

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

26 - Hendry

Mr. Paul K Puletti, Superintendent
Gayle Sitter, Region 5 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

The mission of the Hendry County School District is to provide all students the opportunity to achieve at high academic levels, equipping them to successfully pursue college or career goals.

Provide the district's vision statement

The vision of the Hendry County School District is to create a district where students want to learn, parents want to send their children, teachers want to teach, and employees want to work by a commitment to:

Academic Achievement - Student academic engagement at the highest level reflecting college and career readiness.

Instructional Effectiveness - Teachers and leadership creating a climate of rigor, relevance, and high expectations based on state and national standards.

Collaboration - Working with parents and community stakeholders to create a working partnership for academic excellence and student success.

Culture - Cultural diversity respected by all and individual strengths are maximized in a safe and secure environment.

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

Hendry County is a very small county with a very short chain of command between school leadership and district leadership. District Leadership works closely with the school leadership at all schools to ensure that there is a robust multi-tiered system of support in place at all schools to meet the needs of all students. Coordination between all federal programs is seamless, as the LEA Federal Programs Director is in charge of Title I, Part A, all SIG grants, Title I, Part C Migrant, Title II, Title III, Title VI, Part B, and Title X Homeless. The Federal Programs office is housed in the same building with the Deputy Superintendent, who is in charge of Supplemental Academic Instruction funds as well as curriculum resources. The Director of Federal Programs and the Deputy Superintendent participate in monthly principal's meetings, where an agenda item is to review the current status of schools, and collectively problem-solve the application of resources to remove barriers to successful implementation. The following people are responsible for district alignment of resources:

Superintendent: Meets monthly with principals, conducts school walkthroughs weekly, alerts district leadership to observed barriers to successful alignment of resources.

Deputy Superintendent: Meets monthly with principals, conducts school walkthroughs weekly, meets weekly with Federal Programs Director

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.

During the spring of the school year, district leadership convenes to discuss budget items prior to personnel allocation information distribution to schools. The following people are responsible for providing resource information during this meeting:

Jodi Bell - Director of Federal Programs - Title I Part A, Title I Part C, Title II, Title III, Title VI, and all SIG grants.

Lucinda Kelley - Director of ESE - IDEA grants, Preschool IDEA grants

Garry Ensor - Administrator of Workforce Development - Perkins grant

Larry Worth - Assistant Superintendent - Personnel allocations

Michael Yanosik - Director of Finance - School discretionary budget information

Gordon Swaggerty - Deputy Superintendent - Reading Plan allocations

Data is reviewed frequently (a minimum of 4 times per year) during the school year, and allocation/ reallocation of resources is conducted as needs are brought to the attention of the leadership team. Decision making takes place through the identification of the need, and potential of funding sources to address the need. School principals are part of this decision making process.

District Policies and Practices

One specific policy that the Hendry County School District shall seek to modify and add to is the current bargaining agreement with the local teacher's union. Changes that the LEA is seeking to make include language that will allow schools to offer incentives to attract, recruit, and retain highly effective teachers, especially in hard-to-staff subject areas. Another change is the addition of language that will allow a change to the traditional salary schedule to one that rewards performance rather than seniority and advanced degrees.

Rationale - Because of the size and location of the Hendry County School District, recruitment and retention of highly effective teachers is often a barrier to quality classroom instruction. The Hendry County School District does not currently have a bargaining agreement that comprehensively addresses these issues.

The steps to make this change will include:

1. Educating the local teacher's union on the benefits to providing incentives to attract, recruit, and retain highly effective teachers.
2. Collectively bargaining between the LEA and the local teacher's union.
3. Approval of revised bargaining agreement by the Hendry County School Board.

The people who will be responsible for overseeing this change will be Larry Worth, Director of Human Resources, Gordon Swaggerty, Deputy Superintendent, and members of the local teacher's union.

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

The Hendry County School District provides operational flexibility in all areas connected to improved student achievement outcomes. Principals are given an allocation for teaching assignments during the spring of each year for the following school year, and are able to petition the Superintendent to move any position to an area that is a higher need area. Schools in need of improvement are able to move positions to areas that are directly tied to the schools' improvement status. Principals can also request additional instructional positions through the district Superintendent. Because Hendry County is a very rural LEA, there are times that a full teaching allocation for several periods per day is not necessary, and in these cases, Principals are allowed to purchase the planning period of a teacher that will provide assistance in a high need area. Principals are given opportunities for planning district school day start and end times, as well as serve on calendar committees to create school calendars for upcoming school years. Operational flexibility has been demonstrated by the LEA in cases where schools in need of improvement have asked to have their school day lengthened by adjusting the district bus routes. Schools are given a discretionary budget from district funds, and are given flexibility as to their use. Title I schools receive an allocation based on their rank and serve, and have

operational flexibility as to their use, as long as they meet the intent and purpose of Title I. Title I Principals have the flexibility to commit Title I funds to any supplemental personnel positions that meet the intent and purpose of Title I. Assistance is offered by district staff, however district staff is careful not to compromise changes that school leaders who are under restructuring efforts need to make.

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 Hendry County School District was in receipt of a SIG 1003(g) grant for Clewiston High School during Cohort 1, and because one of the requirements of that project application was to identify how expected improvements were going to be sustained once the grant had ended, the LEA has experience in operating with sustainability in mind. It is now standard operating procedure for the LEA to implement improvements as a part of the district culture. The LEA continues to work in PLC's, implementing lesson study, and job embedded professional development. The targeted schools for SIG1003(g), Cohort 3 receive funds from other Federal sources, including Title I, Title II, Title III, Title VI, and Title I, Part C, that will be used in the planning for implementation of improvement initiatives, and will be used in the planning for sustainability of expected improvements. Any activities outlined in project applications for SIG 1003(g) will require multiple approaches to ensure sustainability. In general, the district's capacity for sustaining reform efforts such as professional development will be ensured through the use of train-the-trainer models, analyzing and allocating funding from other grant sources, and continued monitoring of each improvement initiative. The non-recurring items received through this grant application will be obtained with the requirement that maximum sustainability is expected, and will not be obtained through grant funds if they are expected to become obsolete before 5-8 years of use. This will give the district and schools sufficient time to construct timelines for replacement of these items in a manner that effectively utilizes other state and federal funds.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131412>

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

Please see attached parental involvement plan.

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

The district notifies school leadership of their placement in Differentiated Accountability, if applicable, upon receipt of school grades. The district leadership, along with school leadership work together to analyze data, and plan turnaround plans and other school-level interventions reflective of the data.

Effective Leadership

District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address

Swaggerty, Gordon, swaggertyg@hendry.k12.fl.us

Employee's Title

Assistant Superintendent

Employee's Phone Number

(863) 902-4244

Employee's Phone Extension**Supervisor's Name**

Paul Puletti

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

The turnaround lead for Hendry County is the District Deputy Superintendent. His responsibilities in relation to school and district turnaround include meeting monthly with schools to review any formative data that has been generated, serve as a liaison between the district and the Regional Executive Director, communicate school improvement issues to schools and principals, and serve on the community action team. The Hendry County turnaround lead is the supervisor of the principals of all LEA schools. Mr. Swaggerty, the LEA turnaround lead also communicates school improvement initiatives and best practices, along with progress and any concerns to the district Superintendent and Board of Education.

District Leadership Team

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

| | |
|---|---|
| Lee, Janice, leejan@hendry.k12.fl.us | |
| Title | Director |
| Phone | 863-902-4244 |
| Supervisor's Name | Gordon Swaggerty |
| Supervisor's Title | Assistant Superintendent |
| Role and Responsibilities | Mrs. Janice Lee is the Director of Assessment and Accountability. She is responsible for working with the district schools on formative and summative assessments that contribute to driving instruction. |

Bell, Jodi, bellj@hendry-schools.net

Title Director

Phone (863) 674-4108

Supervisor's Name Gordon Swaggerty

Supervisor's Title Assistant Superintendent

Role and Responsibilities Mrs. Bell is the Director of Federal Programs and oversees all programs related to Title I, Part A, Title I, Part C, Title II, Title III, Title VI, and Title X. Mrs. Bell also oversees school improvement efforts and initiatives.

Title

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

Educator Quality

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

The district ensures that each Focus and Priority school has leadership of high quality by reviewing student achievement data upon receipt from the Florida Department of Education. These data, along with data that has been accumulated by the Deputy Superintendent about each schools' progress toward meeting the states' achievement standards, are used to make a determination if the leadership will be retained at each Focus and Priority school, or if a change will be made. Each Focus and Priority school currently has leadership that has either been replaced during the past two years, or leadership that has a record of increasing student achievement in a setting with similar challenges.

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

The District Superintendent, along with the District Deputy Superintendent, review student achievement data with the school principals at Focus and Priority schools to review teacher placement and retention if a teacher has not contributed to improved student outcomes.

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

District leadership meets with school leadership at Focus and Priority schools to review the master schedule and assist in removing any barriers that they are encountering in providing common planning

time for content area teachers, and grade alike teachers. Focus and Priority schools have access to Title I funds that allow them to provide additional time before and/or after school, outside of their contracted time , which provides opportunities for quality time with minimal disruptions that sometimes occur during the school day.

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

The district monitors daily activities of coaches by requiring a coaching calendar at the beginning of each month that will document the planning that has taken place to provide coaching activities that are related to the data that is being collected at each school. Quarterly coaching meetings are also scheduled to review requirements of the coaches, and to provide PD to the coaches on leading lesson study, modeling effective lessons, and data analysis.

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:

Each school has developed a writing program that focuses on the new requirements of the Florida Standards text based evidence writing.

Program Type Core

School Type Elementary School, Middle School, High School

Description Writing programs at all district schools focus on citing evidence from text to support claims or positions that they have taken regarding the writing prompt.

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:

Go Math

Program Type Core

School Type Elementary School

Description This is the core math curriculum for grades K - 5.

Glencoe Algebra I

| | |
|---------------------|----------------------------|
| Program Type | Core |
| School Type | Middle School, High School |
| Description | |

I-Ready Math

| | |
|---------------------|---|
| Program Type | Intensive Intervention |
| School Type | Middle School |
| Description | This is a computer assisted instructional program that provides intensive intervention on deficient benchmarks. |

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:

The district does not currently have a supplemental or intensive intervention program in place for science.

Program Type

School Type

Description

N/A

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 whether core instructional and intervention programs are implemented as intended, along with alignment with Florida's standards through monthly Principal's meetings where these items are discussed. The district Deputy Superintendent asks principals to bring data to these monthly meetings that show evidence of progress toward meeting state achievement standards, along with documented changes to instruction as a result of these data. Each LEA school also has an active MTSS team that reviews student achievement data as it is related to core instruction. Principals meet every 4 weeks with teachers to discuss the grades students are earning in their classrooms, and if core and intervention programs are being implemented as intended. Staff from the Federal Programs office makes weekly visits to classrooms implementing new intervention programs such as I-Ready, to ensure the fidelity of instruction and implementation.

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

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

No

Provide the hyperlink to the plan

Provide the page numbers of the plan that addresses this question

Description

The Hendry County School District is a very small district, with 2 high schools, 2 middle schools, and 6 elementary schools. As students transition from one school to another within the district, it does not take longer than one day for records and all relevant data is received by the school that the students have moved to. Records are released to schools outside of the district within 2 working days upon request. Migratory students are tracked via the MSIX data base that allows tracking of student records across states.

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

No

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 | 57% | 45% | No | 62% |
| American Indian | 65% | 53% | No | 69% |
| Asian | 60% | 76% | No | 65% |
| Black/African American | 46% | 31% | No | 52% |
| Hispanic | 55% | 43% | No | 60% |
| White | 68% | 58% | No | 71% |
| English language learners | 43% | 33% | No | 49% |
| Students with disabilities | 41% | 20% | No | 47% |
| Economically disadvantaged | 54% | 40% | No | 59% |

Mathematics

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 | 63% | 52% | No | 67% |
| American Indian | 48% | 53% | No | 54% |
| Asian | 83% | 94% | No | 85% |
| Black/African American | 51% | 41% | No | 56% |
| Hispanic | 63% | 51% | No | 67% |
| White | 71% | 62% | No | 74% |
| English language learners | 52% | 43% | No | 57% |
| Students with disabilities | 47% | 27% | No | 53% |
| Economically disadvantaged | 60% | 49% | No | 64% |

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.** If all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement.
- G2.** If teachers are able to effectively engage students in high quality, standards based instruction, there will be an increase in the percentage of students meeting proficiency standards in core academic areas.
- G3.** If multi tiered support systems are put into place and implemented with fidelity for all students exhibiting at-risk behavior, then attendance will increase and the number of discipline referrals will decrease, which will increase student achievement.
- G4.** If schools provide multiple opportunities and multiple time frames for parents to become engaged in their child's education, student achievement will increase.

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. If all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement. **1a**

 G034985

Targets Supported **1b**

| Focus | Indicator | Year | Target |
|---------------|------------------------------|------|--------|
| District-Wide | AMO Math - All Students | | |
| District-Wide | AMO Reading - All Students | | |
| District-Wide | FCAT 2.0 Science Proficiency | | 44.0 |

Resources Available to Support the Goal **2**

- Performance Matters data platform, reading coaches at all LEA schools, math coaches at secondary schools, common planning time at some LEA schools, I-Ready Diagnostic and Standards Mastery platforms.

Targeted Barriers to Achieving the Goal **3**

- Data collection is not consistent among LEA schools. There is a wide discrepancy among LEA schools in the use of data to drive instruction, as some schools administer district benchmark assessments because they are required to, but do little with the data.

Plan to Monitor Progress Toward G1. **8**

Quarterly benchmark testing will be collected and reviewed by district staff, along with school leadership to track progress toward meeting the achievement targets for this goal.

Person Responsible

Janice Lee

Schedule

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

Evidence of Completion

An increase in benchmark proficiency as documented through benchmark testing will demonstrate that progress is being made toward meeting the achievement targets for this goal. Benchmark testing #1 will take place at the end of the first quarter of each school year, benchmark testing #2 will take place at the end of the first semester of each school year, and benchmark #3 will take place at the end of the third quarter of each school year.

G2. If teachers are able to effectively engage students in high quality, standards based instruction, there will be an increase in the percentage of students meeting proficiency standards in core academic areas. 1a

G034976

Targets Supported 1b

| Focus | Indicator | Year | Target |
|---------------|------------------------------|------|--------|
| District-Wide | AMO Math - All Students | | |
| District-Wide | AMO Reading - All Students | | |
| District-Wide | FCAT 2.0 Science Proficiency | | 44.0 |

Resources Available to Support the Goal 2

- Resources to support this goal include a skilled reading coach at each LEA school, along with a skilled math coach at each high school.

Targeted Barriers to Achieving the Goal 3

- Barriers that could hinder this goal include lesson planning by teachers that is not focused on the rigor of the Florida Standards, and a lack of understanding by teachers of translating benchmarks into effective instruction. Another identified barrier is the lack of instructional focus calendars and pacing guides at LEA schools.

Plan to Monitor Progress Toward G2. 8

Classroom walkthrough data will be collected and reviewed to determine progress toward the goal. Four targets will be identified quarterly and will indicate progress toward meeting the goal.

Person Responsible

Jodi Bell

Schedule

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

Evidence of Completion

Targets will be established quarterly using the classroom walkthrough data. Quarter 1, target #1, will show 50% of teachers utilizing strategies learned in PD sessions to provide highly engaging, standards based instruction. Quarter 2, target #2, will show 60% of teachers utilizing strategies learned in PD sessions to provide highly engaging, standards based instruction. Quarter 3, target #3, will show 75% of teachers utilizing strategies learned in PD sessions to provide highly engaging standards based instruction. Quarter 4, target #4, will show 85% of teachers utilizing strategies learned in PD sessions to provide highly engaging standards based instruction. Instructional focus calendars will be created in all core areas, with 100% of instructional focus calendars will reflecting student needs as indicated through assessment data.

G3. If multi tiered support systems are put into place and implemented with fidelity for all students exhibiting at-risk behavior, then attendance will increase and the number of discipline referrals will decrease, which will increase student achievement. 1a

G034856

Targets Supported 1b

| Focus | Indicator | Year | Target |
|---------------|--|---------|--------|
| District-Wide | Truancy rate | 2015-16 | 4.0 |
| District-Wide | 2+ Behavior Referrals | 2015-16 | 15.0 |
| District-Wide | Students exhibiting two or more EWS indicators (Total) | 2015-16 | 20.0 |

Resources Available to Support the Goal 2

- All district schools currently implement the district code of student conduct, which defines attendance along with discipline incidents. All district schools have reading coaches. All schools have access to the Performance Matters dashboard which houses student progress monitoring and achievement data.

Targeted Barriers to Achieving the Goal 3

- There is not a comprehensive method for keeping data on each student for all early warning systems that make up the MTSS package for each student.

Plan to Monitor Progress Toward G3. 8

Student discipline data, teacher discipline referral narratives, quarterly benchmark testing results, mini assessment data, attendance data will be collected and reviewed monthly to determine progress toward meeting the goal. Discipline and attendance data will be available through the district's Genesis system, and all progress monitoring data will be available in the Performance Matters dashboard.

Person Responsible

Jodi Bell


Schedule

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

Evidence of Completion

Discipline data, including the narratives from teacher discipline referrals will be collected and reviewed by district leadership and school leadership to see if strategies identified in MTSS meetings have been consistently coordinated by the MTSS coordinator and implemented with consistency and fidelity by all teachers. Progress will be made if there is a decrease in the number of discipline referrals, along with a decrease in the number of teacher narratives for discipline infractions that indicate a minor incident that could be taken care of directly in the classroom without a formal referral. An increase in the proficiency levels of benchmarks as measured through mini assessments and benchmark assessments will also indicate progress toward meeting the goal. If no progress is indicated through these data sets, then the goal will be revisited and revised accordingly, along with the action steps toward meeting that goal.

G4. If schools provide multiple opportunities and multiple time frames for parents to become engaged in their child's education, student achievement will increase. 1a

 G030553

Targets Supported 1b

| Focus | Indicator | Year | Target |
|---------------|------------------------|---------|--------|
| District-Wide | District Parent Survey | 2015-16 | 65.0 |

Resources Available to Support the Goal 2

- Migrant advocates/recruiters that can assist in transporting families to family engagement activities.

Targeted Barriers to Achieving the Goal 3

- Many parents live 15 or more miles from their child's school, and have work schedules that do not allow them to be involved in their child's education or family involvement activities that are presented by the schools.

Plan to Monitor Progress Toward G4. 8

Parent sign in sheets for conferences and progress meetings will be monitored for an increase in the involvement of the parents and families.

Person Responsible

Barbara Mundy

Schedule

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

Evidence of Completion

Parent survey data will be analyzed by district leadership.

District Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. If all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement. **1**

 **G034985**

G1.B1 Data collection is not consistent among LEA schools. There is a wide discrepancy among LEA schools in the use of data to drive instruction, as some schools administer district benchmark assessments because they are required to, but do little with the data. **2**

 **B083289**

G1.B1.S1 Data based decision making will be consistent among schools and will become the priority in making curriculum decisions, intervention decisions, and in making decisions about individual students during MTSS meetings. **4**

 **S094019**

Strategy Rationale

One item schools have identified in their needs assessment that is contributing to their poor school grades is the use of a "hit or miss" approach when making curriculum decisions, and using a "one size fits all" approach to intervention practices for struggling students.

Action Step 1 **5**

A school based lead at each school site will be designated and will meet with teacher teams on a regular basis to discuss all available data, including discipline, attendance, anecdotal, achievement, and progress monitoring, and how it can be used to make improvements in curriculum and instruction.

Person Responsible

Gordon Swaggerty

Schedule

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

Evidence of Completion

School leadership will identify a school based lead, who will report to the district leadership team that is conducting school walkthroughs at the school site on the progress students are making toward meeting proficiency with Florida's achievement standards.

Action Step 2 5

Structured time will be dedicated at each school for staff collaboration to analyze and interpret all data representing their students, and to identify instructional changes. This collaboration will be led by instructional coaches at each school site, along with the school based data facilitator.

Person Responsible

Gordon Swaggerty

Schedule

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

Evidence of Completion

Evidence that will be collected will include agendas and minutes from data meetings, along with school master schedules that have identified time for teachers to work together in collaborative teams.

Action Step 3 5

On-going professional development opportunities for all stakeholders to acquire skills to use data to identify achievement barriers and identify instructional solutions will be provided regularly. Job-embedded coaching models, utilizing school instructional coaches will be implemented.

Person Responsible

George Duckstein

Schedule

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

Evidence of Completion

Agendas and sign in sheets from professional development opportunities will be kept. Classroom walkthroughs will provide opportunities to observe and document instructional changes. Lesson plans will document instructional changes based on the data meetings that have been held. Minutes from Education Task Force Meetings will document the PD given to community members, along with subsequent questions resulting from the PD.

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

District leadership will meet monthly with school leadership to review data and subsequent instructional changes, along with the implementation of intervention programs. District leadership will also review agendas and minutes from school data meetings.

Person Responsible

Gordon Swaggerty

Schedule

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

Evidence of Completion

Agendas and minutes from school data meetings, lesson plans documenting instructional changes as a result of the data meetings. Instructional coaching logs will also be kept.

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

An analysis of school data will be ongoing at the district office, and documented progress toward goals and the tie to curriculum decisions based on the data will be analyzed by district staff to monitor the effectiveness at eliminating the selected barrier.

Person Responsible

Janice Lee

Schedule

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


Evidence of Completion

Data that is pulled monthly from the Performance Matters data dashboard, I-Ready dashboard, curriculum pacing guides and instructional focus calendars documenting changes based on data, MTSS meeting minutes


G2. If teachers are able to effectively engage students in high quality, standards based instruction, there will be an increase in the percentage of students meeting proficiency standards in core academic areas. **1**

 G034976

G2.B1 Barriers that could hinder this goal include lesson planning by teachers that is not focused on the rigor of the Florida Standards, and a lack of understanding by teachers of translating benchmarks into effective instruction. Another identified barrier is the lack of instructional focus calendars and pacing guides at LEA schools. **2**

 B083198

G2.B1.S1 High quality professional development focusing on standards based instruction will be facilitated by the LEA Director of Staff Development at all LEA schools. **4**

 S093894

Strategy Rationale

Teachers and administrators have indicated that there is not a clear understanding of the complexity and depth of teaching that the Florida Standards require.

Action Step 1 **5**

The District Director of Staff Development will prepare professional development for each school that focuses on an in-depth study of the Florida Standards and requirements for instruction.

Person Responsible

George Duckstein

Schedule

On 6/30/2016

Evidence of Completion

Evidence that will be collected from each LEA school that this professional development that has had impact on changing teacher practices.

Action Step 3 5

Professional development will be provided, along with monthly job embedded follow up, that will increase capacity of teachers to align instruction to benchmarks and will identify strategies for engaging students at the highest levels.

Person Responsible

Jodi Bell

Schedule

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

Evidence of Completion

Agendas from initial professional development will be kept, along with data from classroom walkthroughs that will document the implementation of strategies learned.

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

School and district administrators will conduct weekly visits to classrooms to document activities that are being implemented as a result of the professional development.

Person Responsible

Jodi Bell

Schedule

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

Evidence of Completion

Administrators will use checklists generated during professional development activities to document strategies that are being observed that engage students, and indicate an understanding of the translation of benchmarks to instruction.

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

Classroom walk through data, utilizing the 5D Framework, will be analyzed to determine the effectiveness of the professional development on lesson planning for instructional practices to promote high levels of student engagement. Data will be shared with PD consultants that are providing monthly support visits. Monthly support visits will be designed using the data from walk through data collections.

Person Responsible

Jodi Bell


Schedule

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

Evidence of Completion

Evidence from classroom walk through visits, along with formative student assessment data will be collected to determine whether this strategy is effective.

G2.B1.S2 Pacing guides and instructional focus calendars will assist teachers with planning for high quality, standards based instruction that will engage students and target deficient benchmarks. 4

 S093966

Strategy Rationale

Pacing guides and instructional focus calendars have not been consistently created with strategic planning at LEA schools. Teachers do not use benchmarks and/or data from progress monitoring tools consistently to plan for standards based instruction.

Action Step 1 5

Teachers will work in content area teams to construct new and make revisions to current pacing guides and instructional focus calendars that are aligned with needs identified in benchmark and mini assessment data.

Person Responsible

Jodi Bell

Schedule

Weekly, from 9/22/2014 to 5/31/2017

Evidence of Completion

Revised pacing guides and instructional focus calendars that reflect high quality instruction will be used to demonstrate completion of this activity.

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

Leadership team members, instructional coaches, and school administration will attend teacher meetings to work on pacing guides and instructional focus calendars, to monitor the fidelity of implementation.

Person Responsible

Jodi Bell

Schedule

Weekly, from 9/22/2014 to 5/31/2017

Evidence of Completion

Instructional focus calendars and pacing guides will be generated, and school administration will use them during classroom walkthroughs to monitor the fidelity of implementation.

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

Teachers will assess students with mini assessments bi-monthly to determine changes and revisions that need to be made to the instructional focus calendars and pacing guides, which will also provide data to monitor the effectiveness of the implementation.

Person Responsible

Jodi Bell

Schedule

Monthly, from 9/22/2014 to 5/31/2017


Evidence of Completion

Mini assessment data will be collected and will be used to make necessary changes to instructional focus calendars and pacing guides.


G3. If multi tiered support systems are put into place and implemented with fidelity for all students exhibiting at-risk behavior, then attendance will increase and the number of discipline referrals will decrease, which will increase student achievement. **1**

 G034856

G3.B1 There is not a comprehensive method for keeping data on each student for all early warning systems that make up the MTSS package for each student. **2**

 B083196

G3.B1.S1 Early warning systems data will be added to the Performance Matters dashboard for easy access by all district schools to track, and all LEA staff will be trained to retrieve these data from the Performance Matters dashboard. **4**

 S094010

Strategy Rationale

There is a barrier to tracking EWS data district-wide that will allow easy access and use by school personnel.

Action Step 1 **5**

Performance Matters will be upgraded and continuously monitored to include EWS data.

Person Responsible

Janice Lee

Schedule

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

Evidence of Completion

Evidence will be made available on the Performance Matters dashboard that allows schools to access these data sets easily. E-mails between Janice Lee, Director of Assessment and Accountability will indicate that she is working with the district IT department to upload these data to Performance Matters.

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

Mrs. Lee will visit district schools, and will provide support for the retrieval of EWS data from the Performance Matters dashboard.

Person Responsible

Janice Lee

Schedule

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

Evidence of Completion

Reports will be run from the Performance Matters dashboard to see that all school administrators are accessing the EWS dashboard on a regular basis.

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

Decisions made for student support as a result of the EWS data will be evident and will have a positive impact on their school performance.

Person Responsible

Janice Lee


Schedule

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


Evidence of Completion

Paperwork from MTSS meetings will document the action plan for this strategy, and will provide monitoring data to ensure that this strategy is being implemented with effectiveness.

G4. If schools provide multiple opportunities and multiple time frames for parents to become engaged in their child's education, student achievement will increase. **1**

 G030553

G4.B1 Many parents live 15 or more miles from their child's school, and have work schedules that do not allow them to be involved in their child's education or family involvement activities that are presented by the schools. **2**

 B071108

G4.B1.S1 Providing family engagement activities at the schools during various times during the day and evening, along with activities in the neighborhoods of LEA school students will increase opportunities to become engaged and involved. **4**

 S079757

Strategy Rationale

Hendry County is a rural LEA with many farmworkers who do not get off of work in time to make it to family engagement activities at the school sites that are held in the afternoon.

Action Step 1 **5**

The LEA will provide a minimum of 2 district wide family engagement activities held at LEA schools, along with a minimum of 2 family engagement activities that are located in LEA neighborhoods.

Person Responsible

Barbara Mundy

Schedule

On 7/1/2016

Evidence of Completion

Sign in sheets reflecting students and parents who have participated in family engagement activities, along with evaluations by parents of the activity that will gauge the impact it will have on increasing family engagement in the students' education.

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

Family engagement activities will be documented in each schools parent involvement plan, and will be reviewed and approved by Dr. Barbara Mundy, Administrator of Federal Programs.

Person Responsible

Barbara Mundy

Schedule

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

Evidence of Completion

Evaluations from the family engagement events will indicate that 85% of the families will be able to use the activities presented to become more involved in their child's education.

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

District Leadership staff will monitor parent sign in sheets and will review evaluations for evidence of an increase in the number of parents who are attending conferences and meetings as a result of the family engagement activities.

Person Responsible

Barbara Mundy

Schedule

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

Evidence of Completion

Evidence of the effectiveness of the implementation of the family engagement activities will be determined through parent surveys.

Implementation Timeline

Professional Development

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

G1. If all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement.

G1.B1 Data collection is not consistent among LEA schools. There is a wide discrepancy among LEA schools in the use of data to drive instruction, as some schools administer district benchmark assessments because they are required to, but do little with the data.

G1.B1.S1 Data based decision making will be consistent among schools and will become the priority in making curriculum decisions, intervention decisions, and in making decisions about individual students during MTSS meetings.

PD Opportunity 1

On-going professional development opportunities for all stakeholders to acquire skills to use data to identify achievement barriers and identify instructional solutions will be provided regularly. Job-embedded coaching models, utilizing school instructional coaches will be implemented.

Facilitator

School based instructional coaches and Region V Differentiated Accountability team, along with the District Director for Staff Development

Participants

All teachers

Schedule

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

G2. If teachers are able to effectively engage students in high quality, standards based instruction, there will be an increase in the percentage of students meeting proficiency standards in core academic areas.

G2.B1 Barriers that could hinder this goal include lesson planning by teachers that is not focused on the rigor of the Florida Standards, and a lack of understanding by teachers of translating benchmarks into effective instruction. Another identified barrier is the lack of instructional focus calendars and pacing guides at LEA schools.

G2.B1.S1 High quality professional development focusing on standards based instruction will be facilitated by the LEA Director of Staff Development at all LEA schools.

PD Opportunity 1

The District Director of Staff Development will prepare professional development for each school that focuses on an in-depth study of the Florida Standards and requirements for instruction.

Facilitator

District Director of Staff development, who has a proven record of providing professional development that is based on best research based practices for raising student achievement.

Participants

All DA targeted schools' teachers and administrators.

Schedule

On 6/30/2016

PD Opportunity 2

Professional development will be provided, along with monthly job embedded follow up, that will increase capacity of teachers to align instruction to benchmarks and will identify strategies for engaging students at the highest levels.

Facilitator

LEA Director of Staff Development

Participants

All LEA teachers and administrators

Schedule

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

G3. If multi tiered support systems are put into place and implemented with fidelity for all students exhibiting at-risk behavior, then attendance will increase and the number of discipline referrals will decrease, which will increase student achievement.

G3.B1 There is not a comprehensive method for keeping data on each student for all early warning systems that make up the MTSS package for each student.

G3.B1.S1 Early warning systems data will be added to the Performance Matters dashboard for easy access by all district schools to track, and all LEA staff will be trained to retrieve these data from the Performance Matters dashboard.

PD Opportunity 1

Performance Matters will be upgraded and continuously monitored to include EWS data.

Facilitator

Performance Matters Trainers, LEA Director of Assessment and Accountability

Participants

All administrators from district schools.

Schedule

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

G4. If schools provide multiple opportunities and multiple time frames for parents to become engaged in their child's education, student achievement will increase.

G4.B1 Many parents live 15 or more miles from their child's school, and have work schedules that do not allow them to be involved in their child's education or family involvement activities that are presented by the schools.

G4.B1.S1 Providing family engagement activities at the schools during various times during the day and evening, along with activities in the neighborhoods of LEA school students will increase opportunities to become engaged and involved.

PD Opportunity 1

The LEA will provide a minimum of 2 district wide family engagement activities held at LEA schools, along with a minimum of 2 family engagement activities that are located in LEA neighborhoods.

Facilitator

Dr. Angela Walker, Workshops in a Box

Participants

All LEA teachers and administrators

Schedule

On 7/1/2016

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: If all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement. | 51,000 |
| Grand Total | 51,000 |

| Goal 1: If all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement. | | |
|--|--------|---------------|
| Description | Source | Total |
| B1.S1.A3 - These funds will provide stipends for 100 teachers at \$120 per day to receive coaching and training outside of the school day in effective data practices. | | 36,000 |
| B1.S1.A3 - These funds will provide travel expenses such as mileage, tolls, per diem to travel to sites out of district such as the Heartland Educational Consortium for 100 teachers to receive training relate to data use. | | 15,000 |
| Total Goal 1 | | 51,000 |