing

Plan to Monitor Effectiveness of G1.B1.S1

Student Achievement Data

Person or Persons Responsible

Administrators, Academic Coaches, INSS, Guidance Counselor

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Student work samples, student portfolios, science notebooking, and teacher observations

G2. With the understanding that literacy skills are the basis for comprehending content, lesson plans and instruction will feature specific reading strategies.

G2.B1 Teachers are not trained to be reading and writing instructors.

G2.B1.S1 1. Teachers will identify strategies that require students to interact with the new knowledge in a structured manner, e.g., CCS: Academic Language, Cornell Notes, Marking the Text, T.H.I.E.V.E.S., Higher Order Questioning, Reciprocal Teaching(#7 Organizing Students to Interact with New Knowledge, #10 Processing New Information, #11 Elaborating on New Information)

Action Step 1

Colleagues supporting each other, vocabulary instruction across all content areas including related arts

Person or Persons Responsible

All Instructional Staff and Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Classroom Environment, Student Achievement, Teacher Observations

Facilitator:

Robert Spano, James Ragusa, Mindy Myers, Michele Wheeler, Diane Strum, Glenna Potter, and District Coordinators

Participants:

EVG Instructional Staff and Administrators

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

Student Achievement, Lesson Plans, Scales for Understanding, Benchmark Assessments

Person or Persons Responsible

Instructional Staff and Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Teacher Observation, Student Work Samples, and Student Achievement

Plan to Monitor Effectiveness of G2.B1.S1

Lesson Plans, Student Achievement

Person or Persons Responsible

Instructional Staff and Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Teacher Observations, Student Data Chats, PLCs on student data and interventions based on student need

G2.B1.S2 2. Teachers will use a variety of strategies for processing and elaborating on new information, e.g., Cornell Notes, Marking the Text, Socratic Seminars, Generating Text-Dependent Questions, Reciprocal Teaching (#7 Organizing Students to Interact with New Knowledge, #10 Processing New Information, #11 Elaborating on New Information).

Action Step 1

Student Achievement, Custom Assessments, Lesson Plans, Benchmark Assessments, and implementing Interactive Science Notebooks

Person or Persons Responsible

Instructional Staff and Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Teacher Observations, Student Data Chats, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, further DOK staff development

Facilitator:

Academic Coaches

Participants:

Instructional Staff

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

Lesson Plans, PLCs on Progress Monitoring Plans or tier interventions

Person or Persons Responsible

Instructional Staff and Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, PLC notes in Data Warehouse, Data Chats, and Parent Conferences with notes in data warehouse

Plan to Monitor Effectiveness of G2.B1.S2

Observing the implementation of specific strategies: Cornell Notes, Marking the Text, T.H.I.E.V.E.S, and Scales of Understanding

Person or Persons Responsible

Academic Coaches and Administrators

Target Dates or Schedule

Continuously throughout the year

Evidence of Completion

Student work samples, lesson plans, CTEM observations, Team planning, and PLCs.

G3. Teacher questions will be appropriately aligned to student work and designed to scaffold support for students to achieve the identified learning goal.

G3.B1 When higher order/deep understanding questions are used, students are not held accountable for answering at equally deep levels.

G3.B1.S1 1. Teachers will provide a clearly stated learning goal (LG) accompanied by an academic scale (AS). The LG explicitly states what the student should know and be able to do. The AS explicitly describes levels of acquisition of the LG. (1 – Providing Clear Learning Goals and Scales)

Action Step 1

Posted in classroom, have students paraphrase the Learning Goals, lesson plans, and students are knowledgeable

Person or Persons Responsible

Instructional Staff, Instructional Support Staff, and Administrators.

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Student Assessments, Teacher Observation, Student Achievement

Facilitator:

Robert Spano, James Ragusa, Mindy Myers, Michele Wheeler, Diane Strum, Glenna Potter, District Coordinators

Participants:

EVG Instructional Staff and Administrators

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

Learning Goals posted, scales of understanding monitored, lesson plans, Instructional Staff

Person or Persons Responsible

Instructional Staff, and Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson plans, classroom environments, teacher observations, student achievement, and custom assessments to drive instruction

Plan to Monitor Effectiveness of G3.B1.S1

Teacher Observations, Lesson Plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson plans, Observation Notes, Team Planning, PLCs, and student achievement data

G3.B1.S2 2. Teachers will engage students in work characterized by cognitively complex tasks that require them to • Process new information (summarizing, jigsaw, reciprocal teaching, concept attainment) (10 - Processing New Information)

Action Step 1

PLC notes, Lesson Plans, Classroom Activities, Student Achievement, Increasing Wait Time/Think Time as a strategy

Person or Persons Responsible

Instructional Staff and Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Student Data Chats, Student Achievement, Benchmark Assessments, and Progress Monitoring Plans

Facilitator:

Robert Spano, James Ragusa, Mindy Myers, Michele Wheeler, Diane Strum, Glenna Potter, and District Coordinators

Participants:

EVG Instructional Staff and Administrators

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

Lesson Plans, Student Achievement

Person or Persons Responsible

Instructional Staff and Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Teacher Observations, Student Achievement

Plan to Monitor Effectiveness of G3.B1.S2

Student Achievement, Teacher Observations

Person or Persons Responsible

Instructional Staff and Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Student Achievement Data, Teacher Observation, PLC notes

Coordination and Integration

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

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

-The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, 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 and State 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 are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

-Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant 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 ensure school readiness for Collier students.

-Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program.

-Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

-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 translation services to ensure that non-English speaking parents are able to participate fully in the education of their children.

-Supplemental Staff Development:

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 I SIG 1003g and 1003a, Title II Part A and Reading to fund Reading Coaches at all Elementary schools. Title I Part A and Title I SIG 1003g/1003a 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. Title I Part A, Title II Part A and IDEA fund exam reimbursements to ensure staff meet HQT

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Teachers will analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment.

G1.B1 Teachers have difficulty in analyzing and interpreting ongoing assessment data to plan for instruction, intervention and enrichment.

G1.B1.S1 Professional Learning Communities will function as data teams for the purpose of analyzing and interpreting data to plan for instruction, Tier I interventions (FCIM) and enrichment. (1 - Providing Clear Learning Goals and Scales, 2 - Tracking Student Progress, 14 - Reviewing Content, 19 - Practicing Skills, Strategies, and Processes, 20 - Revising Knowledge, 23 - Providing Resources and Guidance)

PD Opportunity 1

Differentiate instruction to meet the needs of all students within our classrooms, implement flexible grouping for instruction, Tiered Exit Cards, and independent work.

Facilitator

Robert Spano, James Ragusa, Mindy Myers, Michele Wheeler, Diane Strum, Glenna Potter, and district coordinators on an as needed basis

Participants

EVG Instructional Staff and Administrators.

Target Dates or Schedule

Daily, weekly, and currently implementing these strategies to meet our goals for student achievement.

Evidence of Completion

Ongoing assessments, PLCs, PMPs data collections, and teacher observations

G2. With the understanding that literacy skills are the basis for comprehending content, lesson plans and instruction will feature specific reading strategies.

G2.B1 Teachers are not trained to be reading and writing instructors.

G2.B1.S1 1. Teachers will identify strategies that require students to interact with the new knowledge in a structured manner, e.g., CCS: Academic Language, Cornell Notes, Marking the Text, T.H.I.E.V.E.S., Higher Order Questioning, Reciprocal Teaching(#7 Organizing Students to Interact with New Knowledge, #10 Processing New Information, #11 Elaborating on New Information)

PD Opportunity 1

Colleagues supporting each other, vocabulary instruction across all content areas including related arts

Facilitator

Robert Spano, James Ragusa, Mindy Myers, Michele Wheeler, Diane Strum, Glenna Potter, and District Coordinators

Participants

EVG Instructional Staff and Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Classroom Environment, Student Achievement, Teacher Observations

G2.B1.S2 2. Teachers will use a variety of strategies for processing and elaborating on new information, e.g., Cornell Notes, Marking the Text, Socratic Seminars, Generating Text-Dependent Questions, Reciprocal Teaching (#7 Organizing Students to Interact with New Knowledge, #10 Processing New Information, #11 Elaborating on New Information).

PD Opportunity 1

Student Achievement, Custom Assessments, Lesson Plans, Benchmark Assessments, and implementing Interactive Science Notebooks

Facilitator

Academic Coaches

Participants

Instructional Staff

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Teacher Observations, Student Data Chats, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, further DOK staff development

G3. Teacher questions will be appropriately aligned to student work and designed to scaffold support for students to achieve the identified learning goal.

G3.B1 When higher order/deep understanding questions are used, students are not held accountable for answering at equally deep levels.

G3.B1.S1 1. Teachers will provide a clearly stated learning goal (LG) accompanied by an academic scale (AS). The LG explicitly states what the student should know and be able to do. The AS explicitly describes levels of acquisition of the LG. (1 – Providing Clear Learning Goals and Scales)

PD Opportunity 1

Posted in classroom, have students paraphrase the Learning Goals, lesson plans, and students are knowledgeable

Facilitator

Robert Spano, James Ragusa, Mindy Myers, Michele Wheeler, Diane Strum, Glenna Potter, District Coordinators

Participants

EVG Instructional Staff and Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Student Assessments, Teacher Observation, Student Achievement

G3.B1.S2 2. Teachers will engage students in work characterized by cognitively complex tasks that require them to • Process new information (summarizing, jigsaw, reciprocal teaching, concept attainment) (10 - Processing New Information)

PD Opportunity 1

PLC notes, Lesson Plans, Classroom Activities, Student Achievement, Increasing Wait Time/Think Time as a strategy

Facilitator

Robert Spano, James Ragusa, Mindy Myers, Michele Wheeler, Diane Strum. Glenna Potter, and District Coordinators

Participants

EVG Instructional Staff and Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Lesson Plans, Student Data Chats, Student Achievement, Benchmark Assessments, and Progress Monitoring Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment.	\$42
G3.	Teacher questions will be appropriately aligned to student work and designed to scaffold support for students to achieve the identified learning goal.	\$613
Total		\$655

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	\$0	\$0
Title I Parent Involvement Programs	\$613	\$613
Title 1 Basic Programs	\$42	\$42
Total	\$655	\$655

Budget Details

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

G1. Teachers will analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment.

G1.B1 Teachers have difficulty in analyzing and interpreting ongoing assessment data to plan for instruction, intervention and enrichment.

G1.B1.S1 Professional Learning Communities will function as data teams for the purpose of analyzing and interpreting data to plan for instruction, Tier I interventions (FCIM) and enrichment. (1 - Providing Clear Learning Goals and Scales, 2 - Tracking Student Progress, 14 - Reviewing Content, 19 - Practicing Skills, Strategies, and Processes, 20 - Revising Knowledge, 23 - Providing Resources and Guidance)

Action Step 1

Differentiate instruction to meet the needs of all students within our classrooms, implement flexible grouping for instruction, Tiered Exit Cards, and independent work.

Resource Type

Evidence-Based Program

Resource

After School Tutoring Program and Saturday School- We will target our Level 1-2 students in grades 3-12, and all students recommended by a teacher. Students will receive instruction in math, reading, and writing.

Funding Source

Title 1 Basic Programs

Amount Needed

\$42

G2. With the understanding that literacy skills are the basis for comprehending content, lesson plans and instruction will feature specific reading strategies.

G2.B1 Teachers are not trained to be reading and writing instructors.

G2.B1.S1 1. Teachers will identify strategies that require students to interact with the new knowledge in a structured manner, e.g., CCS: Academic Language, Cornell Notes, Marking the Text, T.H.I.E.V.E.S., Higher Order Questioning, Reciprocal Teaching(#7 Organizing Students to Interact with New Knowledge, #10 Processing New Information, #11 Elaborating on New Information)

Action Step 1

Colleagues supporting each other, vocabulary instruction across all content areas including related arts

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B1.S2 2. Teachers will use a variety of strategies for processing and elaborating on new information, e.g., Cornell Notes, Marking the Text, Socratic Seminars, Generating Text-Dependent Questions, Reciprocal Teaching (#7 Organizing Students to Interact with New Knowledge, #10 Processing New Information, #11 Elaborating on New Information).

Action Step 1

Student Achievement, Custom Assessments, Lesson Plans, Benchmark Assessments, and implementing Interactive Science Notebooks

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Teacher questions will be appropriately aligned to student work and designed to scaffold support for students to achieve the identified learning goal.

G3.B1 When higher order/deep understanding questions are used, students are not held accountable for answering at equally deep levels.

G3.B1.S1 1. Teachers will provide a clearly stated learning goal (LG) accompanied by an academic scale (AS). The LG explicitly states what the student should know and be able to do. The AS explicitly describes levels of acquisition of the LG. (1 – Providing Clear Learning Goals and Scales)

Action Step 1

Posted in classroom, have students paraphrase the Learning Goals, lesson plans, and students are knowledgeable

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B1.S2 2. Teachers will engage students in work characterized by cognitively complex tasks that require them to • Process new information (summarizing, jigsaw, reciprocal teaching, concept attainment) (10 - Processing New Information)

Action Step 1

PLC notes, Lesson Plans, Classroom Activities, Student Achievement, Increasing Wait Time/Think Time as a strategy

Resource Type

Evidence-Based Program

Resource

Parent Involvement-To provide a staff member who will coordinate 4 parent nights for FCAT, Literacy, Math, and Science

Funding Source

Title I Parent Involvement Programs

Amount Needed

\$613