2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

32 - Jackson
Steve Benton, Superintendent
Rachel Heide, Northwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

The purpose of the Jackson County School District is to prepare all students for success as educated and caring citizens by inspiring and building good character and a passion for lifelong learning.

b. District Vision Statement

Building a Better Community...One Student at a Time.

c. Link to the district's strategic plan (optional).

No strategic plan link stored

2. Supports for School Improvement

a. Alignment of Resources

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 has established policies and procedures for the equitable allocation of resources such as personnel, instructional, curricular, and technology to all schools. There are few adjustments based on the identification of school performance status at this time. The District Curriculum Content Specialists for Reading and Math (federally funded) provide services for Priority or Focus schools on a identified needs basis.

b. School Allocation Process

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.

Items such as personnel and instructional materials and supplies are allocated based on student FTE as generated by FDOE survey data. This calculation is conducted by the Finance Director following current Board Policy. Student performance data is reviewed quarterly to determine needs of individual schools. The District Leadership Team reviews this data with the School Administrators and short and long term action plans are developed to support improvement, which may include additional personnel, additional resources and support. The District Leadership Team along with School Administrators monitor implementation of resources to determine additional changes or modifications through review of data such and student enrollment and student performance.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The District modified the Multi-Tiered Systems of Support process and procedure handbook to support Tier 1 instruction and improve targeted supports in Tier 2 and 3. The District Leadership

Team, School Administrators and the District's MTSS Content Specialist are responsible for the implementation and follow-up of this process. Additional modifications or adjustments to other policies or practices will be reviewed based on need.

d. Operational Flexibility
Provide the district's definition of "operational flexibility"Â? 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.

At this the District is not required to implement the District-Managed Turnaround model. The District does not currently have an "operational flexibility" definition.

3. Sustainability of Improvement

a. 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.

Any supports provided to Priority or Focus schools that improve a needs assessment based on data will determine the continuation or deletion of any additional resources provided during their identification. Fund sources for continuation will be identified by District and School Leadership.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link
https://www.floridacims.org/documents/361912

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

The School Advisory Councils at each school along with support from Title I Parent Involvement and the District Advisory Council are the mechanisms for engaging families and communities in all school improvement efforts.

3. Engagement of School Leadership
Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.

Through the District School Improvement process, school leaders are involved in the identification, development, and implementation of school-level interventions. The School Improvement will infuse the additional requirements of turnaround plans.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address
Kilts, Michael, michael.kilts@jcsb.org

b. Employee's Title
Director

c. Employee's Phone Number

(850) 482-1200

d. Employee's Phone Extension

223

e. Supervisor's Name

Larry Moore

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

Manage the District's School Improvement Process and facilitate the completion of required documentation through coordination with District and School Leadership Teams.

2. District Leadership Team:

Moore, Larry, larry.moore@jcsb.org	
Title	Superintendent
Phone	850-482-1200
Supervisor's Name	School Board
Supervisor's Title	Board Member
Role and Responsibilities	District Instructional Leader and implements policies and procedures required by School Board Policy.

McDaniel, Cheryl, cheryl.mcdaniel@jcsb.org	
Title	Assistant Superintendent
Phone	850-482-1200
Supervisor's Name	Larry Moore
Supervisor's Title	Superintendent
Role and Responsibilities	Oversees Human Resources, Food Service, Personnel Issues, and supports Superintendent.

Kilts, Michael, michael.kilts@jcsb.org	
Title	Director
Phone	850-482-1200
Supervisor's Name	Larry Moore
Supervisor's Title	Superintendent
Role and Responsibilities	Manages and oversees the District's Federal Programs (Title I Part A, C and D; Title II, Title III, Title VI and Homeless); District Leadership Professional Development Program; Adults with Disabilities Program; District and School Improvement Process; Parent Involvement.

Pilcher, Carolyn, carolyn.pilcher@jcsb.org

Title	Director
Phone	850-482-1200
Supervisor's Name	Larry Moore
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Elementary and Early Childhood Education, oversees District Professional Development, Beginning Teacher Program, Multi-Tiered Systems of Student Support.

See, Jennifer, jennifer.see@jcsb.org

Title	Director
Phone	850-482-1200
Supervisor's Name	Larry Moore
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Secondary Education, Management Information Systems, Virtual School, District Technology, Truancy, Instructional Materials and Supplies.

Larkin, Shawn, shawn.larkin@jcsb.org

Title	Director
Phone	850-482-1200
Supervisor's Name	Larry Moore
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Exceptional Student Education.

Williams, Shirl, shirl.williams@jcsb.org

Title	Director
Phone	850-482-1200
Supervisor's Name	Larry Moore
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Student Services, Assessment and Equity.

Daniels, Phyllis, phyllis.daniels@jcsb.org	
Title	Director
Phone	850-482-1200
Supervisor's Name	Larry Moore
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Career and Technical Education and Adult Education.

Sneads, Kathy, kathy.sneads@jcsb.org	
Title	Director
Phone	(850) 482-1200
Supervisor's Name	Larry Moore
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Finance.

3. Educator Quality

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

The Superintendent staffs school leadership teams. There is no current process that takes the variables above into account.

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

The District has supplemental pay for sending high-performance teachers to low-performing schools. This is still at the discretion of the Superintendent to make these decisions.

D. Professional Capacity

1. Common Planning Time
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.

Elementary- ability to conduct grade-group meetings at the school site, Elementary Education Director conducts monthly grade group meetings.
Middle and High Schools- data meetings for ELA and math conducted quarterly. Content Specialists modeling in schools and are available to conduct subject specific meetings as requested.

2. Instructional Coaches
Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction.

The District is not required at this time to provide reading, math or science coaches. We currently have district-level reading and math content specialists that are providing services in a more frequent and intensive manner based on need. The Director of Elementary Education monitors the activities of the content specialists. Quarterly data meetings on student achievement are reviewed with School and District Leadership.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.
Yes

District Reading Plans
https://www.floridacims.org/districts/jackson?current_tab=reading

b. Writing

1. Description of Programs
List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Reading Wonders	
Program Type	Core
School Type	Elementary School
Description	State-adopted ELA curriculum with writing.

Carmen Rivera Writing Program	
Program Type	Supplemental, Intensive Intervention
School Type	Elementary School
Description	Standards-based writing curriculum to supplement Reading Wonders.

District ELA Curriculum Map	
Program Type	Core
School Type	Middle School, High School
Description	District developed standards-based ELA with writing.

c. Mathematics

1. Description of Programs
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	State adopted math curriculum.

Eureka Math

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	Supplemental curriculum to support standards-based instruction.

New Jersey Math

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	Supplemental curriculum to support standards-based instruction.

i-Ready Math

Program Type	Supplemental, Intensive Intervention
School Type	Elementary School
Description	Online curriculum and adaptive diagnostic with formative and summative assessment ability.

Think through Math

Program Type	Supplemental, Intensive Intervention
School Type	Middle School, High School
Description	Online curriculum with assessment practice.

d. Science

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

Fusion

Program Type	Core
School Type	Elementary School
Description	State adopted Science curriculum.

Integrated Science	
Program Type	Core
School Type	Middle School, High School
Description	State adopted Science curriculum.

Coach Workbooks	
Program Type	Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	Curriculum and content supplement with assessment practice- print and digital.

2. Instructional Alignment and Pacing

a. Program Monitoring
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.

Interim assessments each 9-12 weeks developed based on curriculum map instruction to determine quality of instruction and mastery of standards. Curriculum maps are standards-based instructional models and adjustments to instruction are made for each interim assessment. At the end of each school year, a team teachers along with content specialists convene to review and adjust curriculum as necessary based on achievement data from interim assessments, District formative assessments, and state assessments. Based on student achievement outcomes, resources used are evaluated through the problem-solving process under school improvement to determine the individual effectiveness of the program. Based on that evaluation, removal of the resource is considered or improvements to implementation are identified for continuation of the resource.

b. Supports for Student Transitions
Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?
No

a. Link to Student Progression Plan

http://images.pcmac.org/Uploads/JacksonCountySB/JacksonCountySB/Divisions/
DocumentsCategories/Documents/2015StudentProgressionPlan.pdf

b. Provide the page numbers of the plan that address this question.

The District does not currently have a transition support for students in Focus and/or Priority schools.

c. Alignment of Pacing Guides to Florida Standards
Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. *Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

Based on overall student achievement, the District is working towards improving Tier 1 instruction to positively impact in all subject areas and grade levels.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

District Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   The District will support ambitious Tier 1 instruction to ensure improvement in student achievement in measured cells for school grade as well as foundation skills in reading and mathematics for K-2.

Strategic Goals Detail

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

G1. The District will support ambitious Tier 1 instruction to ensure improvement in student achievement in measured cells for school grade as well as foundation skills in reading and mathematics for K-2. 1a

🔍 G085304

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2016-17	56.0
District-Wide	FSA Mathematics Achievement	2016-17	57.0
District-Wide	Statewide Science Assessment Achievement	2016-17	55.0
District-Wide	U.S. History EOC Pass	2016-17	62.0
District-Wide	Civics EOC Pass	2016-17	63.0
District-Wide	ELA/Reading Gains	2016-17	54.0
District-Wide	ELA/Reading Lowest 25% Gains	2016-17	47.0
District-Wide	Math Gains	2016-17	54.0
District-Wide	Math Lowest 25% Gains	2016-17	43.0
District-Wide	ELA Achievement District Assessment	2016-17	55.0
District-Wide	Math Achievement District Assessment	2016-17	55.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2016-17	73.0

Targeted Barriers to Achieving the Goal 3

- Scheduling sufficient time for professional learning to support ambitious Tier 1 Instruction.

- Number of new teachers (3 years or less)

- Lack of classroom technology for individualized learning grades 9-12.

- Identifying Critical Content from the Standards

- New Administrators (3 years or less)

- Tracking student data

- Differentiated Instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Content Specialists in Elementary ELA and Math; Secondary ELA and Math; Technology Integration; and MTSS.

- PAEC Partnership to support beginning teachers.

- All schools have access to discretionary local and federal fund sources to address school-level barriers to improved student achievement.

- Provide multiple supplemental tools to support Tier 1 instruction for ELA, Math, MTSS Process, and Science.

- Marzano Focused Evaluation Tools.

- School Improvement Network's Edivate Professional Learning Platform

- Instructional Technology

- Contracted Content Consultants in Math, MTSS, Writing and Data Analysis.

- Education Foundation Grants

- Data Analysis Support from District Staff

- FLDOE Support

- Additional Instructional Staff

- Extended Learning Opportunities

- Alternative assessments to meet graduation requirements

Plan to Monitor Progress Toward G1. 8

Student achievement on interim assessments and District/State summative assessments.

Person Responsible
Cheryl McDaniel

Schedule
Quarterly, from 8/1/2017 to 6/29/2018

Evidence of Completion
State and District summative assessment results (FSA and i-Ready). District formative/interim assessments (i-Ready, Think through Math and ELA District).

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. The District will support ambitious Tier 1 instruction to ensure improvement in student achievement in measured cells for school grade as well as foundation skills in reading and mathematics for K-2. 1

🔍 G085304

G1.B1 Scheduling sufficient time for professional learning to support ambitious Tier 1 Instruction. 2

🔍 B226863

G1.B1.S1 Implement content specialists to support Tier 1 instruction in Elementary ELA, Elementary Math, Secondary ELA, Secondary Math and Technology Integration. 4

🔍 S239328

Strategy Rationale

Systems approach to job-embedded professional learning for ELA, Math and educational tools.

Action Step 1 5

Utilize Content Specialists in ELA, Math and Technology Integration to support Tier 1 Instruction.

Person Responsible

Jennifer See

Schedule

Weekly, from 7/18/2016 to 6/22/2017

Evidence of Completion

Content Specialist's Calendar; PD events in ePDC

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

Monitor Content Specialists Time and Effort

Person Responsible

Jennifer See

Schedule

Biweekly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Content Specialists time and effort logs showing support to schools and teachers to improve Tier 1 Instruction.

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

Student Achievement.

Person Responsible

Jennifer See

Schedule

Quarterly, from 8/10/2016 to 6/30/2017

Evidence of Completion

Formative assessments developed or used by District and summative District and State assessments.

G1.B3 Number of new teachers (3 years or less) `2`
🔑 B230239

G1.B3.S1 ProPEL PAEC Partnership for Beginning Teachers `4`
🔑 S242879

Strategy Rationale

Provide intensive on-going support for beginning teachers through consultation and professional services from PAEC.

Action Step 1 `5`

Implement ProPEL Contract with PAEC

Person Responsible

Carolyn Pilcher

Schedule

Biweekly, from 8/1/2016 to 6/30/2017

Evidence of Completion

Teacher portfolios, PAEC reports, mentor reports

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

Monitor ProPEL Contract with PAEC

Person Responsible

Carolyn Pilcher

Schedule

Quarterly, from 8/1/2016 to 6/30/2017

Evidence of Completion

PAEC will submit quarterly reports on the progress with beginning teachers.

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

ProPEL Contract with PAEC

Person Responsible

Carolyn Pilcher

Schedule

Annually, from 8/1/2016 to 6/30/2017

Evidence of Completion

Beginning Teacher portfolio of work, teacher evaluation results, student achievement results.

G1.B3.S2 Each beginning teacher has an assigned mentor. `4`

🔧 S242880

Strategy Rationale

Provide on-campus support for beginning teachers in conjunction with PAEC support.

Action Step 1 `5`

Provide Beginning Teacher with a Mentor Teacher.

Person Responsible

Carolyn Pilcher

Schedule

Weekly, from 8/1/2016 to 6/30/2017

Evidence of Completion

Beginning Teacher and Mentor Teacher portfolio

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

Mentor Teacher

Person Responsible

Carolyn Pilcher

Schedule

Quarterly, from 8/1/2016 to 6/30/2017

Evidence of Completion

PAEC documentation for Mentors, mentor observations, mentor training

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

Mentor Teacher

Person Responsible

Carolyn Pilcher

Schedule

Quarterly, from 7/31/2016 to 6/30/2017

Evidence of Completion

Beginning Teacher completion of PAEC ProPEL program; Beginning Teacher survey of program.

G1.B4 Lack of classroom technology for individualized learning grades 9-12. `2`

🔑 B230240

G1.B4.S2 District ELA, Math and Technology Resource Teachers conduct job-embedded PD and support to teachers. `4`

🔑 S263525

Strategy Rationale

Improve use of instructional technology and support differentiated instruction.

Action Step 1 `5`

Principals schedule Resource Teachers

Person Responsible

Jennifer See

Schedule

Every 2 Months, from 7/24/2017 to 6/22/2018

Evidence of Completion

Resource teacher schedules, training materials

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

Resource Teacher Meetings with District Leadership

Person Responsible

Jennifer See

Schedule

Monthly, from 8/14/2017 to 6/29/2018

Evidence of Completion

Meeting documents, data notebooks

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Progress Monitoring assessments, FSA

Person Responsible

Cheryl McDaniel

Schedule

Quarterly, from 8/14/2017 to 6/29/2018

Evidence of Completion

Data notebooks from each principal.

G1.B7 Identifying Critical Content from the Standards `2`
🔑 B230243

G1.B7.S1 Implement content specialists to support professional learning in understanding state academic content standards. `4`
🔑 S242881

Strategy Rationale

Improve teacher and school administrator knowledge in state academic content standards.

Action Step 1 `5`

Utilize Content Specialists in ELA, Math and Technology Integration to support professional learning in understanding state academic content standards.

Person Responsible

Carolyn Pilcher

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Content Specialist's Calendar; PD events in ePDC

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Monitor Content Specialists Time and Effort

Person Responsible

Carolyn Pilcher

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Content Specialists time and effort logs showing support to schools and teachers to improve Tier 1 Instruction.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Student achievement.

Person Responsible

Carolyn Pilcher

Schedule

Quarterly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Formative assessments developed or used by District and summative District and State assessments.

G1.B8 New Administrators (3 years or less) 2

🔑 B249994

G1.B8.S1 District Leadership Team Tiered Supports of School Administrators 4

🔑 S263531

Strategy Rationale

Provide differentiated supports to school administrators based on data tied to Essential Conditions.

Action Step 1 5

Analyze Data tied to Essential Conditions in District Leadership Team Meeting

Person Responsible

Larry Moore

Schedule

Monthly, from 6/19/2017 to 6/25/2018

Evidence of Completion

Monthly Leadership Team Meetings; Tiered Supports Data Sheets

Action Step 2 5

Provide Differentiated Support to Schools

Person Responsible

Larry Moore

Schedule

Daily, from 7/24/2017 to 6/29/2018

Evidence of Completion

Monthly Leadership Team Meetings

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

District Leadership Team Meetings

Person Responsible

Larry Moore

Schedule

Monthly, from 7/24/2017 to 6/4/2018

Evidence of Completion

Monthly meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Improved School Grades

Person Responsible

Larry Moore

Schedule

Monthly, from 7/24/2017 to 6/4/2018

Evidence of Completion

School grade points earned will improve at school's with administrators 3-years or less experience as a result of differentiated supports.

G1.B12 Tracking student data `2`

🔑 B249998

G1.B12.S1 Provide resources to improve data analysis and use of data to make decisions. `4`

🔑 S263534

Strategy Rationale

Ensure data is accurate, is used to improve and is analyzed for impact.

Action Step 1 `5`

Data Analysis Meetings

Person Responsible

Hunter Nolen

Schedule

Monthly, from 8/7/2017 to 6/4/2018

Evidence of Completion

Data notebooks, data meetings

Plan to Monitor Fidelity of Implementation of G1.B12.S1 `6`

Data Analysis Meetings

Person Responsible

Hunter Nolen

Schedule

Monthly, from 8/7/2017 to 6/4/2018

Evidence of Completion

Meeting notes, data notebook

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 `7`

Data Analysis Meeting

Person Responsible

Hunter Nolen

Schedule

Monthly, from 8/7/2017 to 6/4/2018

Evidence of Completion

Data meetings, data notebooks

G1.B12.S2 Alternative Assessments for concordant scores to meet graduation requirements. `4`
🔑 S263596

Strategy Rationale

Identify those students that are not meeting ELA and Algebra 1 graduation requirements and provide ACT and PERT to obtain concordant scores.

Action Step 1 `5`

Schedule Assessments

Person Responsible

Shirl Williams

Schedule

Semiannually, from 9/5/2017 to 4/9/2018

Evidence of Completion

Testing calendar, purchase requisitions of assessments

Plan to Monitor Fidelity of Implementation of G1.B12.S2 6

Assessments administered with fidelity

Person Responsible

Shirl Williams

Schedule

Semiannually, from 10/3/2017 to 4/9/2018

Evidence of Completion

Assessment results for students that have taken assessments.

Plan to Monitor Effectiveness of Implementation of G1.B12.S2 7

Reduction of Students not meeting graduation requirements

Person Responsible

Larry Moore

Schedule

Semiannually, from 12/15/2017 to 6/29/2018

Evidence of Completion

Assessment results showing students meeting requirements.

G1.B13 Differentiated Instruction 2

🔑 B250024

G1.B13.S1 Additional staff. 4

🔑 S263551

Strategy Rationale

Provide for 2 adults in intensive reading classes to support small group and differentiated instruction.

Action Step 1 5

Complete Request for Additional Staff

Person Responsible

Cheryl McDaniel

Schedule

Quarterly, from 4/24/2017 to 6/25/2018

Evidence of Completion

Staffing Plans, staffing plan updates, requests from principals

Action Step 2 5

Implement Staffing Plans

Person Responsible

Larry Moore

Schedule

Daily, from 8/10/2017 to 6/29/2018

Evidence of Completion

Staffing reports, payroll, Board agendas for additional staff requests

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Review staffing, review master schedules

Person Responsible

Cheryl McDaniel

Schedule

Semiannually, from 8/10/2017 to 6/29/2018

Evidence of Completion

Staffing plan review meetings with principals, master-schedule review, Title I Comparability Report

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Data Review of achievement results

Person Responsible

Cheryl McDaniel

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data analysis meetings from each school. Data notebooks.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1 A309949	Utilize Content Specialists in ELA, Math and Technology Integration to support Tier 1 Instruction.	See, Jennifer	7/18/2016	Content Specialist's Calendar; PD events in ePDC	6/22/2017 weekly
G1.B1.S1.MA1 M317295	Student Achievement.	See, Jennifer	8/10/2016	Formative assessments developed or used by District and summative District and State assessments.	6/30/2017 quarterly
G1.B1.S1.MA1 M317294	Monitor Content Specialists Time and Effort	See, Jennifer	7/1/2016	Content Specialists time and effort logs showing support to schools and teachers to improve Tier 1 Instruction.	6/30/2017 biweekly
G1.B3.S1.MA1 M325028	ProPEL Contract with PAEC	Pilcher, Carolyn	8/1/2016	Beginning Teacher portfolio of work, teacher evaluation results, student achievement results.	6/30/2017 annually
G1.B3.S1.MA1 M325027	Monitor ProPEL Contract with PAEC	Pilcher, Carolyn	8/1/2016	PAEC will submit quarterly reports on the progress with beginning teachers.	6/30/2017 quarterly
G1.B3.S1.A1 A314290	Implement ProPEL Contract with PAEC	Pilcher, Carolyn	8/1/2016	Teacher portfolios, PAEC reports, mentor reports	6/30/2017 biweekly
G1.B7.S1.MA1 M325033	Student achievement.	Pilcher, Carolyn	7/1/2016	Formative assessments developed or used by District and summative District and State assessments.	6/30/2017 quarterly
G1.B7.S1.MA1 M325032	Monitor Content Specialists Time and Effort	Pilcher, Carolyn	7/1/2016	Content Specialists time and effort logs showing support to schools and teachers to improve Tier 1 Instruction.	6/30/2017 monthly
G1.B7.S1.A1 A314293	Utilize Content Specialists in ELA, Math and Technology Integration to support professional...	Pilcher, Carolyn	7/1/2016	Content Specialist's Calendar; PD events in ePDC	6/30/2017 monthly
G1.B3.S2.MA1 M325031	Mentor Teacher	Pilcher, Carolyn	7/31/2016	Beginning Teacher completion of PAEC ProPEL program; Beginning Teacher survey of program.	6/30/2017 quarterly
G1.B3.S2.MA1 M325030	Mentor Teacher	Pilcher, Carolyn	8/1/2016	PAEC documentation for Mentors, mentor observations, mentor training	6/30/2017 quarterly
G1.B3.S2.A1 A314291	Provide Beginning Teacher with a Mentor Teacher.	Pilcher, Carolyn	8/1/2016	Beginning Teacher and Mentor Teacher portfolio	6/30/2017 weekly
G1.B12.S2.MA1 M370776	Assessments administered with fidelity	Williams, Shirl	10/3/2017	Assessment results for students that have taken assessments.	4/9/2018 semiannually
G1.B12.S2.A1 A348545	Schedule Assessments	Williams, Shirl	9/5/2017	Testing calendar, purchase requisitions of assessments	4/9/2018 semiannually
G1.B13.S1.MA1 M370740	Data Review of achievement results	McDaniel, Cheryl	8/10/2017	Data analysis meetings from each school. Data notebooks.	5/25/2018 quarterly
G1.B8.S1.MA1 M370555	Improved School Grades	Moore, Larry	7/24/2017	School grade points earned will improve at school's with administrators 3-years or less experience as a result of differentiated supports.	6/4/2018 monthly
G1.B8.S1.MA1 M370550	District Leadership Team Meetings	Moore, Larry	7/24/2017	Monthly meeting notes.	6/4/2018 monthly
G1.B12.S1.MA1 M370559	Data Analysis Meeting	Nolen, Hunter	8/7/2017	Data meetings, data notebooks	6/4/2018 monthly
G1.B12.S1.MA1 M370557	Data Analysis Meetings	Nolen, Hunter	8/7/2017	Meeting notes, data notebook	6/4/2018 monthly
G1.B12.S1.A1 A348349	Data Analysis Meetings	Nolen, Hunter	8/7/2017	Data notebooks, data meetings	6/4/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.A1 A348604	Principals schedule Resource Teachers	See, Jennifer	7/24/2017	Resource teacher schedules, training materials	6/22/2018 every-2-months
G1.B8.S1.A1 A348340	Analyze Data tied to Essential Conditions in District Leadership Team Meeting	Moore, Larry	6/19/2017	Monthly Leadership Team Meetings; Tiered Supports Data Sheets	6/25/2018 monthly
G1.B13.S1.A1 A348427	Complete Request for Additional Staff	McDaniel, Cheryl	4/24/2017	Staffing Plans, staffing plan updates, requests from principals	6/25/2018 quarterly
G1.MA1 M325029	Student achievement on interim assessments and District/State summative assessments.	McDaniel, Cheryl	8/1/2017	State and District summative assessment results (FSA and i-Ready). District formative/interim assessments (i-Ready, Think through Math and ELA District).	6/29/2018 quarterly
G1.B8.S1.A2 A348341	Provide Differentiated Support to Schools	Moore, Larry	7/24/2017	Monthly Leadership Team Meetings	6/29/2018 daily
G1.B13.S1.MA1 M370636	Review staffing, review master schedules	McDaniel, Cheryl	8/10/2017	Staffing plan review meetings with principals, master-schedule review, Title I Comparability Report	6/29/2018 semiannually
G1.B13.S1.A2 A348428	Implement Staffing Plans	Moore, Larry	8/10/2017	Staffing reports, payroll, Board agendas for additional staff requests	6/29/2018 daily
G1.B4.S2.MA1 M370835	Progress Monitoring assessments, FSA	McDaniel, Cheryl	8/14/2017	Data notebooks from each principal.	6/29/2018 quarterly
G1.B4.S2.MA1 M370834	Resource Teacher Meetings with District Leadership	See, Jennifer	8/14/2017	Meeting documents, data notebooks	6/29/2018 monthly
G1.B12.S2.MA1 M370783	Reduction of Students not meeting graduation requirements	Moore, Larry	12/15/2017	Assessment results showing students meeting requirements.	6/29/2018 semiannually

V. Professional Development Opportuntities

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

G1. The District will support ambitious Tier 1 instruction to ensure improvement in student achievement in measured cells for school grade as well as foundation skills in reading and mathematics for K-2.

G1.B1 Scheduling sufficient time for professional learning to support ambitious Tier 1 Instruction.

G1.B1.S1 Implement content specialists to support Tier 1 instruction in Elementary ELA, Elementary Math, Secondary ELA, Secondary Math and Technology Integration.

PD Opportunity 1

Utilize Content Specialists in ELA, Math and Technology Integration to support Tier 1 Instruction.

Facilitator

Cathi Addison; Missy Rogers; Sheresa Howell; Sheryl Brock; Jean Gause; Kendall Braxton; Tammie Newsome

Participants

All K-12 teachers and School Administrators

Schedule

Weekly, from 7/18/2016 to 6/22/2017

G1.B3 Number of new teachers (3 years or less)

G1.B3.S1 ProPEL PAEC Partnership for Beginning Teachers

PD Opportunity 1

Implement ProPEL Contract with PAEC

Facilitator

PAEC and District

Participants

Beginning Teachers and Mentor Teachers

Schedule

Biweekly, from 8/1/2016 to 6/30/2017

G1.B3.S2 Each beginning teacher has an assigned mentor.

PD Opportunity 1

Provide Beginning Teacher with a Mentor Teacher.

Facilitator

Mentor Teacher and District Lead

Participants

Beginning Teachers and Mentor Teachers

Schedule

Weekly, from 8/1/2016 to 6/30/2017

G1.B4 Lack of classroom technology for individualized learning grades 9-12.

G1.B4.S2 District ELA, Math and Technology Resource Teachers conduct job-embedded PD and support to teachers.

PD Opportunity 1

Principals schedule Resource Teachers

Facilitator

District Resource Teachers (ELA, Math and Technology)

Participants

School Administrators and Classroom Teachers

Schedule

Every 2 Months, from 7/24/2017 to 6/22/2018

G1.B7 Identifying Critical Content from the Standards

G1.B7.S1 Implement content specialists to support professional learning in understanding state academic content standards.

PD Opportunity 1

Utilize Content Specialists in ELA, Math and Technology Integration to support professional learning in understanding state academic content standards.

Facilitator

Cathi Addison; Missy Rogers; Sheresa Howell; Sheryl Brock; Jean Gause; Kendall Braxton; Tammie Newsome

Participants

All K-12 teachers and School Administrators

Schedule

Monthly, from 7/1/2016 to 6/30/2017

VII. Budget

1	G1.B1.S1.A1	Utilize Content Specialists in ELA, Math and Technology Integration to support Tier 1 Instruction.	$0.00
2	G1.B12.S1.A1	Data Analysis Meetings	$0.00
3	G1.B12.S2.A1	Schedule Assessments	$0.00
4	G1.B13.S1.A1	Complete Request for Additional Staff	$0.00
5	G1.B13.S1.A2	Implement Staffing Plans	$0.00
6	G1.B3.S1.A1	Implement ProPEL Contract with PAEC	$0.00
7	G1.B3.S2.A1	Provide Beginning Teacher with a Mentor Teacher.	$0.00
8	G1.B4.S2.A1	Principals schedule Resource Teachers	$0.00
9	G1.B7.S1.A1	Utilize Content Specialists in ELA, Math and Technology Integration to support professional learning in understanding state academic content standards.	$0.00
10	G1.B8.S1.A1	Analyze Data tied to Essential Conditions in District Leadership Team Meeting	$0.00
11	G1.B8.S1.A2	Provide Differentiated Support to Schools	$0.00
		Total:	$0.00