2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

40 - Madison

Mr. Doug Brown, Superintendent
Melissa Ramsey, Region 1 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

Our mission is to educate all students in a safe, quality learning environment that ensures student success.

Provide the district's vision statement

Preparing all students for college, career, and community

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 District leadership has developed a plan to facilitate the sharing of information between all stakeholders which builds district-wide consensus to support the MTSS structures. This plan identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) to ensure a Multi Tiered System of Support is available to Leadership, Teachers, and Students. This plan is designed to meet the needs of all students and maximize desired student outcomes; monitor whether instructional and intervention programs are implemented as intended (i.e., "with fidelity") and whether they are effective; and allocate resources to schools. The plan was edited to make sure that professional jargon and acronyms were replaced by language that is easily understood by all stakeholders. The roles of the members of the district leadership team are as follows: To ensure that district policies and procedures are supportive of this improvement process; To ensure that the schools are using their SIP plans and to monitor its implementation; To clearly identify areas of responsibility and implement checkpoint for accountability; To ensure that needed support is provided to support their school improvement efforts.

The District Based Leadership Team (DBLT) reviews data elements (assessment results, grade distributions attendance, discipline data) and uses the 8-step problem solving process to determine barriers, strengths, and other areas of need for the students. The district leadership also uses the 8 step problem solving process to identify any organizational issues at the district and school that may be impacting district goals. An Early Warning System (EWS) is used throughout the District to monitor students as well as faculty (attendance). With the periodic review of data targeted issues can be addressed early using the appropriate interventions from a compiled list for Tier II and Tier III available interventions.

The District will provide monitoring of the schools through Data Chats with the School Administrative/ Leadership Team, monthly meeting with the School Administrative/Leadership, scheduled classroom walkthrough as well as provided Turnaround staff to the low performing schools.

The purpose of MTSS/RTI is to ensure high quality instruction and/or interventions are matched to student needs. Teachers are to use students' performance levels and learning rates over time to make data-based decisions to guide instruction. The MTSS/RTI team at the school will review school wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high-performing students. The major goal is to achieve AMO and improve other

long-term outcomes (behavior, attendance, etc.). The problem solving model will be used and decisions are guided by the analysis and review of student data.

The MTSS/RTI team, comprised of School Leadership, MTSS/RTI Facilitator, Counselor, and Teachers) meets biweekly to discuss issues concerning struggling students. The information is then shared through team leader meetings and literacy committee meetings. The information will be used to determine scheduling needs, curriculum materials, and interventions resources based on identified needs derived from data analysis. In addition, the team members are responsible for developing solutions for system problems identified and plans for professional development that may be necessary for leadership and/or teachers,

The Principal functions as a school overseer of MTSS/RTI. The Principal is responsible for attending the Student Intervention Team (SIT) meetings as schedule permits and providing the team with overall guidance while addressing system level issues. Also responsible for revisiting and proposing changes to SIP to ensure the document is ongoing and relevant to the school's operation of programs. The Assistant Principal is also responsible for attending meetings involving students in grades levels he/she supervises.

The MTSS/RtI Facilitator is responsible for facilitating SIT meetings, gathering system level data for presentation and housing folders for students involved in the SIT process. The Counselor networks students with community and social resources to assist behaviorally, academically, emotionally, and physically when necessary.

The School Based Leadership Team is responsible for communicating and revisiting with the faculty and staff the goals of the SIP and changes that need to be made. The Leadership Team meets weekly to discuss school concerns/issues and or changes/adaptations that need to be made. During the weekly meetings, the School Based Leadership Team (SBLT) also reflects on the School Improvement Plan (SIP) to ensure the operation of school correlates with the SIP objectives and goals. The fidelity is monitored by the Principal by asking for reports from meetings and updates on student progress.

The School Based Leadership Team will work with teachers on disaggregating and analyzing data. Teachers then use this data to identify the Reading, Math, and/or Science Standards in which the student is struggling. Teachers will receive additional Professional Development using Performance Matters to develop reports and sort data for the grade level and for individual students.

The SIT meets biweekly to disaggregate, analyze, and discuss system level data and individual student data. In addition, the team meets with students and parents and develops intervention plans for individual student success. During this meeting time Intervention Plans are developed for students who have been identified through Early Warning data or teacher referrals as struggling learners.

The district leadership uses asset mapping to indicate distribution of resources for the district. The leadership identifies and aligns all district instructional and curricular resources in order to meet the needs of all students and maximize desired student outcomes in the following subject areas for the different grade levels.

The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

These levels, or tiers, are used to describe the intensity of the instruction and interventions provided, not categories of students. The three tiers are outlined below.

Tier 1 is the core universal instruction and supports designed and differentiated for all students in all settings.

Tier 2 is the targeted supplemental interventions and supports
some students receive in addition to and aligned with the core academic and behavior curriculum and instruction.

Tier 3 is the intensive individualized interventions and supports few students receive in addition to and aligned with the core academic and behavior curriculum and instruction.

Core Curriculum in Reading

Kindergarten, First, and Second Grade
1.Assessment: Diagnostic using iReady. Assessed on explicit foundation skills: Students "At or Above" or are "Below" grade level based on stated criteria. Students scoring Below Grade Level were automatically included in remedial instruction.
2.Intervention Instruction:
Tier 2: Immediate Intensive Intervention (iii) instruction takes place during an additional 20-30 minute instructional time outside of the regular reading block in a small group of no more than 5-6. This designated time in the master schedule helps with the expectation that iii is occurring and with monitoring.
Materials: iReady computerized instruction; Ready intervention materials (Journeys has excellent Tier 2 and Tier 3 materials); Dolch sight words and Fry High-Frequency Word lists
Tier 3: Classroom management of small group instruction, especially in the "non-ESE support" classes; Extra time for the additional remedial instruction when there are a lot of struggling students in a class, especially Tier 3.
Third, Fourth, and Fifth Grade
1.Assessment: iReady Diagnostic. The priority was placed on identifying students with text reading efficiency or fluency problems. Students identified as "below level" or "at or above level" are placed into a computerized instruction program through iReady.
2.Intervention Instruction: Tier 2 Immediate Intensive Intervention (iii) instruction takes place during an additional 20-30 minute instructional time outside of the regular reading block in a small group of no more than 5-6. As in the younger grades, this designated time in the master schedule helps with expectation that iii is occurring and with monitoring.
Materials: FCRR grade/skill activities available in notebook or online
Core Reading Program Intervention materials (again, Journeys has excellent Tier 2 and Tier 3 materials); Dolch sight words and Fry High-Frequency Word lists
Materials for automaticity/fluency practice, repeated reading, phonics, syllabication, base/root words and prefixes/suffixes.
Tier 3: Classroom management of small group instruction, especially in the "non-ESE support" classes; Extra time for the additional remedial instruction when there are a lot of struggling students in a class, especially Tier 3.
Core Curriculum in Mathematics
Kindergarten through Fifth Grades
In grades Kg-5 intervention is built into the math class period. There is not a separate math "iii" in the schedule. The Go Math Core Program is used and each grade basically follows this instructional plan:
1."Show what you know" – a short "readiness" quiz identifies the students missing skills required for the new instruction.
2. Remediation
3. Lesson and small group work
4. Assessment
5. Reteach – using materials provided in Go Math
1. Many resources are used to supplement interventions for these struggling students. These include: federal, state and local funds, services and programs (e.g., Title I, Part A, including 1003(a); Title I, Part C Migrant; Title II; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction; and other sources, as applicable to the district) to align to interventions in Madison County Central School. Responsible District Coordinators meet bi-weekly to address funding and allocation of funding and resources to schools. Funding is allocated for staff and curriculum/interventions necessary to implement MTSS in the schools.
Title I, Part A – provides supplemental materials and supplies for students and teachers. It also provides additional teachers to reduce student: teacher ratios. It provides technology in the classrooms for the students. Title I, Part A also provides services to ensure students requiring additional remediation are assisted through the availability of resource teachers, software remediation, and required hardware, and afterschool tutoring. Title I, Part A also provides a 1% set aside for parent involvement activities to include workshops, technical assistance, and materials and

supplies.

Title I, School Improvement Initiative 1003(a): MCCS qualified for the Title I, School Improvement Initiative 1003(a) funds this year. They are using these funds to provide afterschool tutoring and transportation for struggling students in the areas of Reading and Math.

Title I, Part C Migrant – Provides social services coordination for migrant parents and their children, translation services for migrants, and materials and supplies. Also provides a summer enrichment program for Migrant students. The Migrant Education Program's goal is to link migrant families to services and programs that support the well being and education of their children. The Migrant Services staff coordinates with Title I, Part A and other programs to ensure student needs are met. The Migrant Coordinator provides services and support to students and parents. Requirements are to coordinate with other programs to ensure student needs are met.

Title I, Part D – provides and upgrades technology in classrooms. Professional development activities include the implementation of technology to enhance student engagement and motivation.

Title II, Part A – provides Professional Development in the areas identified by the school. It helps pay individual mentors for beginning teachers or teachers in need of improvement. Funds are used to provide professional development activities for teachers, principals and paraprofessionals to meet the mandates of becoming highly qualified under NCLB and to provide training in areas that caused the school not to meet AMOs.

Title VI, Part B – Subpart 2: Rural and Low-Income Schools Program (REAP) - provides supplemental reading personnel, curriculum, and professional development in the core content areas.

Title X Homeless: In the past, Madison County has not qualified for a Title X Homeless grant, however in 2013-2014, Title I, Part A set aside $8,000 for homeless to provide book bags, school supplies, and uniforms to those students who qualify for the services. Title I, Part A also provides a full-time Homeless Liaison. The District Homeless Liaison manages all Homeless supplies and coordinates social services referrals for students identified as homeless under the McKinney –Vento Act to eliminate barriers for a free and appropriate education. In 2014-2015, The District will qualify for Title X. These funds will be used to provide staff to coordinate the services, book bags, school supplies, and uniforms.

Supplemental Academic Instruction (SAI) – is used to pay extra personnel at the school. It is also used to provide teachers for summer school for Level 1 third grade students. SAI funds are also used to provide remediation as needed during the regular school year.

IDEA Part B – Individuals with Disabilities Education Act – provides funds for the excess costs of providing special education and related services for students with disabilities.

IDEA Part B – Pre K - Individuals with Disabilities Education Act – provides funds for the excess costs of providing special education and related services for Pre K students with disabilities.

Safe Schools/Healthy Students (Project SAFE ZONE) – The District received a federal grant for programs that supports five (5) elements that provide wrap around services to the students. These elements are 1) Safe School Environment and Violence Prevention Activities, 2) Alcohol, Tobacco, and Other Drug Prevention Activities, 3) Student Behavioral, Social, and Emotional Supports, 4) Mental Health Services and 5) Early Childhood Social and Emotional Learning Program. This grant has provided pprograms in the school to include the Olweus Bullying Prevention Program, Positive Action and Mentoring. These programs help to prevent the use of alcohol, tobacco, drugs, while fostering a safe, drug free learning environment supporting student achievement. It has also provided mental health counseling for students who need additional support. It has also provided personnel to enhance the PreK program so more 4 year olds could attendance Pre K for the entire day. This five year grant will end June 30, 2014.

Head Start – funds will be blended with VPK funds to provide additional educational services for preschool students.

Career and Technical Education (Carl D. Perkins) – these funds are used to provide Middle Grades Students with Introduction to Career Planning course through 7th grade Civics and 8th grade History. The students also work with the School Guidance Department on developing Career plans.

Race to the Top – Provides funds to 1) Support the Educator Preparation Programs in the areas of Florida's Continuous Improvement Model, Problem Solving, Response to Instruction/Intervention,

Professional learning Communities, including Lesson Study Groups, and AYP/AMO calculations. RTTT also provided fund for 2) Using Data to improve instruction, Single Sign On, and Professional development for teachers to use and understand the Single Sign On. RTT also provided funds for 3) high-quality pathways for aspiring teachers and principals, for Improving teacher and principal effectiveness based on performance, and for designing and implementing evaluation systems for teachers and principals. RTTT also provided funds to support teachers and principals through this process. RTTT ends June 30, 2014.

District Evaluation Systems Monitoring (RTTT) grant – MCCS's leadership is participating in Professional Development designed to understand and use the Teacher Evaluation Instrument with fidelity so that there is consistent, inter-rater reliability among all evaluators.

Each program has a District Coordinator which works with a School-based staff member to ensure the resources are maintained and the funds are used to provide services with the highest impact to students, teachers, and leadership.

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.

Within a MTSS, resources are allocated in direct proportion to student needs. To ensure efficient use of resources, the District begins with the identification of trends and patterns using schoolwide and grade-level data. The Superintendent meets with the Chief Financial Officer and all school Principals every year in the spring after Survey 3. Staffing is allocated according to the FTE at each school and supplemented with Federal Programs, according to the needs of the students.

Resources in both personnel and intervention are provided to the schools through the MTSS Coordinator and the Project SAFE ZONE Coordinator. . Personnel would be counselors, staffing specialists, school psychologists and interventions of supplemental programs. This data is reviewed at least monthly by each individual coordinator and then reviewed at least annually as a collective group to plan for the next year.

The Chief Financial Officer and staff are responsible for the weekly processing and monitoring of Purchase Order requests submitted by each school and department. Purchase order expenditures, as well as any additional expenditure, are reviewed based on the prepared budget and approved by the Chief Financial Officer and/or Superintendent. Monthly reviews of each school and department budget are conducted to ensure compliance and accuracy. Budget amendments for revenues and/or expenditures are completed monthly and reported to the Board.

District Policies and Practices

At the direction of the Superintendent of Schools, all Madison County School District policies and procedures are being reviewed. First priority in the review process is the identification of all policies with a direct impact on instructional processes. Eleven policies have direct impact on school improvement, the most notable of which is Policy 2.09 entitled 'School Improvement and Educational Accountability'. The referenced policy is being revised to emphasize the development of leadership capacity through professional development and recruitment/retention/reward of school level leaders. In addition, modifications to the policy will include language to facilitate development of teacher leaders as a capacity building strategy. More specifically, the policy will outline professional development requirements; facilitate adequate time for planning and collaboration; and recruitment/ retention/reward of teacher leaders. Finally, the policy revisions will make clear the expectations, strategies, and actions associated with a strong multi-tiered system of supports (MTSS) to ensure that the needs of all students are met.

Policy 2.08 addresses 'School Board Adopted Plans', one of which is the Human Resources Management and Development (HMRD) Plan. The document will now include a section on leadership development and succession planning to ensure that staff turnover is minimized. In the case of turnover, the HRMD plan will include strategies and actions designed to ensure that highly effective leaders are hired and that smooth school-level transitions are facilitated. Among the twenty-one (21)

plans required by Policy 2.08, are the School Improvement Plans from each school in the district. These plans will include all of the items required in Policy 2.09. Again, the emphasis will be directed to the development of leadership capacity at the principal and teacher level and the assurance that MTSS processes are in place and operating effectively as evidenced by student data.

Each of the following policies is being evaluated for possible revision to overcome or minimize potential barriers to school improvement.

Policy 2.12 School Advisory Council: inclusion of such groups in school improvement processes.

Policy 3.04 Performance Grade: linking school grades to student performance and school improvement .

Policy 4.02 Curriculum Foundation: ensuring curriculum and instructional materials are aligned with school improvement goals and objectives.

Policy 4.05 At Risk Students: ensuring MTSS processes are in place for at-risk populations.

Policy 4.092 Academic/Career Planning: ensuring appropriate strategies and activities are in place to facilitate career/college readiness of all students.

Policy 5.21 Report Cards: ensuring that report cards reflect student learning and that data on cards are effectively shared with students and parents.

Policy 9.01

Policy 9.011 Parent Involvement: ensures that the district develops, implements, and measures strategies and actions to effectively engage parents in school improvement activities.

Policy 9.03 Annual School Report: requires each school to develop and produce an Annual School Report to include evidence relative to school improvement.

All other policies are under review to ensure alignment with school improvement objectives.

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

Madison County School District assures operational flexibility to Madison County Central School through greater autonomy in decision-making in the areas staffing, scheduling and budgeting to the school in order to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district recognizes this may require providing waivers or exemptions from traditional district policies for MCCS. This ensures the implementation of strategies to support effective leadership, i.e., building capacity within the administration and teaching staff by strengthening skills through appropriate leadership professional development or reassignments. This operational flexibility will give MCCS the flexibility to redesign the master schedule to provide common planning time for data-based decision making within the problem-solving process, job-embedded professional development through Instructional Coaching and other knowledgeable experts, and Professional Learning Communities (PLCs). The school will also have the flexibility to change the school schedule to a modified block schedule so more time could be devoted to core academics. It will also provide MCCS the flexibility to utilize funding to best staff the school with effective, highly qualified teachers for each classroom (and other necessary staff), to provide continuous, comprehensive professional development to build sustainable capacity, and support all learning environments with technology so the whole school becomes student centered, focused on student achievement.

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

Sustainability of the improvements that result from full SIG implementation is crucial to continuous improvement of not just Madison County Central School, but the entire district. This strengthens the potential impact of school improvement because it affects the whole district. This is a fundamental shift in thinking, promoting interventions as ongoing reforms from the onset. Each action and resource developed for SIG purposes has been examined from the perspective of sustainability. Those actions or resources deemed to be unsustainable have been either eliminated from potential inclusion or included only to enhance an action or resource that is sustainable. For instance, professional development activities included in the SIG may not be sustainable in the general fund budget at the same robust level that SIG funds would facilitate. However, the professional development would have a significant long-term impact on the school and district. At conclusion of SIG funding, subsequent professional development funded from the District would build upon professional development funded by the SIG.

The District is in the process of implementing a budget process that more carefully aligns the internal and external resources with strategic plan goals and objectives. This asset mapping of each resource and activity will be demonstrably aligned with the strategic plan.

The District strategic plan was 'tweaked' in early 2014 to align with the Five Essentials (University of Chicago). The SIG effort is also based upon the Five Essentials. Therefore, any funding from SIG will align with the existing strategic plan. SIG funding will dramatically enhance the development and implementation of the strategic plan goals and objectives. Upon cessation of SIG funding, a firm foundation borne of SIG activities and resources will be in place to sustain progress toward Five Essential goals and objectives.

Reorganization of the District Office is a priority for 2014-15. Leadership from the District Office must be more supportive to the schools. Job descriptions will be revised to include specific references to expectations linked to the Five Essentials. A restructuring of the organizational chart (independent of SIG) is planned. With Board approval, the organization will be much more likely to provide powerful support to the District's schools. SIG funding will significantly enhance the transition from the current structure to a more supportive structure, especially in the area of professional development and implementation of the Danielson evaluation model to which the District recently transitioned.

The District recently adopted the Danielson model after utilizing the hybrid Danielson/Copeland model in previous years. The District has engaged in the collective bargaining process to gain union agreement for the transition. However, there is much work to be completed in order to build the trust necessary to utilize the evaluation instrument and attendant processes to full potential. Clear evaluation criteria and associated rubrics along with inter-rater reliability must be in place. Additionally, the District must have a clear plan to address those teachers categorized as 'needs improvement' or 'unsatisfactory'. Once these elements are established, communicated, and implemented with fidelity, the evaluation process can lead to meaningful changes conducive to better teaching and higher levels of student achievement.

The District is directing more resources to increasing parent and community engagement. SIG funding will greatly enhance efforts to interact with parents. In community forums and surveys, parents have clearly requested more assistance from the District to provide them with ideas and activities to share the educational experience with their children. They have been engaged throughout the whole decision-making process of the SIG. They will also be part of the monitoring of the SIG throughout the three year process. MCCS is the largest school in the District. Parent engagement activities developed and implemented at MCCS should have a direct impact on student achievement in that school as well as a significant influence on subsequent student achievement at MCHS. Lessons learned in the parent engagement effort can guide processes at all other schools in the District.

Community engagement is crucial to the success of the schools. The District has been characterized by a 'culture of mediocrity'. Low expectations and a persistent belief that our schools are incapable of being excellent have facilitated the culture. Engaging community businesses, industry, and organizations in a wide variety of educational partnerships with our schools is vitally important to making progress in our journey to significant school improvement. SIG funding will be utilized to facilitate greater levels of community engagement. Once developed and implemented, these

partnerships can be continued long after SIG funding is exhausted. In particular, SIG funding may be utilized to develop STEAM projects that entail student and community partnerships in robust learning projects that are mutually beneficial. The possibilities are virtually unlimited.

Sustainability is a key factor in the initial planning of this SIG reform. During the planning, school leaders communicated the need for the reform, and conveyed to the school community the appropriateness and the effectiveness of the (research-based) efforts. Changes in personnel were anticipated, changes in resources, and revisions of current policy and attitudes that might result in improved achievement were considered, and contingencies to respond were discussed. From the beginning, the purpose and workings of this reform plan was understood by and had the support of school faculty and of the community and its leaders, and the school board. Engaging this wide array of the community in the planning process was our first step to ensure long-term sustainability of the project. During the planning process, it was noted that behavioral change would be the key to school improvement sustainability. Research tells us that to be fully realized and lasting, reform efforts must be accompanied by a fundamental cultural shift throughout the local education community, a shift that results in a new mindsets and accompanying behaviors among administrators, teachers, and students (Redding, 2007). Research helped us see that for school improvement efforts to be successful, the principal's role must change from that of a top-down supervisor to that of an instructional leader, coach, and strategic teacher (Senge, 1990). Therefore, to sustain these SIG efforts at Madison County Central School, the Principal and Assistant Principals will be provided with significant professional development and mentoring from FDOE, the Superintendent, the District Project Manager -Turnaround Leader and outside experts. The District Based Leadership Team (DBLT) will maintain connection with the school administration and will become instructional support for the school, not just an evaluator. These SIG funds will provide teachers and staff with intensive, professional development in classroom techniques and skills to improve student achievement and how to implement research-based curriculum with fidelity. Sustainability is ensured when teachers have internalized this professional development; when they are following the curriculum alignment scope and sequence; when teachers begin working as cohesive units completing units developed during their Lesson Study planning process; when they are in collaboration; not isolation. We recognize, even after this change takes place, that Madison County Central School will still have some academically disadvantaged students and the educational environment will always have some flux in leadership, teachers, staff, students, state-mandated academic standards, school and community demographics, and/or availability of community resources. However, to sustain the systemic change effort at Madison County Central School, a collaborative system will be put into place that ensures these changes continue and do not result in a reduction in student achievement. To summarize, SIG funds will facilitate a variety of projects and activities from which the District can learn. Those things that work will be continued. Those that do not will either be terminated or 'tweaked' to greater effectiveness. The District looked carefully at things that may hinder future implementation of strategies for improvement (e.g., personnel turnover, funding) and has already made some changes at the District level that will build capacity for and sustainability of improvements. The lessons learned will be incorporated into sustainable plans, goals, objectives and strategies, all of which can be measured and documented.

Stakeholder Involvement

PIP Link
https://www.floridacims.org/documents/131447

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

Madison County School District uses a wide array of mechanisms to engage families and community members in school improvement efforts. First of all, the engagement begins at the schools. The Principals and school leadership schedule monthly School Advisory Committees which participate in

writing the School Improvement Plan for each school. The SAC is reflective of the demographics of each school. District level representatives, school administrators, teachers, parents, community representatives, and students meet several times to discuss ways to improve student achievement, parental involvement, and professional development. Brainstorming leads to discussion of interventions for each subgroup and barriers that keep the subgroups from meeting the AMOs and other ways the district could improve student achievement. District representatives then meet with each school to discuss individual efforts for student achievement. District representatives also attend the School Advisory Council meetings, faculty meetings, and in-service meetings for teachers to discuss plans for school improvement. The School Improvement Plan (SIP) is then written to include how parents, school staff, and others would work as a team to improve student achievement.

The following are different ways the district and schools ensure that parents are involved: Hosting a Community Information Day; Posting notices of SAC meetings, Providing minutes of the SAC meetings upon request, Providing information concerning the SAC meetings/decisions through a newsletter and/or newspaper article, and encouraging parents to participate in annual school climate surveys. Also, the district and schools use parent school climate surveys or feedback surveys on school improvement activities. Some schools have a Parent Communications Committee whose role is to provide important information concerning school improvement activities to parents. The Title 1 Parent Involvement Plan incorporates parent training activities for the elementary and middle school parents. The Title 1 Parent Resource Room is stocked with resources for elementary and middle school parents. At Madison County High School, teachers call parents of 9-12 grade students to communicate messages regarding student attendance, academic requirements, and announcements of important activities such as parent conferences. Counselors will conduct 9 – 12 parent meetings concerning scholarships, college entrance tests, college campus visits.

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

The district involved MCCS's school leadership in every step of the development and implementation of the turnaround plans and other school-level interventions. Dr. Willie Miles, MCCS's Principal, has led the School leadership team through the 8-step problem solving process to identify goals, barriers, and strategies that will address the achievement of students. The District attended several focus groups devoted to the development and implementation of the turnaround plans at the school throughout the year.

The faculty and staff were surveyed to identify barriers and prioritize these areas of focus. The students were then surveyed, and a gap analysis was done to determine gaps in perceptions between faculty and students on supportive learning environment and the quality of instruction in the classroom. The community was also surveyed and a gap analysis was done to determine gaps in perception between faculty and parents in shared responsibility of student learning.

Teachers and staff identified three goals they feel should be addressed in the turnaround efforts of the school. These three goals are 1) Establish Standards Based Instruction, 2) Establish a safe and supportive school environment, and 3) Enhance parent and community involvement. They also identified resources available to support these goals, and barriers that would prevent them from reaching these goals. They continued with identifying actions that will be put into place, the person responsible for monitoring the action, target dates or complete the action steps, and the evidence that the action had been completed.

This is an ongoing process with weekly meetings with both the faculty and leadership team.

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

Mills, James, james.mills@madisonmail.us

Employee's Title

Director

Employee's Phone Number

(850) 973-15229

Employee's Phone Extension

NA

Supervisor's Name

Doug Brown

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

• Manifest a professional code of ethics and values.
• Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
• Develop and provide services and support in the Transformation Model as required by state and federal regulations for school improvement as the Turnaround Leader prescribed in state guidance.
• Apply knowledge and understanding of applicable federal and state accountability requirements to district and school actions.
• Provide instructional leadership to coordinate, collaborate, and assist district efforts in implementation of Differentiated Accountability interventions and the Danielson Framework for Teaching and Learning.
• Assist targeted low-performing school(s) in their program planning, implementation, and audit requirements for the school improvement Transformation Model.
• Assist in the development of school improvement grant budgets in the Title I funding acquired through legislative action to achieve district priorities through strategic planning and to produce a return on investment to move student achievement as a result of effective and accountable budget planning and expenditures.
• Demonstrate the ability to plan and implement effective staff development for district staff, school staff, parents, and the community.
• Direct, supervise, and evaluate department staff in terms of their performance responsibilities and productivity in achieving the district's priorities and results, and hold them accountable for services consistent with the district's decentralized organization and management philosophy and systems
• Plan and direct a system of feedback and assessment through the Plan of Involvement process to determine school needs and school improvement progress toward increased student achievement.
• Develop and communicate processes for complying with critical federal requirements and monitoring those processes for compliance.
• Keep the Chief Academic Officer and Superintendent informed of current critical issues and incidents about which they should be aware.
• Follow the district's policies and procedures
• Develop leadership in subordinates.
• Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.
• Responsible for self development and keeping up to date on current research, trends and best practices relevant to the area of responsibility.
• Perform other duties and responsibilities as assigned by the supervisor.

District Leadership Team

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

Joseph, Shirley, shirley.joseph@madison.k12.fl.us	
Title	Director
Phone	(850) 973-1555
Supervisor's Name	James Mills
Supervisor's Title	Director
Role and Responsibilities	Coordinates the district's school improvement and accountability programs; Coordinates and supervises all district-wide standardized assessment and testing including FCAT, EOC exams, and other assessments authorized by the Florida Department of Education; Recommends policies and procedures relative to district-wide assessment and testing; Coordinates the development and implementation of student performance standards; Coordinates, supervises, and reports measures of student performance standards; Coordinates, supervises, and reports measures of student performance as required; Assists superintendent in evaluation of principals as relates to school-wide assessment; Coordinates and supervises development of school improvement plans; Coordinates and supervises development of the district improvement plan; Coordinates and supervises development of the district strategic plan; Serves as liaison to the Southern Association of Colleges and Schools AdvancEd accreditation agency; coordinates accreditation activities as required; Assists in the development of training and professional development related to assessment and testing; Facilitates alignment of assessment and testing instruments with curriculum and instruction; Assists in development of district budget; Maintains a close working relationship with school-site personnel to ensure information exchange, coordination of efforts and general support for decision-making processes; Serves as district contact to the Florida Department of Education in assigned areas; Maintains contact with other school districts in Florida and other states to share and receive information relative to effective programs and practices; Assists in completion of projects as directed by the Superintendent of Schools; Provides parents and community groups with important information regarding area of responsibility; Serves as district-based representative to appropriate boards, committees, and projects; Stays well-informed in areas of responsibility; Promotes and supports professional development for self and others; Attends meetings and conferences to promote professional growth for self and district; Assists in development of facilities as pertains to areas of responsibility; Assists superintendent in organizational planning and development; Assists in preparation of School Board agendas by providing items pertaining to areas of responsibility in a timely fashion; Other duties as assigned by superintendent; Serves as member of Superintendent's Executive Leadership Team; Models and maintains high levels of professional conduct; Demonstrates initiative in recognizing needs or potential for improvement; takes appropriate action; Demonstrates teamwork in participation and completion of district projects.

Brown, Doug, doug.brown@madison.k12.fl.us

Title	Superintendent
Phone	
Supervisor's Name	NA
Supervisor's Title	Superintendent
Role and Responsibilities	Mr. Brown was elected as Superintendent of Madison County Public Schools in November 2012. His professional experience in higher education provides him with important insights into college and career readiness, and education of the whole child. Mr. Brown is focused on the five essential supports of school reform; School Leadership, Parent and Community Relationships, Building Professional Capacity of Faculty and Staff, Ambitious Instruction and Creating Supportive Schools/Learning Environments. Each essential is crucial to the efforts to improve schools, but it is when all essentials are combined that a student-centered, welcoming, stimulating, and nurturing environment focused on learning for all students is created. In addition, alignment of the District's Strategic Goals to other guiding documents throughout the district, its strategies, and actions continue to be paramount to Mr. Brown's vision and mission for Madison County School District.

Ginn, Paula, paula.ginn@madisonmail.us

Title	Director
Phone	
Supervisor's Name	James Mills
Supervisor's Title	Director
Role and Responsibilities	Provide leadership, oversight, and direction for planning, developing, coordinating, and implementing state and federal programs; Maintain state and federal programs; Provide leadership, oversight, and direction for Title 1, English Language Learners (ELL), Migrant Education programs and services; Provide leadership, oversight, and direction for adult and community education programs and services; Serve as administrator for the development of the district's ELL program; Provide leadership, oversight, and direction to school personnel as they work with students with limited English proficiency; Provide leadership, oversight, and direction for the district's Parental Choice Plan; Supervise the development and implementation of a dropout prevention plan; Maintain communication with Charter Schools; Initiate the development of goals and objectives within the scope of School Board policy, administrative direction, and organizational constraints for state and federal programs; Serve on the Superintendent's Executive Leadership Team; Keep well informed about current trends and knowledge in assigned program areas; Develop, recommend and implement special programs and write grant applications for state and federal programs, with input from teachers, principals, parents, and others as appropriate; Develop, recommend, supervise, and administer the budget for state and federal programs, including state and federal grant funding compliance; Monitor programs and collect data for necessary documentation to verify compliance with program guidelines and monitoring criteria; Facilitate and monitor the articulation of state and federal programs; Utilize appropriate strategies and problem-solving tools to make decisions concerning planning, utilization of funds, delivering services and evaluation of services provided; Submit, budget and complete follow-up for Title I, III, IV, VII and IX programs and services; Coordinate and serve as a liaison between the district and local agencies where applicable; Provide support for the improvement of teaching and learning in the district; Assist in the interpretation of programs, philosophy, and policies of the district to staff, students, and the community; Interact with parents, outside agencies, businesses and community to enhance understanding of district initiatives and priorities and to elicit support and assistance; Serve as liaison with the FLDOE for assigned areas of responsibility; Respond to inquiries in a timely manner; Work closely with district and school staff to support school improvement initiatives and processes; Serve on district, state, or community committees as assigned or appropriate; Coordinate the mobility of interstate and intrastate Migrant students; Work collaboratively with identified schools to implement a Title 1 School-wide Plan; Develop and implement Safe and Orderly Schools requirements; Attend meetings, conferences, and workshops on a state, regional and national level that will enhance professional development and benefit the district; Review current developments, literature, and technical sources of information related to job responsibilities; Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action; Facilitate problem solving by individuals or groups; Prepare or oversee the preparation of all required reports and maintain appropriate records; Perform other duties consistent with the goals and objectives of this position; Assist

in implementing the district's goals and strategic commitments; Exercise proactive leadership in promoting the vision and mission of the district; Demonstrate initiative in identifying potential problems or opportunities for improvement and appropriate action; Use appropriate styles and methods to motivate, gain commitment, and facilitate task accomplishment.

Newman, Lori, lori.newman@madisonmail.us	
Title	Director
Phone	850-973-1562
Supervisor's Name	James Mills
Supervisor's Title	Director
Role and Responsibilities	Coordinate the planning and supervision of the ESE program and other staffing services; Facilitate and act as chairperson when conducting meetings at eligibility, placement, dismissal and revision of IEP staffings; Review and coordinate activities with other state exceptional initiatives; Provide overall leadership and appropriate resources for the Exceptional Student Education and for District-wide curriculum development, implementation and evaluation as well as instructional methodology improvements; Assist in the planning, initiating, conducting and evaluating activities related to technical assistance in ESE in the district; Coordinate the development and implementation of performance standards in the ESE program; Work effectively through collaboration and coordination with district personnel, other agencies, and other appropriate persons; Assist in the development of policies for all the ESE programs; Provide leadership for purposeful articulation among all instructional levels as well as between basic and special programs; Provide district with current, relevant information and research related to ESE; Provide technical assistance in programming and mandates for curriculum development and program development; Assist with the purchasing of materials and develop programs appropriate to service delivery and other needs; Assist with interpretations and implementation of all aspects regarding educational services to children and families with disabilities; Coordinate the writing of projects for funding of educational programs; Coordinate in the collection and reporting of various types of statistical information required by the School Board, Department of Education and Federal Agencies; Serve as consultants in the selection of materials and equipment for assigned curricular areas; Implement procedural safe guards and represent the district in student due processing hearings, mediations and resolution meetings; Maintain a close working relationship with school personnel to ensure information exchange, coordination of efforts and general support for the decision-making process; Coordinate in the collection and reporting of various types of statistical information required by the School Board, Department of Education and Federal Agencies; Work with principals, department heads, grade level chairs, subject matter specialists, and other stakeholders in developing the general philosophy and goals of the total school curriculum; Report on the status of ESE programs and services at the request of the Superintendent; Direct and coordinate program planning to involve District and school personnel, community representatives and students when appropriate; Serve as contact to the Department of Education in assigned areas; Maintain contact with other school districts in Florida and other states to share and receive information on effective programs and practices; Maintain good public relations with parents and community groups for dissemination of information and feedback; Assist in interpreting the programs, philosophy and policies of the District to staff, students and the community; Maintain liaison with social, professional, civic, volunteer and other community agencies and groups having an interest in the schools; Provide assistance to principals, assistant principals and teachers in all areas related to curriculum and instruction; Serve as District-based representative on the appropriate boards, committees and projects; Keep abreast of all

developments in their fields, and disseminate information about them regularly to the teachers in assigned curriculum and grade level areas; Coordinate and conduct training activities related to ESE and school improvement issues; Facilitate, present, and plan workshops; and attend state conferences and meetings relative to ESE; Keep well informed about current trends and best practices in basic, exceptional and vocational education; Promote and support professional development for self and others; Attend meetings and conferences which promote professional growth and will benefit the District; Coordinate, monitor and evaluate the pre-Kindergarten and Head-start programs; Recommend ESE budgets for each school site; Assist in the development of educational specifications for new facilities and equipment; Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action; Prepare or supervise the preparation of all required reports and the maintenance of all appropriate records; Perform such other duties as may be assigned by the Superintendent or supervisor; Recommend additions, deletions, and alternations in ESE curriculum as seem advisable; Assist in the development of administrative guidelines for instructional services; Assist in the development of policies for ESE services; Assist schools in resolving problems and satisfactorily addressing complaints; Model and maintain high standards of professional conduct; Demonstrate initiative in recognizing needs or potential for improvement and take appropriate action; Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment; Facilitate problem-solving by groups or individuals.

Griffin, Ray, ray.griffin@madisonmail.us

Title	Director
Phone	(850) 973-1541
Supervisor's Name	Doug Brown
Supervisor's Title	Superintendent
Role and Responsibilities	Chief Financial Officer responsible for managing all district general funds and grants.

Mills, James, james.mills@madisonmail.us

Title	Director
Phone	(850) 973-1529
Supervisor's Name	Doug Brown
Supervisor's Title	Superintendent
Role and Responsibilities	Chief Academic Officer

Stalnaker, Sam, sam.stalnaker@madisonmail.us	
Title	Director
Phone	(850) 973-XXXX
Supervisor's Name	James Mills
Supervisor's Title	Director
Role and Responsibilities	Serves as coordinator of Career Pathways Consortium; Develops and implements career and technical programming for the district; Facilitates the development of articulation agreements between district and postsecondary institutions; Assists Coordinator of Instructional Innovation, Teacher Development and Adult Education with STEM programming, especially as it pertains to career and technical education; Coordinates and monitors career-related extracurricular activities programs throughout the district; Leads the project to develop and implement an annual career and technical education plan for the district; Coordinates Perkins grant funding including the application process and disbursement of funds; Serves as district liaison to alternative education entities with whom the district contracts; Leads the project to develop and implement alternative education options for students; Assists in the development of professional development for instructors in the career and technical areas of instruction; Assists in the development of the district budget; Maintains a close working relationship with school-site personnel to ensure information exchange, coordination of efforts and general support for decision-making processes; Assists in completion of projects as directed by Superintendent of Schools; Serves as district contact to the Florida Department of Education in assigned areas; Maintains contact with other school districts in Florida and other states to share and receive information relative to effective programs and practices; Provides parents and community groups with important information regarding area of responsibility; Serves as district-based representative to appropriate boards, committees, and projects; Stays well-informed in areas of responsibility; Promotes and supports professional development for self and others; Attends meetings and conferences to promote professional growth for self and district; Assists in development of facilities as pertains to areas of responsibility; Assists Superintendent in organizational planning and development; Assists in preparation of School Board agendas by providing items pertaining to areas of responsibility in a timely fashion; Other duties as assigned by the Superintendent; Serves as member of Superintendent's Executive Leadership Team; Models and maintains high levels of professional conduct; Demonstrates initiative in recognizing needs or potential for improvement; takes appropriate action; Demonstrates teamwork in participation and completion of district projects

Galbraith, Channah, channah.galbraith@madison.k12.fl.us

Title	Director
Phone	(850) 973-5809
Supervisor's Name	James Mills
Supervisor's Title	Director
Role and Responsibilities	Lead the District's assessment team; Collect and interpret data; Provide training for teachers related to reading and data analysis; Provide demonstration/model of lessons; Work with school level reading coaches to ensure high-fidelity implementation of researched based reading programs; Monitor data; Serve as a member of the intervention team; Serve as a resource person for school-based Reading Coaches; Identify, select, or develop long and short-range goals and objectives for the media program based on student, faculty, and curriculum needs; Plan with teachers and instructional leaders to develop curriculum and integrate media/information skills into the school program; Select library and other instructional support materials to enhance learning consistent with the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs; Provide for the use of current technologies; Attend monthly PAEC Reading Coaches Cadre meetings; Maintain a close working relationship with school administrators to ensure information exchange; Develop positive District/Community relations and act as a liaison between school and community in assigned areas; Work with principals in analyzing and interpreting progress monitoring and outcome assessments; Serve as a district representative on the appropriate boards, committees and projects; Ensure that needs of LEP students are being met; Maintain contact with other library, education, and information agencies; Promote and support the professional growth of self and others; Maintain a network of peer contacts through professional organizations; Attend Reading Coach training offered by PAEC and other appropriate meetings and conferences; Keep well informed about current trends in education and all appropriate rules, laws and regulations; Assist in the development, implementation and evaluation of staff development activities in the area of reading; Update professional skills and knowledge and keep abreast of recent developments in education, technology, and media; Monitor assessment tests and accountability results and take steps to promote students' achievement in reading; Prepare all required reports and maintain all appropriate records; Make and share decisions in a timely manner; Perform other incidental tasks consistent with the goals and objectives of this position

Williams, Willie, willie.williams@madison.k12.fl.us

Title	Director
Phone	(850) 973-1552
Supervisor's Name	Doug Brown
Supervisor's Title	Superintendent
Role and Responsibilities	Chief Operations Officer

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

Each Focus and Priority school is staffed with a leadership team that has a history of satisfactory performance and/or engineering school turnaround. A principal and/or assistant principals have three (3) years to improve a school that has been rated as Focus or Priority.

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

Teachers at Focus or Priority school who are rated as "Needs Improvement" or "Unsatisfactory" are given one (1) year to improve.

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

Through the district's staffing allocation table, Focus and Priority schools are provided with sufficient staff to allow either common planning time at the grade-level (PreK through grade five) or subject-area (grade six through grade 12).

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

Through the district's staffing plan, each Focus and Priority school is provided with a fully-released instructional coach. The district monitors coaching activities through monthly reviews of agendas, sign-in sheets, and follow-up activities related to Professional Learning Communities (PLCs) and coaching cycle opportunities.

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:

Journeys - Florida (Houghton Mifflin Harcourt)

Program Type   Core

School Type   Elementary School

Description   The writing part is included in this reading program. With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K–6 reading program with rigorous Florida Standards instructional design. The remarkable vocabulary instruction builds better readers and writers while also providing intervention for struggling students. Easy organization, proven instruction and exceptional differentiation have set Journeys Florida Standards apart as the Florida Standards reading program of choice for educators in Florida.

SpringBoard ELA - Florida (College Board)

Program Type   Core

School Type   Middle School, High School

Description   SpringBoard provides a customizable pathway for rigorous instruction in print and online by integrating a variety of proven teaching and learning strategies, relevant and increasingly complex content, and innovative methods that engage students on multiple levels. Within SpringBoard Florida, writing instruction is integrated through text-related assignments in argumentative, informative, and narrative modes.

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! - Florida (Houghton Mifflin Harcourt)

Program Type   Core

School Type   Elementary School

Description   Grades K - 5. GO Math! was specifically written to provide thorough coverage of the Florida Standards with an emphasis on depth of instruction. Particular attention was given to providing support for teachers as they transition to a focused, rigorous curriculum. These efforts are apparent in the ways lessons begin with context-based situations and progress toward more abstract problems. Students and teachers are supported as they advance from concrete to abstract content through the use of models and math talk prompts presented in the Student Editions, and sample questions provided in the Teachers Editions. The program is designed so that teachers can easily create the environments necessary for teaching the Florida Standards for Mathematics with depth without having to develop new materials.

SpringBoard Mathematics - Florida (College Board)

Program Type Core

School Type Middle School, High School

Description SpringBoard students are savvy, active learners who take responsibility for their education. They work toward clear learning targets and know why the skills they're developing matter. The program is characterized by focused instructional design: Based on the "Understanding by Design" model, SpringBoard's scaffolded instruction is built around embedded assessments that are back-mapped to specific standards and learning targets; an emphasis on learning strategies: Students learn how to use a methodical approach to learning new content. They are equipped with a range of strategies and can choose the one most suited to a particular task and their learning style; connections to Advanced Placement®: Aligned with the skills and knowledge identified in AP course descriptions, SpringBoard helps students prepare for college-level work. Many of SpringBoard's writers teach both AP and SpringBoard courses; interactive professional learning: SpringBoard partners with districts to help them build capacity by providing educators at every level with active learning opportunities.

Advanced Algebra with Financial Applications - Customized Florida Edition (Pearson)

Program Type Core

School Type High School

Description Schools nationwide are facing greater challenges today in the area of Personal Financial Literacy. To address this challenge in Florida, Pearson Learning Solutions combined content from two personal finance texts and integrated content from Algebra 1 and 2 curricula. Coupled with a Custom teacher's edition, this personal finance text emphasized the content areas that Florida students needed most - flexibility only a custom solution can offer.

Intermediate Algebra with Applications (Houghton Mifflin)

Program Type Core

School Type High School

Description Intended for developmental math courses in intermediate algebra, this text retains the hallmark features that have made the Aufmann texts market leaders: an interactive approach in an objective-based framework: a clear writing style, and an emphasis on problem-solving strategies. The acclaimed Aufmann Interactive Method, allows students to try a skill as it is introduced with matched-pair examples, offering students immediate feedback, reinforcing the concept, identifying problem areas, and, overall, promoting student success.

Mathematics for College Readiness (Pearson Prentice Hall)

Program Type	Core
School Type	High School
Description	

Prep for Success: PERT Study Guide (Track@Success)

Program Type	Supplemental
School Type	High School
Description	Prep for Success: Mastering Florida's Postsecondary Education Readiness Test Math teaches skills crucial to obtaining a good score on the PERT. The PERT is a placement test used by colleges, universities and other educational institutions in Florida to determine the appropriate course level of newly enrolled students.

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:

ScienceFusion (Houghton Mifflin Harcourt)

Program Type	Core
School Type	Elementary School
Description	ScienceFusion is a state-of-the-art science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on a laptop, a tablet, or using a science textbook. The digital curriculum, virtual labs and hands-on activities, and write-in science textbook develops important critical thinking skills that prepare students for success in future science courses and in the workplace.

Science for the New Millenium (Paradigm Publishing)

Program Type	Core, Supplemental
School Type	High School
Description	The new edition of Biotechnology: Science for the New Millennium is the perfect textbook and lab manual combination program for your classroom! Designed for introductory courses, this complete program teaches the concepts and hands-on lab procedures required for entry-level careers in the rapidly growing biotechnology industry. The textbook and lab manual can be used together or separately, depending on the desired course format. •Thorough coverage of the concepts and processes of biotechnology research and manufacturing in the areas of pharmaceuticals, agriculture, industrial products, and instrumentation. •Extensive discussion of genomics, microarrays, and proteomics. •Exciting information on biotechnological advances in drug discovery, gene therapy, plant-based pharmaceuticals, forensics, and horticulture. •Thought-provoking sidebars on bioethics, current events, regulations, emergent trends, recent advances, and research techniques. •Substantial presentation of the business side of biotechnology, including opportunities and careers in academic, industrial, and regulatory biotechnology. •Includes new and improved sections, projects, and lab activities that address current scientific methods and developments in the biotechnology industry! •Updated statistics, figures, and photos.

Essentials of Human Anatomy & Physiology (Pearson)

Program Type	Core
School Type	Middle School, High School
Description	Now in its Tenth Edition, Essentials of Human Anatomy & Physiology continues to set the standard for short-course A&P texts. Its dramatically updated art program, more streamlined presentation of material, and integration of chapter objectives will help allied health students better visualize and understand the structure and function of the human body. Elaine Marieb's clear and friendly writing style emphasizes the relevance of anatomy & physiology to students' lives and future careers. The book clarifies concepts, defines key terms, and offers just the right balance of anatomy, physiology, and clinical coverage to make the content complete without being overwhelming. While many authors merely condense a two-semester text to meet a one-semester need, Elaine Marieb wrote this book specifically for the one-semester course and continues to carefully select a range of material that proves just right for the shorter course. New information on hot topics like the HPV Vaccine, Infantile Polycystic Kidney disease, and Sudden Infant Death Syndrome (SIDS) draws students into the material, while a flexible topic structure allows instructors to choose a chapter sequence to meet virtually any need.

Integrated iScience (McGraw-Hill Education)

Program Type	Core
School Type	Middle School
Description	iScience is built on the philosophy that the hallmarks of an effective science curriculum are interactive lessons, inquiry-based learning strategies, inspired student curiosity, and invention of solutions to real-world problems by applying scientific understanding. iScience meets students where they are through engaging graphic novel-style features and thought-provoking questions that encourage them to relate the science concepts to the world around them. The inquiry-based 5E lesson cycle provides active, hands-on explorations of the concepts. The Student Edition is available both as a textbook and as an interactive digital e-book, providing today's digital natives with the resources they need in whatever format they want to use. Because the true key to student success is the teacher, we created the next generation in teacher support, the Teacher Edition 2.0 Professional. Effective questioning strategies are the foundation of sound science instruction. From Page Keeley Science Probes that inform instruction to insightful, scaffolded Guiding Questions and Visual Literacy Strategies, we provide you with the support you need to do what you do best: focus on your students.

Miller and Levine Biology (Pearson)

Program Type	Core
School Type	Middle School, High School
Description	A science as exciting, adaptive, and challenging as biology can't be reenacted in an ordinary textbook. It needs a bold, fearless approach—one that puts the power of a new program and new ways of thinking directly into the hands of you and your students. Miller & Levine Biology allows you to communicate your love of science to your students in a way that will engage them and offer support for every type of learner.

Agriscience Fundamentals and Applications (Cengage)

Program Type	Core, Supplemental
School Type	Middle School, High School
Description	Agriscience Fundamentals and Applications, 5th edition is an introductory applied science textbook intended for use in high school agriculture programs. The text provides a broad-spectrum overview of the agricultural industry and the industry-based sciences, including basic principles of science as they apply to plants, animals, soils and foods. Agriscience Fundamentals and Applications, 5th edition contents includes chapters that detail the information age, natural resources, integrated pest management, plant sciences (including botany, crops, & ornamentals), animal science, food science, and communication and management. Each chapter includes visual aids such as color photos, sketches, diagrams, and tables. Agriscience Fundamentals and Applications, 5th edition, also identifies chapter objectives, evaluation materials, suggested class activities, key terms, and internet key words to guide student's in-depth study.

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 meets regularly to reflect and review data in order to adjust MTSS plans and supports for students. The District Coordinator responsible for MTSS meets with each MTSS contact from the schools at least two times per school year to address the MTSS process and procedures and what changes need to be made or addressed at the district and school level. The district coordinator or a representative also attends the schools' MTSS/School Intervention Team or Data meetings at least monthly to verify fidelity with core instruction and interventions implementation. The district coordinator and representatives work closely with each school on an individual case-by-case basis to provide research based interventions and monitor the progress of students during implementation. The MTSS Intervention data base in Performance Matters is maintained and updated at regular intervals to assist the schools with planning Tier 2 and Tier 3 interventions.

District Leadership monitors each school's summative assessments in Tier 1 review. Universal screenings are a second tool used to assess the health of Tier 1 (Core) district-wide. Working in concert with the Exceptional Student Education Coordinator, the school-based administrators will annually determine the specific tools and specific schedule of screening administration. At a minimum, standardized instruments for Universal Screenings will be administered two times per school year. In addition to the summative assessments and universal screenings, each site will incorporate indicators of student engagement organized as an Early Warning System (EWS) to identify systemic issues contributing to non-proficient students as well as specific students who are in jeopardy of "falling behind".

Assessments used at Tier 1 should be able to answer specific questions in order to help guide problem solving efforts at Tier 1 and should align with evidence-based instructional practices and instructional standards that students are expected to meet. Some of those questions are (but not limited to):

1) What percent of students are meeting grade level expectations and/or are "on-track" for promotion/graduation?

2) Is Tier 1 instruction for each grade level content or subject area effective (i.e., approximately 80% or more students are proficient or making significant growth?

3) How effective have improvement plans (i.e., SIP) been at increasing the growth of all students in addition to reaching higher percentages of students reaching proficiency in content and subject areas?

4) Which students demonstrate significant gaps between their current performance on Tier 1 assessments in relation to grade level expectations of performance for a given point in time?

5) What is the relationship between Tier 1 formative classroom assessments or benchmark assessments and performance on summative measures (e.g., FCAT, end-of-course exams, etc.)

Data analysis, progress monitoring, evaluation of progress toward DIAP and SIP goals is accomplished through the 8 Step Problem-Solving Process and monitored through the District Action Planning and Problem Solving (DAPPS). The ESE Coordinator will serve as a monitor of fidelity to the problem-solving process.

To insure continuity and utilization of the problem-solving process across the district, a member of the District Based Leadership Team (DBLT) or designee will attend the School Based leadership Team (SBLT) meetings. The results of the observation should be discussed with the school administrative staff to help insure the fidelity of the implementation of the problem-solving process. The SBLT should address the results of the observation in the form of an action plan in efforts to increase the fidelity of using the team problem-solving process. At subsequent DBLT meetings, the results of all SBLT meeting observations will be evaluated in a systemic view to evaluate the growth of fidelity when using the problem-solving process across the district.

The District uses several data sources to generate student outcome –focused goals and priorities. All these data sources are entered into the FOCUS MIS system and then uploaded into Performance Matters which gives a summary of all the students' assessment.

Monitoring Kindergarten, First and Second Grades Reading

Progress Monitoring Assessment: FAIR Ongoing Progress Monitoring (OPM) materials directly aligned with FAIR assessment. These are used for progress monitoring between FAIR assessments to check for growth in mastery of the deficit skills and to help identify any needed adjustment in intervention instruction. In first and second grade, as children learn to read, the Core Program includes timed oral reading fluency checks. This data measuring growth in fluency is also used for progress monitoring.

*K-2 Teachers and Assistant Principal and Instructional Coaches meet every 2 weeks to discuss data, including the progress of struggling students.

*Teachers keep a data notebook/folder for each child receiving remediation.

*Students not making adequate progress after several weeks of Tier 2 instruction have the intensity of instruction increased to a one-to-one group size of no more than 3 students.

*Parent conferences are scheduled by teachers, guidance, curriculum specialists or assistant principals.

*At MCCS and GES struggling students are closely monitored by Guidance. We developed a form that tracks their report card grades, FAIR test scores, attendance, discipline, conferences and supports put in place across the entire school year.

Progress Monitoring Assessment: Core Reading Program timed oral reading fluency checks are used for progress monitoring to check for growth and to help identify any needed adjustment in intervention instruction.

*The process for bi-weekly data meetings, data notebooks/folders, Tier 3, parent conferences, and Guidance monitoring is the same as described above.

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://bit.ly/1vG8wBW

Provide the page numbers of the plan that addresses this question

22, 26, 40

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	54%	43%	No	59%
American Indian	63%		No	67%
Asian				
Black/African American	42%	24%	No	49%
Hispanic	66%	58%	No	69%
White	72%	67%	No	75%
English language learners				
Students with disabilities	42%	22%	No	48%
Economically disadvantaged	49%	32%	No	55%

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	48%	45%	No	54%
American Indian				
Asian				
Black/African American	38%	27%	No	45%
Hispanic	62%	60%	No	66%
White	64%	68%	No	68%
English language learners				
Students with disabilities	41%	23%	No	47%
Economically disadvantaged	43%	36%	No	49%

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.   Ensure sustainable district improvement by providing comprehensive support for district leaders, school leaders, teachers, and students through the analysis and application of the Chicago Five Essentials.

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. Ensure sustainable district improvement by providing comprehensive support for district leaders, school leaders, teachers, and students through the analysis and application of the Chicago Five Essentials. 1a

🔍 G058783

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	ELA/Reading Gains	2015-16	50.0
District-Wide	Math Gains	2015-16	50.0
District-Wide	FCAT 2.0 Science Proficiency	2015-16	40.0
District-Wide	U.S. History EOC Pass	2015-16	56.0
District-Wide	Civics EOC Pass	2015-16	55.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2015-16	85.0
District-Wide	ELA/Reading Lowest 25% Gains	2015-16	50.0
District-Wide	Math Lowest 25% Gains	2015-16	50.0
District-Wide	College Readiness Reading	2015-16	25.0
District-Wide	FSA - English Language Arts - Proficiency Rate	2015-16	40.0
District-Wide	FSA - Mathematics - Proficiency Rate	2015-16	40.0
District-Wide	Algebra II EOC Pass Rate	2015-16	50.0
District-Wide	Geometry EOC Pass Rate	2015-16	70.0

Resources Available to Support the Goal 2

- District Leadership Team (DLT)

- Differentiated Accountability (DA) School Improvement Team

- Panhandle Area Educational Consortium (PAEC)

- Florida Diagnostic & Learning Resources System (FDLRS) - provides support through professional development for leaders and teachers related to classroom management and student achievement.

- Florida Inclusion Network (FIN) - provides support through professional development and technical assistance for leaders and teachers related to inclusion of student with disabilities within the regular education classroom.

- Title I, Part A - provides the District supplemental materials and supplies for students and teachers. It also provides additional teachers to reduce student: teacher ratios. It provides technology in the classrooms for the students. Title I, Part A also provides services to ensure students requiring additional remediation are assisted through the availability of resource teachers, software remediation, and required hardware, and after-school tutoring. Title I, Part A also provides a 1% set aside for parent involvement activities to include workshops, technical assistance, and materials and supplies.

- Title I, Part C Migrant Education Program- Provides social services coordination for migrant parents and their children, translation services for migrants, and materials and supplies.

- Title I, Part D - provides and upgrades technology in classrooms. Professional development activities include the implementation of technology to enhance student engagement and motivation.

- Title II, Part A - provides Professional Development in the areas identified by the school.

- Title VI, Part B - Rural and Low-Income Schools Program (REAP) - provides funds to support field experiences for students in the areas of science and social studies.

- Title X Homeless Education - School supplies for homeless students, and social services referrals for students identified as homeless under the McKinney –Vento Act to eliminate barriers for a free and appropriate education.

- Supplemental Academic Instruction (SAI) - is used to pay extra personnel at the school. It is also used to provide teachers for summer school for Level 1 third grade students. SAI funds are also used to provide remediation as needed during the regular school year.

- IDEA Part B -Individuals with Disabilities Education Act – provides funds for the excess costs of providing special education and related services for students with disabilities.

- IDEA Part B - Pre K - – provides funds for the excess costs of providing special education and related services for Pre K students with disabilities.

- Head Start -funds will be blended with VPK funds to provide additional educational services for preschool students.

- Carl D. Perkins

- Civic Organizations: Junior Auxiliary, Kiwanis, Lions Club, Rotary Club

- County Agencies: Health Department, Sheriff's Office

- State Agencies: Department of Juvenile Justice, Apalachee Mental Health Services

- Ministerial Alliance

- School Advisory Council

- Parent Teacher Organization

- Madison County Foundation for Excellence in Education (MCFEE)

- Florida Problem Solving and RtI Project (PS/RtI) - provides technical assistance

- Florida Positive Behavior Support: MTSS Project - provides technical assistance for implementing Positive Behavior Support.

- Reading Allocation -

- Digital Classroom Allocation -

- SIG(g) for Madison County Central School -

Targeted Barriers to Achieving the Goal `3`

- Need for a system that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices.

- Need for a system that has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

- Need for a system that implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Plan to Monitor Progress Toward G1. `8`

Percent of administrators, curriculum coordinators, instructional coaches, teachers, and paraprofessionals participating in professional development and technical assistance; progress shown through monitoring data on iReady Reading and Mathematics Diagnostic and Progress Monitoring; Percentile rank change in proficiency for both reading and mathematics as measured by the Florida Standards Assessment (FSA)

Person Responsible
Ida Walker

Schedule
On 6/30/2016

Evidence of Completion
Professional development calendar; agendas; sign-in sheets, minutes from Professional Learning Community (PLC) meetings; iReady Diagnostic for Reading and Mathematics reports; Florida Standards Assessment (FSA) data reports

District Action Plan for Improvement

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Ensure sustainable district improvement by providing comprehensive support for district leaders, school leaders, teachers, and students through the analysis and application of the Chicago Five Essentials. `1`

🔑 G058783

G1.B3 Need for a system that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices. `2`

🔑 B149651

G1.B3.S1 The system will support collaborative teaching and promote professional growth by developing collective responsibility, school commitment, quality professional development, and teacher-teacher trust. `4`

🔑 S161535

Strategy Rationale

Teachers need an opportunity to collaborate, engage in job-embedded professional development, take ownership of their role as decision makers, and build trust among themselves.

Action Step 1 `5`

Core Leadership Teams will be established at each school site that will include the principal, assistant principal(s), curriculum coordinator, instructional coach(es), grade-level chairs, subject-area chairs, guidance counselor(s), and staff involved in the MTSS/RtI process.

Person Responsible

Ida Walker

Schedule

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

Evidence of Completion

Roster of Core Leadership Team with roles and responsibilities

Action Step 2 `5`

Core Leadership Team meetings will be used to develop collective responsibility for improving each site, focusing heavily on academic performance, behavioral interventions, and establishing professional growth opportunities.

> **Person Responsible**
>
> Ida Walker
>
> **Schedule**
>
> Weekly, from 7/6/2015 to 6/30/2016
>
> ***Evidence of Completion***
>
> Meeting schedule; agendas and sign-in sheets from each Core Leadership Team meeting; minutes from the Core Leadership Team meeting

Action Step 3 `5`

Each site's Core Leadership Team will attend the 2015 Summer Differentiated Accountability Summer Academy for training related to collective responsibility, school commitment, quality professional development, and teacher-teacher trust.

> **Person Responsible**
>
> Shirley Joseph
>
> **Schedule**
>
> On 7/31/2015
>
> ***Evidence of Completion***
>
> Sign-in sheets from the 2015 Summer Differentiated Accountability Summer Academy

Action Step 4 `5`

All district staff will attend the 2015 Back-to-School District Meeting to review the goals and expectations for the 2015-16 school year.

> **Person Responsible**
>
> Doug Brown
>
> **Schedule**
>
> On 8/13/2015
>
> ***Evidence of Completion***
>
> Sign-in sheets from the 2014 Back-to-School District Meeting

Action Step 5 `5`

Common planning time will be implemented at each school site and used at least twice weekly for teachers to analyze data and collaborate on developing high-quality lessons.

Person Responsible

Ida Walker

Schedule

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

Evidence of Completion

Master schedule showing common planning time; sign-in sheets from meetings

Action Step 6 `5`

Professional Learning Communities (PLCs) will be established at each site and used for the purpose of selecting strategies and interventions to guide school improvement.

Person Responsible

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Professional Learning Community (PLC) calendar and focus; sign-in sheets from PLC meetings; minutes from PLC meetings

Action Step 7 `5`

A District Professional Development Calendar will be developed and posted on the district's website as a means of communicating opportunities for administrators and teachers.

Person Responsible

Ida Walker

Schedule

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

Evidence of Completion

District Professional Development Calendar

Action Step 8 `5`

The district will establish a beginning teacher training program (Start with Success) that will meet monthly and support beginning teachers (and teachers new to the district), giving them an opportunity to collaborate and navigate the aspect of school improvement.

Person Responsible

Paula Ginn

Schedule

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

Evidence of Completion

Calendar of Start with Success Meetings; agendas and sign-in sheets from the Start with Success meetings

Action Step 9 `5`

Teachscape Focus for Observers (administrator certification), Reflect (teacher feedback), and Learn (professional development) will be purchased to support school leaders and teachers in the development of continuous improvement in the areas of teaching and learning.

Person Responsible

Ida Walker

Schedule

On 7/1/2016

Evidence of Completion

Purchase order showing the purchase of the Teachscape product suites

Action Step 10 `5`

Technical assistance related to the use of Teachscape Focus for Observers (administrator certification), Reflect (teacher feedback), and Learn (professional development) will be provided to administrators, curriculum coordinators, instructional coaches, and teachers.

Person Responsible

Ida Walker

Schedule

Weekly, from 8/11/2015 to 8/11/2015

Evidence of Completion

Professional development calendar; site visit records related to Teachscape

Action Step 11 `5`

Teachers will collaborate in the development of their individual Deliberate Practice Plan (DPPs), which focuses on three to four areas that they want to improve, and enter the DPPs in Teachscape Reflect

Person Responsible

Ida Walker

Schedule

Annually, from 8/4/2015 to 12/31/2015

Evidence of Completion

Submitted, revised, and completed Deliberate Practice Plans (DPPs) in Teachscape Reflect

Action Step 12 `5`

Each school will develop a Positive Behavior Support (PBS) team for the purposes of rewarding students for meeting behavioral goals.

Person Responsible

Lori Newman

Schedule

Annually, from 7/1/2015 to 9/30/2015

Evidence of Completion

Positive Behavior Support (PBS) team rosters

Action Step 13 `5`

Each school will hold a quarterly Positive Behavior Support (PBS) celebration that rewards for meeting behavioral goals.

Person Responsible

Lori Newman

Schedule

Quarterly, from 8/18/2015 to 5/27/2016

Evidence of Completion

Celebration announcements; lists of students receiving rewards

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Professional development calendar

Person Responsible

Schedule

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

Evidence of Completion

Professional development calendar

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Master schedules showing common planning times

Person Responsible

Schedule

On 10/1/2015

Evidence of Completion

Master schedules

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

All professional development is reviewed and approved by the Chief Academic Officer to ensure alignment with the District Improvement and Assistance Plan and the School Improvement Plan.

Person Responsible

James Mills

Schedule

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

Evidence of Completion

Agendas and sign-in sheets will indicate that more administrators, curriculum coordinators, instructional coaches, teachers, and paraprofessionals are participating in professional development activities

G1.B3.S2 The system will support ambitious instruction by focusing on the quality of student discussion, mathematics instruction, English instruction, and course clarity. `4`

🔑 S161536

Strategy Rationale

Instruction needs to answer the "why" question for students, focusing on the role that rigorous English and mathematics instruction has in developing the college, career, and civic readiness of all students.

Action Step 1 `5`

Curriculum guides that are aligned to the Florida Standards and Next Generation Sunshine State Standards will be developed and disseminated to stakeholders.

Person Responsible

Ida Walker

Schedule

Annually, from 7/1/2015 to 8/15/2016

Evidence of Completion

Curriculum guides

Action Step 2 `5`

The district will participate in the Florida Partnership through the College Board.

Person Responsible

Ida Walker

Schedule

Annually, from 8/18/2015 to 5/27/2016

Evidence of Completion

Partnership agreement

🔑 S161536

Action Step 3 5

SpringBoard ELA and SpringBoard Mathematics instructional materials purchases for grades 6-12 will be updated.

Person Responsible

Channah Galbraith

Schedule

Annually, from 7/1/2015 to 8/21/2015

Evidence of Completion

Purchase orders for SpringBoard ELA and SpringBoard Mathematics instructional materials

Action Step 4 5

Professional development related to the implementation of SpringBoard ELA and SpringBoard Mathematics will be provided for leaders and teachers in grades 6-12.

Person Responsible

Channah Galbraith

Schedule

On 8/28/2015

Evidence of Completion

Sign-in sheets from the SpringBoard trainings

Action Step 5 5

ScienceFusion will be purchased for the core instructional program in science in grades K-5.

Person Responsible

Channah Galbraith

Schedule

On 8/28/2015

Evidence of Completion

Purchase order showing the purchase of ScienceFusion

Action Step 6 `5`

Professional development related to the implementation of ScienceFusion in grades K-5 will be provided to administrators, curriculum coordinators, instructional coaches, and teachers.

Person Responsible

Channah Galbraith

Schedule

On 9/30/2015

Evidence of Completion

Agenda and sign-in sheet for ScienceFusion training session

Action Step 7 `5`

Professional development will be provided to administrators, curriculum coordinators, instructional coaches, and teachers for core reading (Journeys) and mathematics (Go Math!) instructional programs for grades K-5.

Person Responsible

Channah Galbraith

Schedule

Annually, from 8/4/2015 to 9/30/2015

Evidence of Completion

Agendas and sign-in sheets for the Journeys and Go Math! training sessions

Action Step 8 `5`

iReady Diagnostic and Instruction for Reading and Mathematics purchases will be updated for grades K-12.

Person Responsible

Channah Galbraith

Schedule

On 7/1/2015

Evidence of Completion

Purchase order showing purchase of iReady Diagnostic and Instruction for Reading and Mathematics

Action Step 9 5

Professional development related to the administration of the iReady Diagnostic for Reading and Mathematics will be provided for all administrators, curriculum coordinators, instructional coaches, and teachers.

Person Responsible

Channah Galbraith

Schedule

On 8/22/2015

Evidence of Completion

District professional development calendar; Sign-in sheets for iReady Diagnostic for Reading and Mathematics training sessions

Action Step 10 5

Technical assistance related to using data from the iReady Diagnostic for Reading and Mathematics and data from the iReady Progress Monitoring components will be provided to administrators, curriculum coordinators, instructional coaches, and teachers.

Person Responsible

Channah Galbraith

Schedule

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

Evidence of Completion

District professional development calendar; sign-in sheets for iReady Diagnostic and Instruction for Reading and Mathematics sessions

Action Step 11 5

Professional development related to Domain 3 (Instruction) of the Danielson Framework for Teaching will be provided for teachers and paraprofessionals.

Person Responsible

Ida Walker

Schedule

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

Evidence of Completion

District professional development calendar; sign-in sheets from school-site professional development sessions; instructional coaching logs

Action Step 12 5

Technical assistance related to the implementation of the components of Domain 3 (Instruction) of the Danielson Framework for Teaching will be provided for teachers and paraprofessionals.

Person Responsible

Ida Walker

Schedule

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

Evidence of Completion

Administrative feedback through Teacscape Reflect; Instructional coaching logs

Action Step 13 5

Through the Professional Learning Community (PLC) process, teachers will be provided with technical assistance related to using questioning and discussion techniques with students.

Person Responsible

Ida Walker

Schedule

Monthly, from 8/18/2015 to 5/27/2016

Evidence of Completion

Agendas and sign-in sheets for Professional Learning Community (PLC) meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

On-going, high-quality professional development, technical assistance, and other supports

Person Responsible

Ida Walker

Schedule

On 6/30/2015

Evidence of Completion

Professional development calendar, agendas, sign-in sheets, purchase orders, minutes from meetings

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Increase in professional development and technical assistance for administrators, curriculum coordinators, instructional coaches, teachers, and paraprofessionals; increase in progressing monitoring data in reading and mathematics; increase in the percentile rank of proficiency for both reading and mathematics as measured by the Florida Standards Assessment (FSA)

Person Responsible

James Mills

Schedule

On 6/30/2015

Evidence of Completion

Professional development calendar; agendas; sign-in sheets, minutes from Professional Learning Community (PLC) meetings; iReady Diagnostic for Reading and Mathematics reports; Florida Standards Assessment (FSA) data reports

G1.B4 Need for a system that has resources and provides services in all schools that support its purpose and direction to ensure success for all students. [2]

B149652

G1.B4.S1 The system will support involved families through outreach to parents, the connection of human and social resources in the community, and building teacher-parent trust. [4]

S161537

Strategy Rationale

Families must be involved in the ongoing education of their children in order for sustainable improvement to occur. The school system can be an effective vehicle for connecting human and social resources to the larger community.

Action Step 1 [5]

Technical assistance related to the implementation of SchoolinSites will be provided to district administrators, school leaders, curriculum coordinators, instructional coaches, teachers, and information technology staff.

Person Responsible

Channah Galbraith

Schedule

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

Evidence of Completion

Agenda and sign-in sheets from the SchoolinSites training

Action Step 2 [5]

Each school site will host an Open House for the purpose of establishing a relationship between home and school, as well as sharing pertinent information related to curriculum and available resources and services.

Person Responsible

Paula Ginn

Schedule

On 9/4/2015

Evidence of Completion

Newspaper and marquee announcements related to Open House; agendas and sign-in sheets from each site

Action Step 3 `5`

The district will provide a Parent Resource Center and Parent Facilitator to facilitate trainings and distribution of materials and supplies for families.

Person Responsible

Paula Ginn

Schedule

Daily, from 8/3/2015 to 6/30/2016

Evidence of Completion

Staffing allocation sheet; inventory from Parent Resource Center; FISH Report

Action Step 4 `5`

The district will provide a Migrant Resource Center, Migrant Parent Facilitator, Migrant Recruiter, and transportation to support migrant students.

Person Responsible

Paula Ginn

Schedule

Daily, from 8/3/2015 to 6/3/2016

Evidence of Completion

Staffing allocation sheet; inventory from Migrant Resource Center; FISH Report; travel logs

Action Step 5 `5`

The district will maintain the FOCUS Parent Portal to allow parents and students to view attendance and grade data on a real-time basis.

Person Responsible

Ray Griffin

Schedule

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

Evidence of Completion

Purchase order showing purchase of FOCUS Parent Portal

Action Step 6 5

The district will produce and disseminate a monthly newletter district-wide

Person Responsible

Paula Ginn

Schedule

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

Evidence of Completion

Parent newsletters

Action Step 7 5

The district will maintain the services of ConnectEd to communicate importance announcements and reminders to parents and other stakeholders.

Person Responsible

Ray Griffin

Schedule

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

Evidence of Completion

Purchase order showing purchase of ConnectEd; log of ConnectEd calls

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The use of the Parent Resource Center and Migrant Education Center will be monitored and tracked.

Person Responsible

Paula Ginn

Schedule

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

Evidence of Completion

The number of parents, students, and community members served by the Parent Resource Center and Migrant Education Center

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Monthly reviews of the district and school websites will be conducted.

Person Responsible

Doug Brown

Schedule

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

Evidence of Completion

Posted stories, photos, documents, and other items of interest to parents and the community

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

The number and percentage of parents reporting a positive interaction with their child's school will be evaluated.

Person Responsible

Paula Ginn

Schedule

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

Evidence of Completion

Annual parent survey results

G1.B4.S2 The system will build a supportive environment by focusing on safety, academic personalism, academic press, peer support for academic work, and student-teacher trust. `4`

S161538

Strategy Rationale

Supportive environments provide opportunities for students to learn and grow without feeling threatened or alienated.

Action Step 1 `5`

School Resource Officers (SROs) will be housed at Madison County Central School and Madison County High School on a daily basis and made available to assist all other sites as needed.

Person Responsible

Ray Griffin

Schedule

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

Evidence of Completion

Contract with Madison County Sheriff's Office

Action Step 2 `5`

Professional development related to the administration of the iReady Diagnostic for Reading and Mathematics will be provided for all administrators, curriculum coordinators, instructional coaches, and teachers.

Person Responsible

Channah Galbraith

Schedule

On 8/22/2016

Evidence of Completion

District professional development calendar; Sign-in sheets for iReady Diagnostic for Reading and Mathematics training sessions

Action Step 3 `5`

iReady Diagnostic and Instruction for Reading and Mathematics will have purchased updated for grades K-12.

Person Responsible

Channah Galbraith

Schedule

On 7/30/2015

Evidence of Completion

Purchase order showing purchase of iReady Diagnostic and Instruction for Reading and Mathematics

Action Step 4 `5`

Technical assistance related to using data from the iReady Diagnostic for Reading and Mathematics and data from the iReady Progress Monitoring components will be provided to administrators, curriculum coordinators, instructional coaches, and teachers.

Person Responsible

Channah Galbraith

Schedule

Quarterly, from 8/18/2015 to 5/27/2016

Evidence of Completion

District professional development calendar; sign-in sheets for iReady Diagnostic and Instruction for Reading and Mathematics sessions

Action Step 5 `5`

Each school will develop a Positive Behavior Support (PBS) team for the purposes of rewarding students for meeting behavioral goals.

Person Responsible

Lori Newman

Schedule

Annually, from 7/1/2015 to 8/28/2015

Evidence of Completion

Positive Behavior Support (PBS) team rosters

Action Step 6 5

Each school will hold a quarterly Positive Behavior Support (PBS) celebration that rewards for meeting behavioral goals.

Person Responsible

Lori Newman

Schedule

Quarterly, from 8/18/2015 to 5/26/2016

Evidence of Completion

Celebration announcements; lists of students receiving rewards

Action Step 7 5

Each school will establish a Response to Intervention (RtI) team that functions within a Multi-Tiered System of Supports (MTSS) to assist students who may need additional academic or behavioral interventions.

Person Responsible

Lori Newman

Schedule

Annually, from 7/1/2015 to 5/26/2016

Evidence of Completion

Response to Intervention (RtI) Team roster

Action Step 8 5

Response to Intervention (RtI) teams will convene weekly to address students who need additional interventions in the areas of academics or behavior for the purposes of analyzing data and establishing a plan for each student to be successful.

Person Responsible

Lori Newman

Schedule

Weekly, from 8/18/2015 to 5/26/2016

Evidence of Completion

Student Intervention Team (SIT) meeting schedules; intervention plans for students referred to SIT

Action Step 9 5

Professional development will be provided by the Florida Inclusion Network (FIN) related to including students with disabilities into the general education curriculum for those teachers who are observed to have difficulties with inclusion.

Person Responsible

Lori Newman

Schedule

Quarterly, from 8/18/2015 to 5/26/2016

Evidence of Completion

Teacher walkthrough forms

Action Step 10 5

Technical assistance will be provided from the Florida Inclusion Network (FIN) related to including students with disabilities into the general education curriculum.

Person Responsible

Lori Newman

Schedule

Quarterly, from 8/18/2015 to 5/26/2016

Evidence of Completion

Site visit schedules from the Florida Inclusion Network (FIN); teacher walkthrough forms

Action Step 11 5

The district will purchase Edgenuity as a resource for initial credit for students who desire to complete courses virtually and credit recovery for students who may be behind in credits.

Person Responsible

Channah Galbraith

Schedule

On 7/28/2016

Evidence of Completion

Purchase order showing purchase of Edgenuity

Action Step 12 5

Technical assistance related to the use of Edgenuity as an initial credit and credit recovery resource will be provided to all sites.

Person Responsible

Channah Galbraith

Schedule

On 6/30/2016

Evidence of Completion

Professional development calendar; agendas and sign-in sheets from Edgenuity meetings

Action Step 13 5

The district will partner with the Panhandle Area Educational Consortium (PAEC) to deliver professional development for teachers related to supporting English to Speakers of Other Languages (ESOL) students in the general education classroom.

Person Responsible

Lori Newman

Schedule

Monthly, from 8/18/2015 to 6/5/2016

Evidence of Completion

Professional development calendar; ESOL course registrations through PAEC

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Person Responsible

Schedule

Evidence of Completion

G1.B4.S3 The system will provide supports and resources that will lead to the creation of a college and career ready atmosphere at Madison County High School in an effort to increase graduation rate of all students with a standard diploma. `4`

🔍 S163776

Strategy Rationale

Action Step 1 `5`

An operational definition of college, career, and civic ready will be developed.

Person Responsible

Doug Brown

Schedule

On 6/30/2015

Evidence of Completion

Sign-in sheets, agenda, and minutes from Superintendent's Task Force

Action Step 2 `5`

Transition protocols and activities for students moving from grade eight to grade nine will be developed and implemented.

Person Responsible

Melinda Richie

Schedule

On 5/30/2015

Evidence of Completion

Sign-in sheets, agendas, and minutes from transition planning meetings

Action Step 3 `5`

The master schedule of Madison County High School will ensure daily exposure to the LAFS and MAFS, especially with the presence of an odd/even modified block.

Person Responsible

Ben Killingsworth

Schedule

On 6/30/2015

Evidence of Completion

Master schedule demonstrating daily exposure to LAFS and MAFS for all students

Action Step 4 `5`

Madison County High School teachers and ESE teachers will utilize collaborative teaching strategies to ensure students with disabilities have access to the general education curriculum.

Person Responsible

Lori Newman

Schedule

Evidence of Completion

Schedules of students with disabilities; teacher rosters; support facilitation teacher's schedules

Action Step 5 `5`

The Coordinator of Exceptional Student Education and Student Services, FIN, and FDLRS will collaborate with the district on development and training on best practices regarding the use of collaborative teaching walkthrough tools and the provision of feedback.

Person Responsible

Lori Newman

Schedule

Evidence of Completion

Walkthrough feedback reports

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

The Superintendent will communicate the definition of college, career, and civic ready to all stakeholders in the district.

Person Responsible

Doug Brown

Schedule

On 6/30/2015

Evidence of Completion

E-mail to district staff; announcement in the local newspaper; posting on the district's website

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

The Coordinator of Exceptional Student Education and Student Services will monitor the development of transition activities that have been developed to support grade eight students moving to grade nine.

Person Responsible

Lori Newman

Schedule

Weekly, from 5/1/2015 to 8/14/2015

Evidence of Completion

Transition plan for students moving from grade eight to grade nine; attendance rosters for transition activities

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

The Chief Academic Officer will verify that the master schedule of Madison County High School allows for daily exposure to the LAFS and MAFS for all students.

Person Responsible

James Mills

Schedule

On 6/30/2015

Evidence of Completion

2015-16 master schedule for Madison County High School

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

The Coordinator of Exceptional Student Education and Student Services (or designee) will evaluate all schedules of students with disabilities to ensure inclusion in general education classes.

Person Responsible

Lori Newman

Schedule

Weekly, from 7/1/2015 to 8/17/2015

Evidence of Completion

Schedules of students with disabilities

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Walkthrough data from inclusion settings will be analyzed to determined if best practices are being implemented.

Person Responsible

Lori Newman

Schedule

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

Evidence of Completion

Walkthrough data from collaborative teaching instrument

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

The graduation rate of all students will be measured based on the number of students graduating with a standard diploma.

Person Responsible

Lori Newman

Schedule

Evidence of Completion

Graduation rate for all students with a standard diploma

G1.B5 Need for a system that implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement. 2

B149653

G1.B5.S1 The system will facilitate effective leadership through the development of principal instructional leadership, program coherence, teacher influence, and teacher-principal trust. 4

S161539

Strategy Rationale

Sustainable improvement must be led from the top through modeling of best practices and effective feedback throughout the process.

Action Step 1 5

The district will adopt a "core plus one" philosophy that ensures every course has an aligned core program and supplemental resource that is grounded in either the Florida Standards or Next Generation Sunshine State Standards.

Person Responsible

Doug Brown

Schedule

On 6/30/2016

Evidence of Completion

District policy outlining the "core plus one" philosophy

Action Step 2 5

Curriculum coordinators, instructional coaches, and teachers will take the lead in the development of curriculum guides for all courses.

Person Responsible

Ida Walker

Schedule

Daily, from 6/2/2015 to 8/15/2016

Evidence of Completion

Curriculum guides; stipend sheets for participating curriculum coordinators, instructional coaches, and teachers

Action Step 3 `5`

Through the instructional materials adoption process, administrators, curriculum coordinators, instructional coaches, and teachers will take the lead role in deciding which core language arts and mathematics programs will be adopted for grades 6-12.

Person Responsible

Channah Galbraith

Schedule

On 7/1/2016

Evidence of Completion

Instructional materials adoption process reviews

Action Step 4 `5`

District leaders and school leaders will participate in the PAEC 2015 Leadership Conference.

Person Responsible

Ray Griffin

Schedule

On 7/30/2015

Evidence of Completion

Professional development calendar; sign-in sheets from sessions

Action Step 5 `5`

Teachscape Focus for Observers (administrator certification), Reflect (teacher feedback), and Learn (professional development) will be purchased to support school leaders and teachers in the development of continuous improvement in the areas of teaching and learning.

Person Responsible

Ida Walker

Schedule

On 7/30/2015

Evidence of Completion

Purchase order showing the purchase of the Teachscape product suites

Action Step 6 `5`

Professional development related to the use of Teachscape Focus for Observers (administrator certification), Reflect (teacher feedback), and Learn (professional development) will be provided to administrators, curriculum coordinators, instructional coaches, and teachers.

Person Responsible

Ida Walker

Schedule

On 8/27/2015

Evidence of Completion

Agendas and sign-in sheets from the Teachscape training sessions

Action Step 7 `5`

Technical assistance related to the use of Teachscape Focus for Observers (administrator certification), Reflect (teacher feedback), and Learn (professional development) will be provided to administrators, curriculum coordinators, instructional coaches, and teachers.

Person Responsible

Schedule

Monthly, from 8/11/2015 to 6/30/2016

Evidence of Completion

Professional development calendar; site visit records related to Teachscape

Action Step 8 `5`

Monthly Instructional Leadership Team (ILT) meetings will be held for the purposes of communicating information related to leadership, quality instruction, and data analysis.

Person Responsible

Ida Walker

Schedule

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

Evidence of Completion

Agendas and sign-in sheets from the monthly ILT meetings

Action Step 9 5

Monthly Assistant Principal, Curriculum Coordinator, and Guidance Counselor meetings will be held for the purposes of communicating information related to leadership, quality instruction, and data analysis.

Person Responsible

Ida Walker

Schedule

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

Evidence of Completion

Agendas and sign-in sheets from the monthly AP, CC, and GC meetings

Action Step 10 5

District and school leaders will participate in ethics training.

Person Responsible

Willie Williams

Schedule

On 9/29/2015

Evidence of Completion

Agenda and sign-in sheet from ethics training

Action Step 11 5

District administrators, school administrators, curriculum coordinators, instructional coaches, and teachers will participate in national, state, and local conferences related to their areas of responsibility.

Person Responsible

Ida Walker

Schedule

On 6/30/2016

Evidence of Completion

Professional development calendar, agendas, and sign-in sheets from conferences

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Administrators, curriculum coordinators, instructional coaches, and teachers will participate in professional development that is applicable to the goals outlined in the District Improvement and Assistant Plan (DIAP) and respective School Improvement Plans (SIPs).

Person Responsible

James Mills

Schedule

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

Evidence of Completion

Professional development calendar; agendas and sign-in sheets from training sessions

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Teachers will utilize the core instructional program and the supplemental instructional programs that have been purchased for the core academic courses.

Person Responsible

Channah Galbraith

Schedule

On 6/5/2015

Evidence of Completion

Sample lesson plans from each school site showing use of the core and supplemental programs; walkthrough data collected from Teachscape Reflect regarding the use of instructional materials

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administrators will provide targeted feedback to curriculum coordinators, instructional coaches, and teachers regarding their planning and preparation, classroom environment, instruction, and professionalism through Teachscape Reflect.

Person Responsible

James Mills

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formal observation, informal observation, and classroom walkthrough data from Teachscape Reflect

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Percentage of administrators rated "Highly Effective" or "Effective" through the Florida School Leader Assessment (FSLA)

Person Responsible

Doug Brown

Schedule

On 9/30/2015

Evidence of Completion

Administrator evaluation ratings submitted to the Florida Department of Education

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Percentage of teachers rated "Highly Effective" or "Effective" through the teacher evaluation instrument

Person Responsible

James Mills

Schedule

On 9/30/2015

Evidence of Completion

Teacher evaluation ratings submitted to the Florida Department of Education

Implementation Timeline

Professional Development

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

G1. Ensure sustainable district improvement by providing comprehensive support for district leaders, school leaders, teachers, and students through the analysis and application of the Chicago Five Essentials.

G1.B3 Need for a system that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices.

G1.B3.S1 The system will support collaborative teaching and promote professional growth by developing collective responsibility, school commitment, quality professional development, and teacher-teacher trust.

PD Opportunity 1

Each site's Core Leadership Team will attend the 2015 Summer Differentiated Accountability Summer Academy for training related to collective responsibility, school commitment, quality professional development, and teacher-teacher trust.

Facilitator

Differentiated Accountability team

Participants

School-site Core Leadership Teams

Schedule

On 7/31/2015

PD Opportunity 2

Professional Learning Communities (PLCs) will be established at each site and used for the purpose of selecting strategies and interventions to guide school improvement.

Facilitator

Principals

Participants

Teachers

Schedule

Weekly, from 8/10/2015 to 5/26/2016

PD Opportunity 3

The district will establish a beginning teacher training program (Start with Success) that will meet monthly and support beginning teachers (and teachers new to the district), giving them an opportunity to collaborate and navigate the aspect of school improvement.

Facilitator

Start with Success Team

Participants

Beginning teachers; teachers new to the district

Schedule

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

G1.B3.S2 The system will support ambitious instruction by focusing on the quality of student discussion, mathematics instruction, English instruction, and course clarity.

PD Opportunity 1

Professional development related to the implementation of SpringBoard ELA and SpringBoard Mathematics will be provided for leaders and teachers in grades 6-12.

Facilitator

College Board

Participants

District leaders, school leaders, and teachers

Schedule

On 8/28/2015

PD Opportunity 2

Professional development related to the implementation of ScienceFusion in grades K-5 will be provided to administrators, curriculum coordinators, instructional coaches, and teachers.

Facilitator

Houghton Mifflin Harcourt

Participants

Administrators, curriculum coordinators, instructional coaches, and teachers

Schedule

On 9/30/2015

PD Opportunity 3

Professional development will be provided to administrators, curriculum coordinators, instructional coaches, and teachers for core reading (Journeys) and mathematics (Go Math!) instructional programs for grades K-5.

Facilitator

Houghton Mifflin Harcourt

Participants

Administrators, curriculum coordinators, instructional coaches, and teachers

Schedule

Annually, from 8/4/2015 to 9/30/2015

PD Opportunity 4

Professional development related to the administration of the iReady Diagnostic for Reading and Mathematics will be provided for all administrators, curriculum coordinators, instructional coaches, and teachers.

Facilitator

Curriculum Associates

Participants

Administrators, curriculum coordinators, instructional coaches, and teachers

Schedule

On 8/22/2015

PD Opportunity 5

Professional development related to Domain 3 (Instruction) of the Danielson Framework for Teaching will be provided for teachers and paraprofessionals.

Facilitator

District-level staff; principals; assistant principals; curriculum coordinators; instructional coaches

Participants

Teachers and paraprofessionals

Schedule

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

G1.B4 Need for a system that has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

G1.B4.S2 The system will build a supportive environment by focusing on safety, academic personalism, academic press, peer support for academic work, and student-teacher trust.

PD Opportunity 1

Professional development related to the administration of the iReady Diagnostic for Reading and Mathematics will be provided for all administrators, curriculum coordinators, instructional coaches, and teachers.

Facilitator

Curriculum Associates

Participants

Administrators, curriculum coordinators, instructional coaches, and teachers

Schedule

On 8/22/2016

PD Opportunity 2

Professional development will be provided by the Florida Inclusion Network (FIN) related to including students with disabilities into the general education curriculum for those teachers who are observed to have difficulties with inclusion.

Facilitator

Florida inclusion Network (FIN)

Participants

Exceptional Student Education (ESE) teachers and general education teachers

Schedule

Quarterly, from 8/18/2015 to 5/26/2016

PD Opportunity 3

The district will partner with the Panhandle Area Educational Consortium (PAEC) to deliver professional development for teachers related to supporting English to Speakers of Other Languages (ESOL) students in the general education classroom.

Facilitator

Panhandle Area Educational Consortium (PAEC)

Participants

Teachers

Schedule

Monthly, from 8/18/2015 to 6/5/2016

G1.B5 Need for a system that implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

G1.B5.S1 The system will facilitate effective leadership through the development of principal instructional leadership, program coherence, teacher influence, and teacher-principal trust.

PD Opportunity 1

District leaders and school leaders will participate in the PAEC 2015 Leadership Conference.

Facilitator

PAEC

Participants

District leaders, school leaders

Schedule

On 7/30/2015

PD Opportunity 2

Professional development related to the use of Teachscape Focus for Observers (administrator certification), Reflect (teacher feedback), and Learn (professional development) will be provided to administrators, curriculum coordinators, instructional coaches, and teachers.

Facilitator

Teachscape

Participants

District administrators, school administrators, curriculum coordinators, instructional coaches, and teachers

Schedule

On 8/27/2015

PD Opportunity 3

District and school leaders will participate in ethics training.

Facilitator

Florida Department of Education

Participants

District and school administrators

Schedule

On 9/29/2015

PD Opportunity 4

District administrators, school administrators, curriculum coordinators, instructional coaches, and teachers will participate in national, state, and local conferences related to their areas of responsibility.

Facilitator

Various national, state, and local agencies

Participants

District administrators, school administrators, curriculum coordinators, instructional coaches, and teachers

Schedule

On 6/30/2016

Technical Assistance

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

G1. Ensure sustainable district improvement by providing comprehensive support for district leaders, school leaders, teachers, and students through the analysis and application of the Chicago Five Essentials.

G1.B3 Need for a system that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices.

G1.B3.S1 The system will support collaborative teaching and promote professional growth by developing collective responsibility, school commitment, quality professional development, and teacher-teacher trust.

PD Opportunity 1

Technical assistance related to the use of Teachscape Focus for Observers (administrator certification), Reflect (teacher feedback), and Learn (professional development) will be provided to administrators, curriculum coordinators, instructional coaches, and teachers.

Facilitator

Ida Walker

Participants

District administrators, school administrators, curriculum coordinators, instructional coaches, and teachers

Schedule

Weekly, from 8/11/2015 to 8/11/2015

G1.B3.S2 The system will support ambitious instruction by focusing on the quality of student discussion, mathematics instruction, English instruction, and course clarity.

PD Opportunity 1

Technical assistance related to using data from the iReady Diagnostic for Reading and Mathematics and data from the iReady Progress Monitoring components will be provided to administrators, curriculum coordinators, instructional coaches, and teachers.

Facilitator

Curriculum Associates

Participants

Administrators, curriculum coordinators, instructional coaches, and teachers

Schedule

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

PD Opportunity 2

Technical assistance related to the implementation of the components of Domain 3 (Instruction) of the Danielson Framework for Teaching will be provided for teachers and paraprofessionals.

Facilitator

District-level staff; principals; assistant principals; curriculum coordinators; instructional coaches

Participants

Teachers and paraprofessionals

Schedule

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

PD Opportunity 3

Through the Professional Learning Community (PLC) process, teachers will be provided with technical assistance related to using questioning and discussion techniques with students.

Facilitator

Administrators, curriculum coordinators, instructional coaches, lead teachers

Participants

Teachers

Schedule

Monthly, from 8/18/2015 to 5/27/2016

G1.B4 Need for a system that has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

G1.B4.S1 The system will support involved families through outreach to parents, the connection of human and social resources in the community, and building teacher-parent trust.

PD Opportunity 1

Technical assistance related to the implementation of SchoolinSites will be provided to district administrators, school leaders, curriculum coordinators, instructional coaches, teachers, and information technology staff.

Facilitator

SchoolinSites

Participants

District administrators, school leaders, curriculum coordinators, instructional coaches, teachers, and information technology staff

Schedule

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

G1.B4.S2 The system will build a supportive environment by focusing on safety, academic personalism, academic press, peer support for academic work, and student-teacher trust.

PD Opportunity 1

Technical assistance related to using data from the iReady Diagnostic for Reading and Mathematics and data from the iReady Progress Monitoring components will be provided to administrators, curriculum coordinators, instructional coaches, and teachers.

Facilitator

Curriculum Associates

Participants

Administrators, curriculum coordinators, instructional coaches, and teachers

Schedule

Quarterly, from 8/18/2015 to 5/27/2016

PD Opportunity 2

Technical assistance will be provided from the Florida Inclusion Network (FIN) related to including students with disabilities into the general education curriculum.

Facilitator

Florida Inclusion Network

Participants

Exceptional Student Education (ESE) teachers and general education teachers

Schedule

Quarterly, from 8/18/2015 to 5/26/2016

PD Opportunity 3

Technical assistance related to the use of Edgenuity as an initial credit and credit recovery resource will be provided to all sites.

Facilitator

Edgenuity

Participants

Administrators, curriculum coordinators, instructional coaches, teachers, and paraprofessionals

Schedule

On 6/30/2016

G1.B4.S3 The system will provide supports and resources that will lead to the creation of a college and career ready atmosphere at Madison County High School in an effort to increase graduation rate of all students with a standard diploma.

PD Opportunity 1

The master schedule of Madison County High School will ensure daily exposure to the LAFS and MAFS, especially with the presence of an odd/even modified block.

Facilitator

Karen Sawyers with the Florida Inclusion Network (FIN)

Participants

Principal, Assistant Principals, Guidance Counselors

Schedule

On 6/30/2015

PD Opportunity 2

Madison County High School teachers and ESE teachers will utilize collaborative teaching strategies to ensure students with disabilities have access to the general education curriculum.

Facilitator

Karen Sawyers (FIN) and Carol Milton (FDLRS)

Participants

Lori Newman, Principal, Assistant Principals, general education teachers, support facilitation teachers

Schedule

PD Opportunity 3

The Coordinator of Exceptional Student Education and Student Services, FIN, and FDLRS will collaborate with the district on development and training on best practices regarding the use of collaborative teaching walkthrough tools and the provision of feedback.

Facilitator

Karen Sawyers (FIN) and Carol Milton (FDLRS)

Participants

Lori Newman, Principal, Assistant Principals, FIN, and FDLRS

Schedule

G1.B5 Need for a system that implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

G1.B5.S1 The system will facilitate effective leadership through the development of principal instructional leadership, program coherence, teacher influence, and teacher-principal trust.

PD Opportunity 1

Technical assistance related to the use of Teachscape Focus for Observers (administrator certification), Reflect (teacher feedback), and Learn (professional development) will be provided to administrators, curriculum coordinators, instructional coaches, and teachers.

Facilitator

Ida Walker

Participants

District administrators, school administrators, curriculum coordinators, instructional coaches, and teachers

Schedule

Monthly, from 8/11/2015 to 6/30/2016

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**