



Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

19 - Franklin

Mrs. Nina M Marks, Superintendent
Melissa Ramsey, Region 1 Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	0
Goals Summary	10
Goals Detail	10
Action Plan for Improvement	13
Appendix 1: Professional Development Plan to Support Goals	22
Appendix 2: Technical Assistance Plan to Support Goals	25
Appendix 2: Budget to Support Goals	0

Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

To inspire our students, our colleagues, and ourselves to soar with pride in our daily endeavors, offering the best of ourselves at every opportunity, and to lead with humility, understanding that our greatest accomplishments lie in working together to achieve excellence.

To accomplish our mission, we will seek and provide visionary leadership, focus our decisions and activities to provide the maximum learning opportunities for each student and employ sound fiscal management practices. Our mission will be realized in the context of a safe, nurturing and positive environment that values the contributions and needs of individuals while working effectively with our Board, staff, parents, and community to achieve our shared vision of a brighter tomorrow for our students.

Provide the district's vision statement

To create an educational atmosphere that inspires students to reach their maximum potential through the love of learning and the development of responsible citizenship, while providing an appropriate education that results in success for all students.

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 Franklin County School District utilizes our Strategic Plan to organize and align resource to meet the needs of all students and maximize the desired student outcomes. The Strategic Plan is developed by the district leadership team with input from stakeholders throughout the district including, parent, staff, community and school leadership.

The Franklin County School District Strategic Plan is aligned with the Florida Department of Education Goals. The District Plan identifies specific goals, strategies, persons responsible, evidence of success, personnel involved, and timeline along with interim checkpoints.

The Strategic Plan then provides the framework on which leadership decisions are based. All decisions are viewed through the Strategic Plan. The District Leadership Team continuously asks how will this decision help the district achieve the goals and strategies in the Plan. If that question can not be answered in the affirmative we do not move forward.

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.

Franklin County has one PK-12 School and one Charter School. The resources are allocated based on the FTE that each school generates. The finance department is responsible to the allocation of the funds to the schools and monitoring the expenditure of funds at the schools through the budgeting and purchasing procedures. The Directors of specific programs and/or grants are also responsible for monitoring the expenditure of funds in accordance with state and federal requirements of the program

and/or grant.

Grants and program goals are aligned to the Strategic Plan to ensure the resources are targeted to the goals and strategies in the Strategic Plan. The Strategic Plan has identified specific timelines and interim reviews to check the progress that the schools are making in attaining the goals in the Plan.

District Policies and Practices

The District is revising the MTSS procedures to increase teacher participation and to ensure that accurate and timely data is reviewed and used to identify the appropriate instructional or behavioral intervention for the student.

The district staff are scheduling monthly meetings with the guidance staff to support their work with students in the MTSS process, assessment and accurate data collection and reporting to the state. The district is developing new procedures for the accurate and timely collection and submission of student information to the state.

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

NA

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

The improvements being implemented are of such a nature as to be self sustaining. The focus on sound instructional practices, financial stability, continuous improvement through a teacher evaluation system that stress growth and improvement over finding fault and blame and job imbedded and continuous professional development will be sustaining throughout the years to come.

Through imbedded professional development we are building a sustainable group of educators that can support the next generation of teachers in Franklin County. The use of the Strategic Plan as the guiding force behind the decision making process makes us focus on what is important and doable in Franklin County.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131445>

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

From the Strategic Plan one of the strategies is to • Keep parents well informed of student progress in reading and math and provide at home supports. The District reports student progress every four weeks with progress reports and report cards. Parent also have the option of monitoring student progress through the parent portal on FOCUS.

A daily Seahawk Scoop is posted to the website and emailed to those requesting a copy. This Scoop functions as a daily newsletter to the Seahawk family.

The guidance department holds several family events related to school success, post secondary options, FCAT and MTSS.

Through the Parent Involvement Plan submitted annually to DOE the District addresses parent involvement and outline activities for parent involvement. The parent involvement plan includes several events each year to bring parents to the school, Muffins for Moms, Donuts for Dads, Grandparent Day, Literacy on the Lawn are just a few of the events sponsored each year and outlined in the parent involvement plan.

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

The District Leadership Team includes the Principal and Assistant Principal of the Franklin County PK-12 School.

Effective Leadership

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Summers, Sue, ssummers@franklin.k12.fl.us	
Title	Director
Phone	(850) 670-2810
Supervisor's Name	Nina M. Marks
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Special Programs that includes ESE, Student Services, Strategic Plan, School Improvement, ELL, PS3, Charter School Contact.

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

Franklin County School District has adopted the Marzano model for leadership improvement and growth. This model identifies specific leadership strategies that if implemented continuously with fidelity will result in student growth and achievement. Along with the growth model for leadership improvement the Legislature has implemented the student performance as 50 % of the school leadership evaluation using VAM school level results. The leadership evaluation system in Franklin County utilizes Marzano for 50% of final score and the VAM results as 50% of the final score. The rating of each leader is based on this percentage and the final score result in a rating of Highly Effective, Effective, Needs Improvement/Developing or Unsatisfactory. Leaders that rate needs improvement/developing or unsatisfactory and are not recommended for dismissal, demotion or non-reappointment are placed on a Directed Individual Development Plan. If the Development Plan does not result in a rating of Effective the leader will be dismissed.

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

Franklin County School District has adopted the Marzano model for educator improvement and growth. This model identifies specific instructional strategies that if implemented continuously with fidelity will result in student growth and achievement. Along with the growth model for teacher improvement the Legislature has implemented the student performance as 50 % of the teachers evaluation using VAM. The teacher evaluation system in Franklin County utilizes Marzano for 50% of final score and the VAM results as 50% of the final score. The rating of each teacher is based on this percentage and the final score result in a rating of Highly Effective, Effective, Needs Improvement/Developing or Unsatisfactory. Teachers that rate needs improvement/developing or unsatisfactory and are not recommended for dismissal, demotion or non-reappointment are placed on a Directed Individual Development Plan. If the Development Plan does not result in a rating of Effective the teacher will be dismissed.

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

The district supports the development and reviews the final school master schedule to be sure that common planning time is in the schedule. Currently common planning is 30 minutes each morning and 30 minutes afterschool ends.

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

Resources from the Reading allocation, Title I, ESE and other resources are utilized to fund reading coach and math coach positions.

The reading coach keeps a reading coach log through PMRN. The math coach logs her meetings, training, and PD in a journal. Both the online log and the journal are monitored by the School Leadership team. The Principal and AP share the review of the journals and logs during District Leadership Team meetings.

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:

College Board Springboard**Program Type** Core**School Type** Middle School, High School**Description** Springboard is the comprehensive reading and writing program developed by College Board and is a research based program that provide the rigor and practice students need to be proficient in reading and writing. The program also includes supplemental and intervention strategies for reading and writing.**Journeys Reading Program****Program Type** Core, Supplemental, Intensive Intervention**School Type** Elementary School**Description** This comprehensive program provide the core reading and writing program with the supplemental and intervention strategies.**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:*****Envision math****Program Type** Core, Supplemental, Intensive Intervention**School Type** Elementary School**Description** This research based compressive math program has been used in the district for several years. The district is providing support through the intervention specialist and math coach to support teachers as they supplement the math program with the new Florida Standards in math.**Program Type****School Type****Description****McGraw Hill****Program Type** Core, Supplemental, Intensive Intervention**School Type** Middle School**Description** Research based core math curriculum that includes supplementary and intervention materials.

Pearson

Program Type	Core, Supplemental
School Type	High School
Description	Core curriculum that is research based for Alg. 1, Geom., and Al. 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:

Discovery Glenco

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School
Description	This research base core curriculum is aligned with the NGSSS. All 6th, 7th, and 8th classes use the curriculum. The program includes supplemental materials for enrichment and remediation and intensive interventions. The science standards are included fro teacher reference and documentation of science standards covered in the text.

Holt McDougle

Program Type	Core, Supplemental
School Type	High School
Description	Research base core and supplemental materials for Chemistry and Biology

Houghton Mifflin Harcourt - Journeys

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School
Description	This comprehensive reading program includes reading passages from the area of science with supplemental and intervention materials included.

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

The District monitors the implementation of the Florida State Standards through review of lesson plans, classroom observations and teacher meetings by grade level or subject area. The progress monitoring by use of Discovery Education and FAIR also provides data to assessment progress

towards meeting the standards for each student, by class and grade level.

If the data indicates that students are not making progress toward proficiency on the standards as measured by the progress monitoring tools the teacher is observed more frequently and a meeting with the leadership team to review the data is conducted.

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?

Yes

Provide the hyperlink to the plan

<http://www.franklincountyschools.org>

Provide the page numbers of the plan that addresses this question

pgs 20-22, pg 35, pgs 47-53

Description

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

Yes

Needs Assessment

Underperforming Subgroups

Reading

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

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	62%	54%	No	66%
American Indian				
Asian				
Black/African American	49%	32%	No	55%
Hispanic	64%	58%	No	68%
White	63%	57%	No	67%
English language learners				
Students with disabilities	44%	24%	No	50%
Economically disadvantaged	57%	54%	No	62%

Step Zero

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.** The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in math. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO.

- G2.** The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in reading. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO.

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. The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in math. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO. 1a

G059765

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	AMO Math - All Students		5.0

Resources Available to Support the Goal 2

- Teachers will be provided with the support of the AIM Team to use data to problem solve and differentiate instruction in the classroom.
- Tier III intervention will be provided by a third-party contractor through a push-in model at the elementary level.
- The ABC School will contract with a certified teacher to work with the struggling lower level students in math. The math specialist will work in small groups and provide direct and explicit instruction in basic skills and math foundations and strategies. Progress monitoring through the use of Discovery Education and FAIR will be used to monitor student math progress. Data will be reviewed with specialist and classroom teacher. Additional interventions will be provided based on student needs, ESOL, ESE.

Targeted Barriers to Achieving the Goal 3

- A need for a thorough understanding and implementation of the Florida Math Standards.

Plan to Monitor Progress Toward G1. 8

The district staff will be very active in observing the progress of the math instruction during the year. The district staff will do walk-throughs and formal/informal teacher observations. The district staff will review the teachers' daily math lesson plans, their professional learning plan and the Discovery Ed. scores on a semi-annual basis. Additionally, the district staff will meet with the principal and assistant principal on a regular basis to ensure that math achievement is improving.

Person Responsible

Sue Summers


Schedule

Weekly, from 10/5/2015 to 5/9/2016

Evidence of Completion

The district, principal and assistant principal will check the teacher lesson plans, Discovery Ed. quarterly scores, class math grades, FSA math assessment or any additional state assessment which may be required. When the assessment scores are reviewed by the principal and assistant principal, the data will be graphed to provide teachers with a visual representation of student progress; permitting the teacher to conduct a self-assessment of the scope of work for the year.

G2. The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in reading. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO. 1a

 G048974

Targets Supported 1b

Focus	Indicator	Year	Target
0091 - Franklin County Schools Pk 12	AMO Reading - All Students		64.0
0091 - Franklin County Schools Pk 12	College Readiness Reading		50.0
9009 - Apalachicola Bay Charter School	ELA/Reading Lowest 25% Gains		75.0
0091 - Franklin County Schools Pk 12	4-Year Grad Rate (Standard Diploma)		80.0

Resources Available to Support the Goal 2

- Intervention Teachers, AIM Team, Title I, IDEA Funds, Comprehensive Reading Plan, Professional Development, PAEC, ISRD, District Staff

Targeted Barriers to Achieving the Goal 3

- New Curriculum materials, inclusion for students with disabilities, lack of professional learning communities, MTSS process.

Plan to Monitor Progress Toward G2. 8

Continue to support teachers in the implementation of the new curriculum and inclusion strategies through appropriate professional development and the establishment of professional learning communities. Provide additional training and support for the MTSS process and ensure that teachers are implementing the process with fidelity.

Person Responsible

Kris Bray

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Minutes from meetings, PD Sign in sheets, COP participation sheets, classroom observation

Plan to Monitor Progress Toward G2. 8

Use progress monitoring tools such as Discovery Education assessments, FAIR data, PS3 data, attendance data, quarterly grades, grade level meeting notes, classroom observations, input from FIN and PAEC to assess the progress toward meeting the goal of improved student performance.

Person Responsible

Kris Bray

Schedule

Quarterly, from 8/10/2015 to 6/30/2016

Evidence of Completion

Discovery Education, FAIR, PS3 logs and folders, attendance records, feedback from PAEC and FIN

District Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in math. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO. **1**

 G059765

G1.B1 A need for a thorough understanding and implementation of the Florida Math Standards. **2**

 B152514

G1.B1.S1 The strategy is to use differentiated small group instruction, based on data, at all grade levels in math. **4**

 S164335

Strategy Rationale

By creating additional math instructional time for struggling math students, greater differentiation and increased focus on the students' specific needs is possible.

Action Step 1 **5**

Teachers will disaggregate math data in order to develop specific skill groups and strategies for the struggling math students.

Person Responsible

Laura King

Schedule

Weekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Review of teachers' lesson plans, quarterly math Discover Ed scores , IBTP assessments (unit of instruction), MFAS assessments and review of students' daily math work.

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

Monthly math data meeting to monitor teachers' lesson plans and the progression of the struggling math students to ensure student academic improvement is taking place.

Person Responsible

Laura King

Schedule

Biweekly, from 8/10/2015 to 5/23/2016

Evidence of Completion

At the weekly elementary school meetings, Laura King will check with the teachers as to how the program is working, share success stories and address issues which are of concern. During both formal and informal teacher observations, the observer may check the quarterly math scores from Discovery Ed and the grades of daily work of the struggling math learner.

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

Monitor weekly lesson plans, IBTP assessment data, classroom walkthroughs, and post Discovery Ed & FSA assessment scores.

Person Responsible

Laura King

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The math Discovery Ed quarterly data, IBTP data, lesson plans, end of year assessments FSA math and classroom walkthrough data

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

The district and school administrations will review (K-12) math data in the summer, 2016, to evaluate the effect increased instructional time had on math achievement. The review will consist of: quarterly math scores, classroom report card grades and state math assessments.

Person Responsible

Laura King

Schedule

On 8/5/2016

Evidence of Completion

Sign-in sheets, lesson plans, C-Maps, pacing guides, summary of each grade level performance in math and a list of appropriate outcomes.

G2. The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in reading. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO. 1

 G048974

G2.B1 New Curriculum materials, inclusion for students with disabilities, lack of professional learning communities, MTSS process. 2

 B122350

G2.B1.S1 Continue to support teachers in the implementation of the new reading curriculum and inclusion strategies through appropriate professional development and the establishment of professional learning communities. PLCs will be established around the new MTSS and inclusion process and grade level meetings will be utilized to develop the PLCs. The PLCs will provide additional training and support for MTSS and inclusion process and ensure that teachers are implementing the process with fidelity. 4

 S134274

Strategy Rationale

When teachers implement the new reading curriculum and inclusion strategies with fidelity, student achievement will increase.

Action Step 1 5

Enhance the MTSS process

Person Responsible

Sue Summers

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Revisions to the process, teacher participation in the process increased.

Action Step 2 5

Establish Professional Learning Communities

Person Responsible

Kris Bray

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PD sign in sheets, minutes for professional learning community meetings, action research, Communities of Practice participation.

Action Step 3 5

Implementation of the new curriculum

Person Responsible

Kris Bray

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Grade level meetings, Modeling, PD sign in sheets

Action Step 4 5

Implementation of Inclusion at all grade levels.

Person Responsible

Sue Summers

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Student IEPs, grade level meetings, ESE teacher meetings, PD sign in sheets,

Action Step 5 5

ABC Reading intervention teacher for remediation of lower quartile students

Person Responsible

Nick O'Grady

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Sign in sheets, lesson plans aligned to Florida Standards, attendance of students.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Continue to support teachers in the implementation of the new curriculum and inclusion strategies through appropriate professional development and the establishment of professional learning communities. Provide additional training and support for the MTSS process and ensure that teacher are implementing the process with fidelity.

Person Responsible

Kris Bray

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Sign in sheets, minutes from meetings, classroom observations, CoP participation, Communities of Practice documentation(minutes, discussions threads, action research, etc)

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Students will be provided with additional support using data to increase academic achievement to be measured by IBTP assessments, Discovery Ed, Teacher Observations, and weekly curriculum based assessments.

Person Responsible

Harolyn Walker


Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Quarterly reports from Discovery Ed, results of IBTP assessments, teacher observation results.

G2.B1.S2 PAEC, ISRD and FIN will provide professional development and training to teachers in inclusion strategies, ACCESS points, appropriate assessments and the use of assistive technology for SWD. Grade level PLCs will be the vehicle for the implementation of the MTSS and inclusion procedures. **4**

 S135550

Strategy Rationale

Ongoing appropriate professional development will assure all students will be successful.

Action Step 1 **5**

PAEC and FIN will provide professional development for teacher on the ACCES points for the inclusion of significantly disabled students in general education classes.

Person Responsible

Sue Summers

Schedule

Quarterly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Sign in sheets, Agendas, follow up activities

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

PAEC and FIN will assist through walk throughs, teacher meetings, follow up activities the fidelity of the strategies implemented.

Person Responsible

Kris Bray

Schedule

Quarterly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Grade level meeting notes, walk through feedback, follow up activities submitted.

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

The number of minutes SWD that are with their non-disabled peers, the use of ACCESS points by general education teachers, the number of assistive technology evaluations that are conducted and the devices used.

Person Responsible

Sue Summers

Schedule

Quarterly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Minutes with non-disabled peers (FOCUS), IEP review for assistive technology related services, student schedules.

Implementation Timeline

Professional Development

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

G1. The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in math. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO.

G1.B1 A need for a thorough understanding and implementation of the Florida Math Standards.

G1.B1.S1 The strategy is to use differentiated small group instruction, based on data, at all grade levels in math.

PD Opportunity 1

Teachers will disaggregate math data in order to develop specific skill groups and strategies for the struggling math students.

Facilitator

Participants

Schedule

Weekly, from 8/10/2015 to 5/31/2016

G2. The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in reading. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO.

G2.B1 New Curriculum materials, inclusion for students with disabilities, lack of professional learning communities, MTSS process.

G2.B1.S1 Continue to support teachers in the implementation of the new reading curriculum and inclusion strategies through appropriate professional development and the establishment of professional learning communities. PLCs will be established around the new MTSS and inclusion process and grade level meetings will be utilized to develop the PLCs. The PLCs will provide additional training and support for MTSS and inclusion process and ensure that teachers are implementing the process with fidelity.

PD Opportunity 1

Enhance the MTSS process

Facilitator

Sue Summers, Rodrick Robinson, Wanda Teat, Laura King

Participants

Teachers

Schedule

Weekly, from 8/10/2015 to 5/27/2016

PD Opportunity 2

Establish Professional Learning Communities

Facilitator

Various

Participants

Teachers and administrators

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

PD Opportunity 3

Implementation of the new curriculum

Facilitator

Walker

Participants

Teachers and Paraprofessionals

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

PD Opportunity 4

Implementation of Inclusion at all grade levels.

Facilitator

PAEC/FIN

Participants

Teachers /School Administrators/Support Staff

Schedule

Daily, from 8/10/2015 to 5/27/2016

G2.B1.S2 PAEC, ISRD and FIN will provide professional development and training to teachers in inclusion strategies, ACCESS points, appropriate assessments and the use of assistive technology for SWD. Grade level PLCs will be the vehicle for the implementation of the MTSS and inclusion procedures.

PD Opportunity 1

PAEC and FIN will provide professional development for teacher on the ACCES points for the inclusion of significantly disabled students in general education classes.

Facilitator

PAEC and FIN

Participants

Teachers

Schedule

Quarterly, from 7/1/2014 to 6/30/2015

Technical Assistance

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

Budget Rollup

Summary	
Description	Total
Goal 1: The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in math. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO.	18,351
Goal 2: The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in reading. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO.	416,837
Grand Total	435,188

Goal 1: The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in math. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO.

Description	Source	Total
B1.S1.A1 - FCS after school tutoring for reading & math - Stipends for after school tutors.	Title I Part A	9,000
B1.S1.A1 - ABC after school tutoring for reading & math - Stipends for after school tutors.	Title I Part A	6,798
B1.S1.A1 - FCS FRS benefits	Title I Part A	663
B1.S1.A1 - ABC FRS benefits	Title I Part A	589
B1.S1.A1 - FCS FICA/Medicare benefits	Title I Part A	689
B1.S1.A1 - ABC FICA/Medicare benefits	Title I Part A	612
Total Goal 1		18,351

Goal 2: The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in reading. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO.

Description	Source	Total
B1.S1.A2 - Notes	Title II	2,000
B1.S1.A2 - FCS Salary allocation for 4 teachers participating in the professional learning communities.	Title I Part A	196,790
B1.S1.A2 - FCS FRS benefits for teachers	Title I Part A	14,503
B1.S1.A2 - FCS FICA/Medicare benefits for teachers	Title I Part A	15,054

Goal 2: The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in reading. Support will come from the creation of a Academic Instructional Mentor (AIM) team that will facilitate weekly PLC meetings supported by SBLT to meet the AMO.

Description	Source	Total
B1.S1.A2 - FCS Health Insurance benefits for teachers	Title I Part A	26,000
B1.S1.A2 - ABC Salary allocation for 1 teachers participating in the professional learning communities.	Title I Part A	47,866
B1.S1.A2 - ABC FRS benefits for teachers	Title I Part A	3,671
B1.S1.A2 - ABC FICA/Medicare benefits for teachers	Title I Part A	3,662
B1.S1.A2 - ABC Health Insurance benefits for teachers	Title I Part A	2,558
B1.S1.A2 - ABC Travel expenses to support professional development activities for instructional staff in areas identified for all grade levels, as well as for most of the subject disciplines.	Title I Part A	1,500
B1.S1.A2 - ABC Dues and fees for selected professional development approved for the 2015-16 school year. - for example, FASFEPA, ECTAC, AVID, FAMIS and Springboard.	Title I Part A	1,500
B1.S1.A2 - FCS Dues and Fees for professional development, professional meetings and district required meetings approved for the 2015-16 school year. (i.e. ePDC), - for example, FASFEPA, ECTAC, AVID, FAMIS and Springboard.	Title I Part A	820
B1.S1.A3 - Notes		5,000
B1.S1.A3 - Franklin County with use various vendors and PAEC who will work with reading and math teachers in providing a more rigorous curriculum which supports the Florida State Standards.	Title I Part A	49,500
B1.S1.A3 - FCS - Supplies - General - Instructional school supplies to support classroom activities. - curriculum workbooks and general school supplies.	Title I Part A	11,659
B1.S1.A5 - Contracted reading intervention teacher for the Apalachicola Bay Charter School	Title I Part A	23,000
B1.S1.A5 - ABC Supplies - General - Instructional school supplies to support classroom activities. - - curriculum workbooks and general school supplies.	Title I Part A	3,304
B1.S2.A1 - Substitute teachers to replace teachers attending the training @ Franklin County School K-12	Title I Part A	7,500
B1.S2.A1 - Substitute teachers to replace teachers attending the training @ Apalachicola Bay Charter School	Title I Part A	950
Total Goal 2		416,837