2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

14 - Desoto
Dr. Karyn Gary, Superintendent
Jim Browder, Region 4 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

The district's mission and vision are currently under revision. This will occur on October 13, 14.

Provide the district's vision statement

The district's mission and vision are currently under revision. This will occur on October 13, 14.

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

1) School and district leaders are expected to develop and submit staffing allocations, and budget requests (for both capital and student projects) and reports that identify and meet the needs of students, and maximize desired student outcomes.
2) Such requests are submitted annually during the spring, and are reviewed individually by the district leadership team, and then submitted to the Superintendent. At the time the project is considered, funding sources are identified.
3) Each department (Instructional Resources, Technology, Human Resources/Finance, Facilities) is responsible for aligning the request against current inventory, or the impact of the request on current or future programs. If consideration of the request requires any additional information, the appropriate director/department is charged with gathering the information and bringing it back to the leadership team for further review of the request.
4) Should a need arise, school and district leaders may submit requests at any point in the year.

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.

Much of our district resources (staff, grant funds allocations, general funds, technology) are allocated based on school size (number of students). The district leadership team (review committee discussed (a.) above) is responsible for implementation and monitoring of those supports. Again, should additional needs or requests surface, the district leadership team considers the need or request, identifies funding and or necessary supports, and moves forward, should the request be granted.

District Policies and Practices

School based budgeting: Budgets developed and submitted by the schools (staffing, facilities, additional needs) will be submitted earlier this year, January instead of April, so that funding and district budget needs can be reviewed and considered more carefully.
School based spending: The Director of Finance, Associate Director of Federal Programs, and support personnel will be meeting with principals quarterly to monitor the effective allocation and spending of school based budgets.

Quarterly intervention plans: Each school will submit a year-long Celebration Plan, and quarterly literacy plan. Any building level leader (Principal, Assistant Principal, Dean, Instructional Coach) is required to submit these plans. The Assistant Superintendent and Director of Instructional Services, and support staff, will meet with building leadership quarterly to monitor the effectiveness of the plan from the previous quarter, and identify new goals, or continuation of the same goal, for the next quarter.

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

N/A

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

Should any school emerge from DA status, the majority of the improvement efforts implemented to accomplish this task would not be discontinued. The only potential change would be the move of a building leader (administration or instructional coach) to assist other schools in emerging from DA status.

Stakeholder Involvement

PIP Link
https://www.floridacims.org/documents/131432

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

Parental Involvement Plan submitted.

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

School based leaders are intensely involved in the writing, developing, and sharing of their own school improvement plans. Their opinions are also sought and considered as the district evaluates intervention programs, curricular needs, staffing allocations, professional development needs, etc.
Several plans will be created and monitored to assist in the implementation of turn around and school-level interventions this year: School improvement plans, Quarterly Literacy Plans, and Celebration Plans.

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
Britton, Christina, christina.britton@desoto.k12.fl.us

Employee's Title

Assistant Superintendent

Employee's Phone Number

(863) 494-4222

Employee's Phone Extension

1102

Supervisor's Name

Dr. Karyn Gary

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

The Assistant Superintendent will oversee the implementation of the District Improvement Plan, as well as all School Improvement Plans. She also plays the role of the organization and dissemination of information regarding improv

District Leadership Team

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

Gary, Karyn, karyn.gary@desoto.k12.fl.us	
Title	Superintendent
Phone	
Supervisor's Name	
Supervisor's Title	
Role and Responsibilities	The Superintendent functions as the leader for the entire district. She monitors, motivates, and leads the district toward improvement.

Britton, Christina, christina.britton@desoto.k12.fl.us	
Title	Assistant Superintendent
Phone	863-494-4222
Supervisor's Name	Dr. Karyn E. Gary
Supervisor's Title	Superintendent
Role and Responsibilities	The Assistant Superintendent supports the Superintendent in leading the district. She is responsible for monitoring all school level SIPs, as well as supporting the schools in the improvement efforts.

Nedley, Phillip, phillip.nedley@desoto.k12.fl.us

Title	Director
Phone	
Supervisor's Name	Dr. Karyn E. Gary
Supervisor's Title	Superintendent
Role and Responsibilities	The Director of Human Resources ensures that a highly qualified teaching staff is in place to serve our students. He supports the principals in assuring that our best teachers work with our students every day.

Staley, Angela, angela.staley@desoto.k12.fl.us

Title	Director
Phone	863-494-4222
Supervisor's Name	Dr. Karyn E Gary
Supervisor's Title	
Role and Responsibilities	As Director of ESE/Student Services, Dr. Staley will closely monitor the progress and successes of our ESE students. She will work with the schools to ensure that the needs of all students are met, whether ESE, or in students requiring differentiation through the RtI process

Markey, Keith, keith.markey@desoto.k12.fl.us

Title	Director
Phone	863-494-4222
Supervisor's Name	Dr. Karyn E. Gary
Supervisor's Title	Superintendent
Role and Responsibilities	The level of technology required to support our students, as well as assess them according to new CBT requirements has increased dramatically in the last several years. Mr. Markey supports numerous programs throughout the district that assist in the remediation of our students, as well as the programs that help our teachers continuously monitor our students' progress.

Turnipseed, Robert, bobby.turnipseed@desoto.k12.fl.us

Title	Director
Phone	
Supervisor's Name	Dr. Karyn E. Gary
Supervisor's Title	Superintendent
Role and Responsibilities	Mr. Turnipseed will support our efforts to create district-wide, K-12 curriculum maps, to align those maps to current Florida standards, and to develop accurate assessments for those curriculums. Mr. Turnipseed will also be responsible for developing a new system of professional development that supports and enhances student-centered instruction.

Konjoian, Rae, rae.konjoian@desoto.k12.fl.us

Title	Director
Phone	863-494-4222
Supervisor's Name	Dr. Karyn E. Gary
Supervisor's Title	Superintendent
Role and Responsibilities	The majority of our district's funding relies on grant monies, and those monies are put to work for our students. Dr. Konjoian will be responsible for implementing the programs sponsored by those grants, as well as applying for new grants to support our students and district in improvement efforts.

Saulo, Marcia, marcia.saulo@desoto.k12.fl.us

Title	Director
Phone	863-494-4222
Supervisor's Name	Dr. Karyn E. Gary
Supervisor's Title	Superintendent
Role and Responsibilities	The Director of Finance monitors the effective financial implementation of all of our goals. With much of our budget relying on grant monies, there is much to monitor. She will focus on assuring that the financial support is there for our schools so that they can effectively meet the needs of our students.

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**

Much of our school based leadership teams were new to their positions in 2012-2013. At the end of 2012-2013, the school based team at the lowest achieving school was separated, and placed at different schools under the mentorship of strong, experienced leaders.

We began the recruitment of new leaders early in the hiring season for 2013-2014. We hired two new principals (one elementary, one middle) with considerable experience in serving title 1 populations, and schools in high need of turn around. Our two largest elementary schools were given additional administrators to facilitate additional instructional leadership as well.

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

Teacher data is closely analyzed to determine if they have contributed to improved student outcomes. Teachers with potentially negative impact on student achievement may be switched to a grade level or subject area that is not assessed, may be identified for additional supports, or may ultimately be non-renewed (if they are on annual contract).

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

At our three elementary schools, all grade levels have common planning. The middle school schedule was revised to include a common planning time in the morning, prior to student arrival. Teachers and school leadership use this time to: plan collaboratively, attend professional development, participate in PLCs, meet with parents, provide additional instruction for students.

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

Each of our elementary schools has a reading coach. As certified elementary teachers, these coaches also function as the mathematics and science coach as needed. These coaches, in partnership with school leadership and the DA team, model effective lessons, implement district-wide curriculum maps, analyze student data (leading and lagging), and provide professional development as needed.

The middle school has a reading and math coach. In partnership with school leadership and the DA team, these coaches assist in: modelling effective instructional strategies, analyzing student data, providing professional development on the Florida standards, creating subject area quarterly benchmarks, implement curriculum maps, and provide other professional development as needed. Coaches are monitored monthly through submission of calendars. They meet and collaborate with each other during monthly coaches meeting, and quarterly coaches meetings facilitated by the Heartland Education Consortium.

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:

Writing Across the Curriculum

Program Type	Core
School Type	Elementary School
Description	Our elementary schools implement writing skills using a scaffold approach. At this time, we are still providing training for the new statewide FSA writing rubrics. We are working with students to read and analyze text, both fiction and nonfiction, and to understand and respond to questions using the text to support their answers. With each grade level, we add more complex text, and more complex questions. When the state provides additional examples of writing assessments, we will implement school wide writing practice assessments.

Supplemental Writing Program

Program Type	Supplemental
School Type	Elementary School
Description	When students are identified as requiring additional assistance to respond to grade level writing assignments, teachers work in small groups to provide additional supports (Tier 2).

Intensive Writing Program

Program Type	Intensive Intervention
School Type	Elementary School
Description	When students are identified as requiring additional assistance to respond to grade level writing assignments, teachers work in small groups to provide additional supports (Tier 3).

Mathematics

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

Go Math!

Program Type
Core

School Type
Elementary School

Description
Students are instructed in core math skills based on the progression of skills, and priority of assessed standards. This information is provided by district-wide, standards based curriculum maps.

IReady Math

Program Type
Core, Supplemental, Intensive Intervention

School Type
Elementary School, Middle School, High School

Description
IReady Math, both computer assisted instruction and print materials, is meant to provide core, supplemental, and intensive instruction based on the need of the student. All students take the IReady math diagnositic three times a year. The diagnostic serves to identify areas of strength and areas of concern regarding students' math abilities. The computer assisted portion of the curriculum is prescriptive, and adjusts in difficulty level based on the students' diagnostic score, and response to the lesson's questions. IReady print materials are on grade level, allowing teachers and students to monitor student ability compared to grade level expectations.

McGraw Hill Math

Program Type
Core, Supplemental

School Type
Middle School

Description
Students in grades 6-8 receive core instruction based on district-wide, standards-based curriculum maps, using McGraw Hill texts as curriculum and assessment resources. The text series also contains supplemental and intensive support suggestions for students.

Pearson Math

Program Type
Core, Supplemental, Intensive Intervention

School Type
High School

Description
Pearson text series are used for Algebra, Algebra IA/IB, Geometry, Algebra II, Math for College Readiness, and Intensive Math. These series are used for core instruction, further supported by district-wide, standards-based curriculum maps. Additional supplemental and intensive support resources are located throughout the series, and are implemented as needed based on the course, teacher discretion, and student performance on district generated benchmarks.

Science

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

Houghton Mifflin Harcourt Science Fusion

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School
Description	Students are instructed in core science skills based on the progression of skills, and priority of assessed standards. Sixth grade students receive instruction in Earth/Space Science. Seventh grade students receive instruction in Life Sciences. Eighth grade students receive instruction in Physical Science. This information is provided by district-wide, standards based curriculum maps. Student mastery of standards will be assessed through quarterly assessments that are cumulative to the standards taught and assessed to that point in the year. Student performance on these assessments will assist teachers in identifying areas of greater need to provide supplemental and intensive interventions. Teachers and department leadership will then collaborate to identify further necessary resources to meet the students' needs.

Houghton Mifflin Harcourt Science Fusion

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School
Description	Students are instructed in core science skills based on the progression of skills, and priority of assessed standards. Grades K-4 instruct and build on the concepts of inquiry, the scientific method, earth/space science, life sciences, and physical science. In the fifth grade, student mastery of standards will be assessed through quarterly assessments that are cumulative to the standards taught and assessed to that point in the year. Student performance on these assessments will assist teachers in identifying areas of greater need to provide supplemental and intensive interventions. Teachers and department leadership will then collaborate to identify further necessary resources to meet the students' needs.

Pearson Science	
Program Type	Core, Supplemental, Intensive Intervention
School Type	High School
Description	Students are instructed in core science skills based on the progression of skills, and priority of assessed standards. This information is provided by district-wide, standards based curriculum maps. Students are instructed in: Biology, Chemistry, Physical Science, and Physics. Student mastery of standards in biology and chemistry will be assessed through quarterly assessments that are cumulative to the standards taught and assessed to that point in the year. Student performance on these assessments will assist teachers in identifying areas of greater need to provide supplemental and intensive interventions. Teachers and department leadership will then collaborate to identify further necessary resources to meet the students' needs.

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

This year, we have developed and implemented district-wide, standards-based curriculum maps in the four core areas. These maps will be further refined each year as CPalms, and state FSA test specifications change each year.
Effectiveness and fidelity of the implementation of these maps will be monitored:
1) At the elementary level, instructional coaches and grade level leaders are using summative assessments pulled from state provided CPalms. The data across grade levels, and across schools will be compared on these assessments.
2) At the middle school level, in the four core academic areas, instructional coaches and district level assessment staff, will be developing quarterly assessments that closely match the content and pacing of the district curriculum guides. (This is different from failing benchmark assessment practices used in the past, where students were repeatedly assessed on a full year's worth of materials, on assessments that were quickly developed and that were not aligned with any particular standards map or plan.) Quarterly assessments in reading will also be administered, but will be generated by the teacher, using specific programs that are student centered.
3) At the high school level, in science, math, and history, instructional coaches and district level assessment staff will be developing quarterly assessments that closely match the content and pacing of the district curriculum guides. (This is different from failing benchmark assessment practices used in the past, where students were repeatedly assessed on a full year's worth of materials, on assessments that were quickly developed and that were not aligned with any particular standards map or plan.) Quarterly assessments in reading will also be administered, but will be generated by the teacher, using specific programs that are student centered. All other content areas, including upper level language arts, electives, and CTE courses are recommended to provide quarterly assessments, but are required to give midterm and final exams that must be submitted in advance of administration.

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

Provide the page numbers of the plan that addresses this question

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	59%	42%	No	63%
American Indian				
Asian	60%	75%	No	65%
Black/African American	44%	25%	No	50%
Hispanic	56%	38%	No	61%
White	67%	50%	No	71%
English language learners	52%	25%	No	57%
Students with disabilities	45%	22%	No	51%
Economically disadvantaged	56%	37%	No	61%

Mathematics

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

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	63%	45%	No	67%
American Indian				
Asian	82%	82%	No	84%
Black/African American	48%	25%	No	54%
Hispanic	62%	47%	No	66%
White	66%	48%	No	70%
English language learners	60%	32%	No	64%
Students with disabilities	43%	22%	No	49%
Economically disadvantaged	60%	41%	No	65%

Step Zero

District Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If the School District of DeSoto County supports and applies ambitious instruction throughout the district, 50% of all students will meet reading benchmarks.

Strategic Goals Detail

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

G1. If the School District of DeSoto County supports and applies ambitious instruction throughout the district, 50% of all students will meet reading benchmarks. 1a

🔍 G050854

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	ELA Proficiency District Assessment	2015-16	50.0

Resources Available to Support the Goal 2

- District curriculum maps and/or pacing guides.

- Professional development for teachers

- Text and online resources

- Professional development for leaders

- CPalms

Targeted Barriers to Achieving the Goal 3

- Teacher lack of rigorous instructional strategies and content knowledge.

- Lack of student/parent engagement/involvment.

Plan to Monitor Progress Toward G1. 8

Student performance data on mastery checks will be gathered, analyzed/compared.

Person Responsible
Christina Britton

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

Evidence of Completion
Student data will be gathered and maintained on district and staff shared drive, or within performance matters, so that teachers can easily access, discuss, and interpret the data.

Plan to Monitor Progress Toward G1. 8

Student, staff, and parent data (from survey responses) will be summarized and compared from the beginning to the end of the year.

Person Responsible
Christina Britton

Schedule
Semiannually, from 8/17/2015 to 5/2/2016

Evidence of Completion
Student, staff, and parent data (from survey responses) will be summarized and compared from the beginning to the end of the year.

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If the School District of DeSoto County supports and applies ambitious instruction throughout the district, 50% of all students will meet reading benchmarks. 1

🔑 G050854

G1.B1 Teacher lack of rigorous instructional strategies and content knowledge. 2

🔑 B127521

G1.B1.S1 Provide district curriculum maps and/or pacing guides to support content area focus for ELA and Math, grades K-12. 4

🔑 S139769

Strategy Rationale

Teachers will receive guidance on the prioritized standards to prepare students for upcoming assessments. The pacing guides will support teachers in their efforts to teach and assess standards more rigorously and effectively.

Action Step 1 5

Organize district pacing guides in the areas of ELA and Math, at the elementary level.

Person Responsible

Kristie Joens

Schedule

Quarterly, from 6/22/2015 to 6/30/2016

Evidence of Completion

The pacing guides will be maintained online, and will be accessible at all times to all district teachers. Elementary teachers will use the pacing guides as the foundations for their daily/weekly submitted lesson plans.

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

Lesson plans will be monitored weekly by building leadership.

Person Responsible

Christina Britton

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Teacher lesson plans will be submitted daily/weekly online, and will be saved for the year. Building leadership will monitor the submission of these plans and provide feedback.

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

Students in grades 1-5, will complete standards mastery checks at a time when it is appropriate to the teaching of the curriculum and pacing guides.

Person Responsible

Laurie Graebner

Schedule

Monthly, from 8/24/2015 to 5/20/2016

Evidence of Completion

Student data on the mastery checks will be gathered and analyzed across schools (elementary), or between subject area teachers. Teachers will work in grade levels, or departments to identify areas of need, based on student performance, and adjust instruction or reteach skills and concepts.

G1.B1.S2 Provide professional development in effective instructional strategies. 4

S139770

Strategy Rationale

Teachers will receive professional development in rigorous instructional strategies aimed at increasing student understanding and achievement in literacy.

Action Step 1 5

Provide professional development to teachers, leadership teams, and school leaders in increasing the rigor of instruction.

Person Responsible

Christina Britton

Schedule

Quarterly, from 8/3/2015 to 5/13/2016

Evidence of Completion

Teachers and school leadership will participate in quarterly professional development activities provided by ICLE (International Center for Leadership) in increasing the rigor of classroom instruction and student activities.

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

The schedule for professional development in rigorous instructional strategies will be set and monitored by the district.

Person Responsible

Kristie Joens

Schedule

Monthly, from 8/3/2015 to 4/15/2016

Evidence of Completion

Attendance at professional development offerings, monitoring of lesson plans, coaching agendas, time sheets.

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

The implementation of more rigorous instructional strategies will be monitored for effectiveness through lesson plan monitoring, coaches' visits to the classrooms, team instructional walk throughs.

Person Responsible

Christina Britton

Schedule

Triannually, from 8/24/2015 to 4/15/2016

Evidence of Completion

Lesson plans, coaches time sheets, instructional walk through data

G1.B2 Lack of student/parent engagement/involvment. `2`

B127533

G1.B2.S1 Create an inviting, engaging, and supportive environment that welcomes students and their parents. `4`

S139799

Strategy Rationale

Many of our students have a high rate of absenteeism.

Action Step 1 `5`

Create a series of events that celebrates student success, and engages parents.

Person Responsible

Christina Britton

Schedule

Quarterly, from 8/17/2015 to 5/30/2016

Evidence of Completion

Each school will have it's own Relationship Plan that encourages the success of students, staff, and parents. A district-wide Parental Involvement Plan will also be developed.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Schools will create Relationship Plans that plan relationship building events with staff, students, and/or parents on a quarterly basis. The Parental Involvement Specialist will coordinate monthly parent activities at each of our Title 1 schools.

Person Responsible

Christina Britton

Schedule

Quarterly, from 8/10/2015 to 5/16/2016

Evidence of Completion

Year long Relationshiop Plans will be submitted at the beginning of the year. A Parental Involvement Plan will be developed in the beginning of the year as well. The fidelity of the activities will monitored through: submission of calendars, district walk throughs, sign in sheets (where appropriate), quarterly meetings between district and school leadership.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

School leadership will monitor student, staff, and parental attendance of the planned events. Student, staff, and parent feedback will be monitored through surveys given at the beginning and end of the school year.

Person Responsible

Christina Britton

Schedule

Quarterly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Attendance will be monitored at planned events, and reported/discussed at quarterly leadership meetings. Surveys will be administered to students, staff, and parents at the end of first quarter, and at the end of the school year.

Implementation Timeline

Professional Development

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

G1. If the School District of DeSoto County supports and applies ambitious instruction throughout the district, 50% of all students will meet reading benchmarks.

G1.B1 Teacher lack of rigorous instructional strategies and content knowledge.

G1.B1.S1 Provide district curriculum maps and/or pacing guides to support content area focus for ELA and Math, grades K-12.

PD Opportunity 1

Organize district pacing guides in the areas of ELA and Math, at the elementary level.

Facilitator

Britton, Joens, Instructional coaches, school curricular teams

Participants

Elementary teachers, district wide.

Schedule

Quarterly, from 6/22/2015 to 6/30/2016

G1.B1.S2 Provide professional development in effective instructional strategies.

PD Opportunity 1

Provide professional development to teachers, leadership teams, and school leaders in increasing the rigor of instruction.

Facilitator

Christina Britton, Kristie Joens, ICLE Consultants

Participants

Teachers, lead teachers, instructional coaches, school leaders

Schedule

Quarterly, from 8/3/2015 to 5/13/2016

Technical Assistance

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

Budget Rollup

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