



Manny Diaz, Jr., Commissioner of Education

## 2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 47 - Okeechobee

Ken Kenworthy, Superintendent  
Lucinda Thompson, Central Executive Director

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## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

To prepare all students to be college or career ready and to possess the attitudes and values necessary to function as productive citizens.

##### b. District Vision Statement

Achieving Excellence: Putting Students First

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

<http://www.okee.k12.fl.us/strategic-plans>

#### 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 Okeechobee County School District's strategic plan is designed to provide a framework upon which all school improvement plans are developed and implemented. The plan has four focus areas—academic, student, human capital, and district systems. A draft of this plan is developed in cooperation with district and school leaders. The draft is then opened to public comment and the School Board of Okeechobee County holds a strategic plan workshop in order to give input. Resources are identified and aligned to the strategies for improvement in the strategic plan. The District supports our Focus and Priority schools with coordination of state, federal, and local funds and programs. Funds are dedicated through the process of rank and serve from the School Improvement Grant, the Title I Part A grant, and Supplemental Academic Instruction funds. These funds support not only the additional hour of instruction at Seminole and Everglades Elementary Schools, but also the provision of a district Math and Science Coach, as well as supplemental instructional programs, such as iReady. Strategies and improvement activities will be selected and informed by (problem solving) needs assessment activities conducted by each school for a district-wide accreditation process, assessment and instructional rounds facilitated by the District 2 District initiative, and the district data review and instructional rounds process. The district will also participate in the CIC Planning Group's Motivation Assessment as a continuation of the problem-solving process. School principals and school advisory councils will write, implement, and monitor school improvement plans through the CIMS platform and use data from these assessments. School advisory councils and the district advisory council meet once each quarter.

##### 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.

Resources are allocated to schools based on student enrollment and Differentiated Accountability status. The Superintendent, Assistant Superintendent for Administrative Services, Assistant

Superintendent for Instructional Services, and Director of Human Resources, as well as school administrators, are involved in this decision. The analysis of needs is an ongoing process.

### **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 will participate in school improvement initiatives led by the District 2 District Team (D2D). These initiatives include an instructional review by D2D and district leaders, a review of identified strengths and areas for improvement, identifying focus areas and strategies for improvement. These focus areas and strategies will be communicated and implemented throughout the district. A mid-year and end-of-year review will be conducted by D2D. Also, District leadership will hold monthly instructional rounds at all school sites. It is believed that this will further build the capacity of school leadership to examine instructional practice and will allow for meaningful conversations between district and school leadership, as well as between leadership at all levels and teachers in the classroom. Each week, district executive leadership will conduct classroom walk-throughs and communicate with school principals. The Superintendent is responsible for ensuring these visits occur.

### **d. Operational Flexibility**

Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

The district is not implementing a District-Managed Turnaround option, or a Turnaround, Transformation, or Restart with EMO model in any of its schools.

## **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.

The school district has replaced the principal at Seminole Elementary, Central Elementary, North Elementary, and Yearling Middle School; is providing Everglades Elementary with a Behavior Interventionist (part-time) to help decrease discipline referrals and increase student attendance; revitalizing and retraining for the Positive Behavior Support Model at all schools; leadership is participating in curriculum training through the D2D project; will continue reviewing, writing and revising curriculum maps for all subject areas; and will continue the instructional rounds process.

## **B. Stakeholder Involvement**

### **1. Parental Involvement Plan (PIP) Link**

<https://www.floridacims.org/documents/361920>

### **2. Family and Community Engagement**

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

The District continues to offer meaningful parental involvement activities throughout the year, often sponsored through the Office of Grants & Special Programs. These activities are designed to build parents' capacities for supporting their children's academic achievement. Academic Parent Teacher Teams (APTT) have been developed and are in the second year of implementation at four of the district elementary schools including Seminole and Everglades Elementary. Additionally, parents and community members are invited to take part in advisory councils at both the school and district levels. Through their input on these committees, parents and community members have the ability to provide input regarding 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.**

A collaborative relationship exists between school and district leadership, which ensures that both parties are involved in the development and implementation of turnaround plans and other school-level interventions. Furthermore, in addition to quarterly site visits by district personnel, district leaders meet with school leaders on a bi-weekly basis for input on issues facing the District and its schools. District leadership is also present at every instructional review held by the Differentiated Accountability team, as well as their follow-up visits to school campuses. A review of data and school improvement plans is held with the leadership of each school once each semester. These experiences facilitate communication between school and district leadership.

## C. Effective Leadership

### 1. District Turnaround Lead

#### a. Employee's Name and Email Address

Kenworthy, Ken, kenworthyk@okee.k12.fl.us

#### b. Employee's Title

Superintendent

#### c. Employee's Phone Number

(863) 462-5000

#### d. Employee's Phone Extension

226

#### e. Supervisor's Name

The School Board of Okeechobee County

#### f. Supervisor's Title

Board Member

#### g. Employee's Role and Responsibilities

Instructional and Organizational Leadership

### 2. District Leadership Team:

<b>Kenworthy, Ken, kenworthyk@okee.k12.fl.us</b>	
<b>Title</b>	Superintendent
<b>Phone</b>	(863) 462-5000
<b>Supervisor's Name</b>	The School Board of Okeechobee County
<b>Supervisor's Title</b>	Board Member
<b>Role and Responsibilities</b>	District Instructional Leader: As Superintendent, Mr. Kenworthy's responsibility is to guide the district toward its vision by following the mission of the school district in support of the turnaround effort.

<b>Coker, Wendy, cokerw@okee.k12.fl.us</b>	
<b>Title</b>	Administrator
<b>Phone</b>	863-462-5000
<b>Supervisor's Name</b>	Pat McCoy
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	As Director of Exceptional Student Education, Mrs. Coker acts as liaison between ESE staff and both district and school-based leadership as they support our students receiving ESE services.

<b>Steiert, Lonnie, steiertl@okee.k12.fl.us</b>	
<b>Title</b>	Administrator
<b>Phone</b>	(863) 462-5000
<b>Supervisor's Name</b>	Pat McCoy
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	As Coordinator of Grants & Special Programs, Mrs. Steiert oversees Title I and other grants in support of our students.

<b>Garcia, Donna, donna.garcia@okee.k12.fl.us</b>	
<b>Title</b>	Administrator
<b>Phone</b>	863-462-5000
<b>Supervisor's Name</b>	Pat McCoy
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	As Coordinator of Staff Development, Mrs. Garcia directs and organizes professional development opportunities.

**Wiersma, Toni, wiersmat@okee.k12.fl.us****Title** Administrator**Phone** 8634625000**Supervisor's Name** Pat McCoy**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** As Director of Student services, Mrs. Wiersma oversees issues related to numerous aspects related to student achievement, such as attendance and discipline. Mrs. Wiersma also works with students enrolled in the District's virtual instruction program.

**McCoy, Pat, mccoyp@okee.k12.fl.us****Title** Assistant Superintendent**Phone** 863-462-5000 ext. 235**Supervisor's Name** Ken Kenworthy**Supervisor's Title** Superintendent

**Role and Responsibilities** Supervisor of all instructional services departments and instructional leader for curriculum, instruction and assessment

**Branham, Michelle, branhamm@okee.k12.fl.us****Title** Administrator**Phone** 863-462-5000**Supervisor's Name** Pat McCoy**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** As the Coordinator of K-12 Accountability & Assessment, Mrs. Branham is responsible for organizing assessments, analyzing and circulating data for the District and each school, and assisting each school in accountability in support of the district mission.

**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.

Using the State's Model Evaluation for School Based Leaders, administrators and supervisors complete the self-evaluation and deliberate practice plans. The plans are monitored in September, February and June. Evaluations on instructional practice are submitted in June. Administrative

reappointments are considered by the Board in July. The final summative is prepared after student growth and achievement are calculated. Data is collected through the use of student, parent, staff and teacher climate surveys. Data is collected on both standardized and local assessments. Additional data is collected through the use of the evaluation instrument. In the event that an administrator receives an overall rating below effective, he/she is placed on an improvement plan and issued the assistance of a high quality leadership team as stipulated in the HRMD Plan. In the event that the administrator continues to perform below level, he or she will be non-renewed.

#### **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.

According to the collective bargaining agreement and Florida Statute, teachers that are not performing shall be placed on a Teacher Improvement Plan which outlines the process the district must follow. In addition, observation data and student growth and achievement data are collected and used for performance evaluations and renewal decisions. Renewal decisions must be made six weeks prior to the post school period.

### **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.**

All master schedules are reviewed by the Assistant Superintendent for Instructional Services. During this review the common planning time for Focus and Priority schools, as defined in Rule 6A-1.099811(2)(e), is verified. In the event that common planning is not available, district leadership collaborates with school leadership to ensure that appropriate structures or resources are put into place so that this planning time is made available.

#### **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.**

All schools in the district are served by a reading coach. In addition, a district mathematics and science coach is employed by the District to serve all Focus and Priority schools. The District monitors the daily activities of coaches through their direct supervisors. Reading coaches report to their site principal, and the district mathematics and science coach reports to the Assistant Superintendent for Instructional Services.

### **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/okeechobee?current\\_tab=reading](https://www.floridacims.org/districts/okeechobee?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:

#### Pearson Reading Street

**Program Type** Core

**School Type** Elementary School

**Description** This is the core ELA curriculum at the elementary level. It includes both supplemental and intensive intervention components, as well.

#### Houghton Mifflin Harcourt Collections

**Program Type** Core

**School Type** Middle School, High School

**Description** This is the core ELA curriculum at the middle school and high school level. It includes both supplemental and intensive intervention components, as well.

#### ThinkCERCA

**Program Type** Supplemental

**School Type** High School

**Description** Supplemental reading program which included computer-based instruction and teacher led reading and writing instruction.

#### StudySync

**Program Type** Supplemental

**School Type** High School

**Description** Supplemental reading program which included computer-based instruction and teacher led reading and writing instruction.

## 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:

**Harcourt Go Math**

**Program Type** Core, Intensive Intervention

**School Type** Elementary School, Middle School

**Description** This is the core mathematics curriculum at both the elementary and middle school level. It includes a supplemental and intensive intervention component.

**iReady**

**Program Type** Supplemental, Intensive Intervention

**School Type** Elementary School, Middle School

**Description** This is a supplemental program purchased by the District for both reading and math instruction. It is prescriptive in nature and includes an intensive intervention component.

**Houghton Mifflin Harcourt**

**Program Type** Core

**School Type** High School

**Description** This is the core mathematics curriculum at both the high school level. It includes a supplemental and intensive intervention component.

**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:*

**Harcourt Science**

**Program Type** Core

**School Type** Elementary School

**Description** This is the core science curriculum at the elementary school level. It includes a supplemental and intensive intervention component.

**Glencoe/McGraw Hill****Program Type** Core**School Type** Middle School**Description** This is the core science curriculum at the middle school level. It includes a supplemental and intensive intervention component.**Holt McDougal****Program Type** Core**School Type** High School**Description** This is the core science curriculum at the high school level. It includes a supplemental and intensive intervention component.**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.

The implementation of core instructional and intervention programs are monitored by site-based administrators. Student scores on progress monitoring assessments, as well as overall classroom performance data, is monitored by the school principal. This data is then communicated with both the Superintendent and Assistant Superintendent for Instructional Services. Student outcome data is used to revise the strategic plan and to create strategies for school improvement. Curriculum maps are reviewed and revised annually based on student assessment outcomes and teacher input. D2D has reviewed the elementary ELA and Math curriculum maps and given suggestions for revisions, and has an on-going review of local assessments.

**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?**

Yes

**a. Link to Student Progression Plan**

[http://www.okee.k12.fl.us/\\_cache/files/b07c56a1-15cd-43d1-b70d-e87c2b8aee8d/C26AB0AD57297E21A2D20FEC39C74304.2014-15-student-progression-plan.pdf](http://www.okee.k12.fl.us/_cache/files/b07c56a1-15cd-43d1-b70d-e87c2b8aee8d/C26AB0AD57297E21A2D20FEC39C74304.2014-15-student-progression-plan.pdf)

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

Pages 18 &amp; 19

**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.

### 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

- G2.**        Increase the graduation rate to meet the state average.
- G3.**        Exceed the state average in all state assessed areas by 2019-20
- G4.**        Increase student acceleration measures
- G5.**        Increase Voluntary Pre-Kindergarten (VPK) opportunities within Okeechobee County Schools by the 2018-19 school year in order to fill the academic gap for students entering kindergarten.
- G6.**        To implement standards-based instruction in every classroom.

## 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.*

**G2. Increase the graduation rate to meet the state average.** 1a

G090262

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide		2017-18	80.0

**Targeted Barriers to Achieving the Goal** 3

- Student Engagement

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- 

**Plan to Monitor Progress Toward G2.** 8

Counselors will meet with each retained student of those who have not passed ELA FSA at 10th grade; Lonnie Steiert will keep a running records of completed certifications; ESE staff will conduct training on the revised MTSS manual at each school.

**Person Responsible**

Pat McCoy

**Schedule**

Monthly, from 9/25/2017 to 5/15/2018

**Evidence of Completion**

Counselor notes for each student who has had an audit completed; Industry Certification completed and passed numbers; Agendas for training held at each school site.

**G3. Exceed the state average in all state assessed areas by 2019-20** 1a

G090259

**Targets Supported** 1b

Focus	Indicator	Year	Target
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District-Wide

**Targeted Barriers to Achieving the Goal** 3

- Lack of high-quality curriculum materials aligned to standards in K-5 ELA
- Lack of uniform foundational skills curriculum for K-2 ELA- phonics and phonemic awareness
- Lack of a process for systemic improvement and teacher input for quality curriculum maps and uniform assessments
- Lack of uniform delivery of instruction in 6-12 ELA
- Lack of teacher knowledge and quality instructional delivery in 6-12 Mathematics

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Adopt ReadyGEN for K-5 -highly reviewed by Ed Reports
- Adopt Words Their Way as companion to ReadyGEN for foundational skills in K-2 ELA

**Plan to Monitor Progress Toward G3.** 8

iReady diagnostic, Standards Mastery Assessments 2-5, FSA and EOC data

**Person Responsible**

Michelle Branham

**Schedule**

Triannually, from 9/1/2017 to 6/29/2018

**Evidence of Completion**

Staff Development calendars; PO for Curriculum materials; Agendas for focus group and collaborative planning meetings

**G4. Increase student acceleration measures** 1a

G090261

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide		2017-18	

**Targeted Barriers to Achieving the Goal** 3

- Lack of school level plans to increase participation in accelerated programs
- Lack of a monitoring system to ensure all high-school students who qualify have an opportunity to take dual enrollment, AP, or achieve industry certification

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Learning Resource Staff on Campus at each school

**Plan to Monitor Progress Toward G4.** 8

District will provide schools a list of students who meet criteria for accelerated programs and highlight those student in underrepresented populations.

**Person Responsible**

Michelle Branham

**Schedule**

Semiannually, from 9/1/2017 to 5/15/2018

**Evidence of Completion**

PO's; Evaluation/enrollment data for gifted and undeserved populations

**G5.** Increase Voluntary Pre-Kindergarten (VPK) opportunities within Okeechobee County Schools by the 2018-19 school year in order to fill the academic gap for students entering kindergarten. 1a

G088434

### Targets Supported 1b

Focus	Indicator	Year	Target
All SIG4 Implementation Sites	Kindergarten Readiness - FLKRS-WSS	2018-19	2.0

### Targeted Barriers to Achieving the Goal 3

- Location & Equipment
- Professional Development
- Transportation for students
- Curriculum
- Parent Involvement

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Parent Resources
- Community Outreach
- District Provided Transportation
- Director of Human Resources

### Plan to Monitor Progress Toward G5. 8

Form to monitor parent participation, in all parent events, completed by school site, and compiled by PreK Continuous Improvement Coordinator.

#### Person Responsible

Lonnie Steiert

#### Schedule

#### Evidence of Completion

Parent participation and student SMART Goals set by parents after APTT meeting/training.

**Plan to Monitor Progress Toward G5. 8**

Teachers, Coach and Aides will be sent to Professional Development for VPK effective teacher training.

**Person Responsible**

Lonnie Steiert

**Schedule**

Every 6 Weeks, from 2/16/2018 to 3/31/2018

**Evidence of Completion**

Agendas, Power Points Notes and Teacher Notes on Learning and Plan of Follow Up in Classroom

**Plan to Monitor Progress Toward G5. 8**

Teachers, Coach and Aides will be sent to Professional Development for VPK effective teacher training.

**Person Responsible**

Lonnie Steiert

**Schedule**

Every 6 Weeks, from 4/1/2018 to 5/15/2018

**Evidence of Completion**

Agendas, Power Points Notes and Teacher Notes on Learning and Plan of Follow Up in Classroom

**Plan to Monitor Progress Toward G5. 8**

Purchase Age Appropriate Furniture and Classroom Supplies for Two New VPK Classrooms

**Person Responsible**

Lonnie Steiert

**Schedule**

On 7/31/2018

**Evidence of Completion**

Quotes, Purchase Orders, Proof of Payment

**Plan to Monitor Progress Toward G5. 8**

Purchase Curriculum to be used for new VPK Program

**Person Responsible**

Lonnie Steiert

**Schedule**

On 7/31/2018

**Evidence of Completion**

Quotes, Purchase Orders, Proof of Payment

**G6. To implement standards-based instruction in every classroom. 1a**

G050370

**Targets Supported 1b**

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2016-17	53.0
District-Wide	FSA Mathematics Achievement	2016-17	54.0
District-Wide	FCAT 2.0 Science Proficiency	2016-17	56.0

**Targeted Barriers to Achieving the Goal 3**

- Teacher Knowledge of Standards

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Instructional Curriculum Maps Tied to the Florida Standards
- iReady (Includes Assessment & Instructional Components)

**Plan to Monitor Progress Toward G6. 8**

iReady and Performance Matters Data will be collected and analyzed.

**Person Responsible**

Michelle Branham

**Schedule**

Quarterly, from 8/3/2016 to 5/26/2017

**Evidence of Completion**

Data analysis documentation.

## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier


**S** = Strategy

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

**G2.** Increase the graduation rate to meet the state average. **1**

 G090262

**G2.B1** Student Engagement **2**

 B240907

**G2.B1.S1** Identify students who would benefit from the 18 credit option. **4**

 S253941

### Strategy Rationale

This accelerated graduation program requires fewer credits than the traditional 24-credit program and does not require the student to select a major area of interest. It focuses more on academic courses, which means students take fewer elective courses. Unlike the traditional 24-credit program, the three-year college preparatory program requires students to earn in specified rigorous level courses and maintain a cumulative weighted grade point average of a 3.5 on a 4.0 scale with a weighted or non-weighted grade that earns at least a 3.0 or its equivalent in each of the 18 courses than does the 24-credit program and the three-year career preparatory program. The credits required by this program must satisfy the minimum standards for admission into Florida's state universities

### Action Step 1 **5**

Complete a graduation audit for all students with one or more retentions, Level 2 or below on FSA Reading, and/or chronic truancy at the beginning of 9th grade cohort

#### Person Responsible

Toni Wiersma

#### Schedule

On 10/31/2017

#### Evidence of Completion

Counseling notes and skyward identifier

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

A cohort of students should be identified by December 2017

**Person Responsible**

Toni Wiersma

**Schedule**

On 12/29/2017

***Evidence of Completion***

Skyward identifier, truancy data

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

Reduced number of students dropping out of cohort

**Person Responsible**

Toni Wiersma

**Schedule**

On 6/29/2018

***Evidence of Completion***

Graduation rate

**G2.B1.S2** Increase the number of career programs or course which lead to industry certification 4 S253942**Strategy Rationale**

Career and technical education (CTE) is an educational strategy for providing young people with the academic, technical, and employability skills and knowledge to pursue postsecondary training or higher education and enter a career field prepared for ongoing learning

**Action Step 1** 5

Evaluate space, staff, and other available resources to determine possible program additions

**Person Responsible**

Lonnie Steiert

**Schedule**

On 5/31/2018

***Evidence of Completion***

Recommendation for additional programs

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

Conduct space inventory with Brian Barrett

**Person Responsible**

Lonnie Steiert

**Schedule**

On 1/15/2018

***Evidence of Completion***

Completed inventory

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

Completed Inventory

**Person Responsible**

Lonnie Steiert

**Schedule**

On 1/15/2018

***Evidence of Completion***

Completed inventory of available space

**G2.B1.S3** Clarify and communicate the procedures of early warning system and MTSS. 4

S253943

**Strategy Rationale**

A Multi-Tiered System of Supports helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency.

**Action Step 1** 5

Complete MTSS manual revisions

**Person Responsible**

Wendy Coker

**Schedule**

On 8/10/2017

**Evidence of Completion**

Completed manual

**Action Step 2** 5

PD planned to communicate and train guidance counselors and administrators on the Early Warning System and changes in MTSS procedure

**Person Responsible**

Wendy Coker

**Schedule**

On 1/31/2018

**Evidence of Completion**

PD calendar, sign-in sheets and feedback/notes from Mrs. Coker to school principals

**Action Step 3** 5

Observation and feedback provided by Mrs. Coker to each school MTSS team of system recommendations and recommendations

**Person Responsible**

Wendy Coker

**Schedule**

On 5/31/2018

***Evidence of Completion***

Feedback notes from Mrs. Coker, administrator feedback

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Principals will present the students in EWS during MTSS meetings at the school site, and provide a list to the Superintendent's Office each semester.

**Person Responsible**

Toni Wiersma

**Schedule**

Semiannually, from 10/1/2017 to 5/25/2018

***Evidence of Completion***

Lists will be provided from each school site, and there will be documentation of monitoring which is presented to the Director of Student Services and Superintendent.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

MTSS lists and EWS lists will be discussed at Administrative meetings and data chats.

**Person Responsible**


Toni Wiersma

**Schedule**

Semiannually, from 10/1/2017 to 5/25/2018

***Evidence of Completion***

Lists will be provided from each school site, and there will be documentation of monitoring which is presented to the Director of Student Services and Superintendent.

**G3. Exceed the state average in all state assessed areas by 2019-20** 1 G090259**G3.B1 Lack of high-quality curriculum materials aligned to standards in K-5 ELA** 2 B240893**G3.B1.S1 Adopt ReadyGEN K-5 ELA curriculum material** 4 S253921**Strategy Rationale**

This curriculum meets expectations (highest rating) for alignment (text quality & complexity, and alignment to standards components) and usability according to ED Reports

**Action Step 1** 5

Budget and purchase ReadyGEN materials

**Person Responsible**

Pat McCoy

**Schedule**

On 8/3/2017

***Evidence of Completion***

Purchase orders, invoices

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

Completed PO and invoices

**Person Responsible**

Pat McCoy

**Schedule**

On 9/30/2017

***Evidence of Completion***

Approved PO and invoices

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

Survey or narrative to document will be used to determine , if these purchases meet the teachers' needs.

**Person Responsible**

Pat McCoy

**Schedule**

On 5/15/2018

***Evidence of Completion***

Survey Results

**G3.B1.S2** Plan and implement professional development and support for implementation of ReadyGEN and changes in instructional expectations 4 S253922**Strategy Rationale**

Teachers, reading coaches and school administrators need professional development to implement ReadyGEN with fidelity and support services to change instructional practice to match the increased expectations for instruction

**Action Step 1** 5

Budget and plan professional development for ReadyGEN

**Person Responsible**

Donna Garcia

**Schedule**

On 8/3/2017

**Evidence of Completion**

Purchase orders and District PD Calendar

**Action Step 2** 5

Implementation Training

**Person Responsible**

Donna Garcia

**Schedule**

On 8/3/2017

**Evidence of Completion**

Teacher sign-in sheets and participation surveys

### Action Step 3 5

Side by side coaching

**Person Responsible**

Donna Garcia

**Schedule**

Quarterly, from 9/1/2017 to 5/25/2018

***Evidence of Completion***

Teacher participation surveys, classroom observations

### Action Step 4 5

Close Reading Training

**Person Responsible**

Donna Garcia

**Schedule**

On 10/31/2017

***Evidence of Completion***

Teacher sign-in sheets, participate surveys, student assessment data

### Action Step 5 5

ReadyGEN Writing Training

**Person Responsible**

Donna Garcia

**Schedule**

On 11/30/2017

***Evidence of Completion***

Teacher sign-in sheets, participant surveys, student assessment data

**Action Step 6** 5

ReadyGEN Assessments Training

**Person Responsible**

Donna Garcia

**Schedule**

On 3/31/2018

***Evidence of Completion***

Teacher sign-in sheets, participant surveys

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Data review at district and school level three times per year

**Person Responsible**

Michelle Branham

**Schedule**

Triannually, from 9/4/2017 to 5/31/2018

***Evidence of Completion***

iReady progress monitoring data, FSA data, ReadyGEN performance assessments, unit assessments

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

iReady progression monitoring data, unit assessments, performance task assessment, FSA data

**Person Responsible**

Michelle Branham

**Schedule**

Triannually, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

Collected Data

**G3.B2** Lack of uniform foundational skills curriculum for K-2 ELA- phonics and phonemic awareness **2** B240894**G3.B2.S1** Adopt Words Their Way foundational skill curriculum **4** S253924**Strategy Rationale**

The district currently does not have common phonics and phonemic awareness program. A common program would allow for systematic training, implementation and monitoring of foundational skills instruction.

**Action Step 1** **5**

Budget and purchase Words Their Way foundational skill curriculum K-2

**Person Responsible**

Pat McCoy

**Schedule**

On 8/3/2017

***Evidence of Completion***

Purchase orders, invoices

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** **6**

Approved PO and invoices

**Person Responsible**

Pat McCoy

**Schedule**

On 9/30/2017

***Evidence of Completion***

Completed PO and invoices

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Survey or narrative to document will be used to determine , if these purchases meet the teachers' needs.

**Person Responsible**

Pat McCoy

**Schedule**

On 5/15/2018

***Evidence of Completion***

Completed survey

**G3.B2.S2** Plan and implement professional development and support for implementation of Words Their Way curriculum 4 S253926**Strategy Rationale**

Teachers, reading coaches and administrators must have training on new materials and instructional expectations for foundational skills instruction

**Action Step 1** 5

Implementation training

**Person Responsible**

Donna Garcia

**Schedule**

On 8/3/2017

***Evidence of Completion***

Sign-in sheets and participant surveys

**Action Step 2** 5

Side by side coaching

**Person Responsible**

Donna Garcia

**Schedule**

Weekly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Classroom walk-throughs, student assessment data,

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

School leadership will focus on foundational skill observables during Classroom walk-throughs, and when looking at student assessment data

**Person Responsible**

Pat McCoy

**Schedule**

Weekly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Teacher observation data, and student assessment data

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Evaluation of iReady data

**Person Responsible**

Michelle Branham


**Schedule**

Triannually, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

Student assessment data

**G3.B3** Lack of a process for systemic improvement and teacher input for quality curriculum maps and uniform assessments **2**

 B240895

**G3.B3.S1** Form grade band focus groups in K-12 ELA and K-12 Math and charge them with creating, revising, editing curriculum maps and creating or organizing common assessments. **4**

 S253927

### Strategy Rationale

To increase student achievement, we must build collaborative learning communities through the development of a cohesive curriculum

### Action Step 1 **5**

Form focus groups, organize plan of work, monitor progress, inspect products

#### Person Responsible

Pat McCoy

#### Schedule

Annually, from 5/31/2017 to 8/3/2017

#### Evidence of Completion

Curriculum maps for ELA and Math

### Action Step 2 **5**

Deliver and communicate curriculum maps to all K-12 ELA and Math teachers

#### Person Responsible

Donna Garcia

#### Schedule

On 8/3/2017

#### Evidence of Completion

Agendas, notes, sign-in sheets

### Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Reading Coaches and school administrators will monitor the use and adherence to the curriculum maps

**Person Responsible**

Pat McCoy

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Lesson plans, PLC notes and agendas, Classroom walk-throughs

### Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Teachers will complete an end-of- year survey to inform the summer work of the focus groups

**Person Responsible**

Donna Garcia

**Schedule**

On 4/15/2018

***Evidence of Completion***

Teacher surveys

**G3.B4** Lack of uniform delivery of instruction in 6-12 ELA **2** B240898**G3.B4.S1** Increase targeted professional development for 6-12 ELA teachers **4** S253929**Strategy Rationale**

To improve teacher skills and competencies needed to produce excellent educational results for students

**Action Step 1** **5**

Collections refresher training

**Person Responsible**

Donna Garcia

**Schedule**

On 9/29/2017

***Evidence of Completion***

Agenda, teacher sign-in, and participant surveys

**Action Step 2** **5**

Middle school coaching pilot

**Person Responsible**

Donna Garcia

**Schedule**

Every 2 Months, from 6/19/2017 to 5/31/2018

***Evidence of Completion***

Agendas, teacher surveys

**Action Step 3** 5

Implement 90 minutes extended instruction

**Person Responsible**

Pat McCoy

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Master Schedules

**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

PLC protocols and non-negotiables will be put in place

**Person Responsible**

Pat McCoy

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Lesson planning, classroom walk-through, formal observation,

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1** 7

Reading coaches /school administrator will attend PLC quarterly and look for non-negotiables in place daily

**Person Responsible**

Pat McCoy

**Schedule**

Quarterly, from 8/3/2017 to 5/31/2018

***Evidence of Completion***

Artifacts, observations, teacher evaluations

**G3.B5** Lack of teacher knowledge and quality instructional delivery in 6-12 Mathematics **2** B240899**G3.B5.S1** Increase targets professional development for 6-12 Math teachers **4** S253932**Strategy Rationale**

To improve teacher skills and competencies needed to produce excellent educational results for students

**Action Step 1** **5**

Middle school coaching pilot

**Person Responsible**

Donna Garcia

**Schedule**

Every 2 Months, from 6/19/2017 to 5/31/2018

***Evidence of Completion***

Agendas, teacher surveys

**Action Step 2** **5**

Ratios and Proportional Relationships Training

**Person Responsible**

Donna Garcia

**Schedule**

On 8/31/2017

***Evidence of Completion***

Agenda, Teacher surveys, student data

### Action Step 3 5

Reasoning and Discourse training

**Person Responsible**

Donna Garcia

**Schedule**

On 11/30/2017

***Evidence of Completion***

Agendas, teacher surveys, student data

### Action Step 4 5

Mathematical Thinking- Focus on representations and procedural fluency

**Person Responsible**

Donna Garcia

**Schedule**

***Evidence of Completion***

Agendas, teachers surveys, student data

### Action Step 5 5

Expressions, Equations, and Functions

**Person Responsible**

Donna Garcia

**Schedule**

On 3/30/2018

***Evidence of Completion***

Agendas, teachers surveys, student data

## Action Step 6 5

Side by side coaching

### **Person Responsible**

Donna Garcia

### **Schedule**

Monthly, from 8/10/2017 to 5/31/2018

### ***Evidence of Completion***

Walk-throughs, teacher surveys

## Action Step 7 5

Implement Intensive Algebra in 9th grade

### **Person Responsible**

Pat McCoy

### **Schedule**

Daily, from 8/10/2017 to 5/31/2018

### ***Evidence of Completion***

Student Data from progress monitoring

## Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Teachers will be surveyed at the end of the year on their perception of the PD's effectiveness

### **Person Responsible**

Donna Garcia

### **Schedule**

On 5/31/2018

### ***Evidence of Completion***

Teacher surveys

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

Student data will be analyzed to determine effectiveness

**Person Responsible**

Michelle Branham

**Schedule**

On 6/29/2018

**Evidence of Completion**

FSA, and EOC scores

**G4. Increase student acceleration measures** 1

 G090261

**G4.B1 Lack of school level plans to increase participation in accelerated programs** 2

 B240904

**G4.B1.S1** Each school shall develop a plan for identifying students for participation in accelerated programs such as AVID, STEM, Gifted, AP, Dual Enrollment or CTE programs with industry certifications

4

 S253939

**Strategy Rationale**

Matching the level and complexity of the curriculum with the readiness and motivation of the student works to provide students with more individualized educational experience

**Action Step 1** 5

School level teams will develop acceleration plans with support from the instructional services office

**Person Responsible**

Pat McCoy

**Schedule**

On 5/31/2018

**Evidence of Completion**

Formal plans for acceleration of identifying students for acceleration

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

District Staff will include data points about acceleration at each district data chat

**Person Responsible**

Michelle Branham

**Schedule**

Triannually, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Data sheets

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

Enrollment number in accelerated programs or courses

**Person Responsible**

Michelle Branham


**Schedule**

Triannually, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Enrollment data

**G4.B2** Lack of a monitoring system to ensure all high-school students who qualify have an opportunity to take dual enrollment, AP, or achieve industry certification **2**

 B240905

**G4.B2.S1** Develop or purchase a monitoring system **4**

 S253940

### Strategy Rationale

School leaders need a quick and efficient way to check students status toward graduation and other programs or opportunities available

### Action Step 1 **5**

Work with Shawna May to explore Skyward capabilities or other sytems

#### Person Responsible

Michelle Branham

#### Schedule

On 5/31/2018

#### Evidence of Completion

Identified program

### Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Program or system in place and implementation training completed

#### Person Responsible

Michelle Branham

#### Schedule

On 5/31/2018

#### Evidence of Completion

PD calendar

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Increase number of students identified for acceleration programs

**Person Responsible**

Michelle Branham

**Schedule**

On 6/29/2018

***Evidence of Completion***


**G5.** Increase Voluntary Pre-Kindergarten (VPK) opportunities within Okeechobee County Schools by the 2018-19 school year in order to fill the academic gap for students entering kindergarten. 1

 G088434

**G5.B1 Location & Equipment** 2

 B235312

**G5.B1.S1** Provide a developmentally appropriate classroom for VPK students at South Elementary School 4

 S248089

**Strategy Rationale**

The potential VPK students need a developmentally appropriate learning environment.

**Action Step 1** 5

The SIG4 PreK Continuous Improvement Director and PreK Coach will communicate with current VPK teachers in selecting appropriate equipment and furniture for students.

**Person Responsible**

Pat McCoy

**Schedule**

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

***Evidence of Completion***

The SIG4 PreK Continuous Improvement Director and PreK Coach will work with the school, district leaders and Director of Operations throughout the 2017-18 school year in purchasing equipment and furniture. Meeting agendas, sign-in sheets and purchase orders can be submitted for evidence.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Quarterly meetings will occur to update district leaders on the progress.

**Person Responsible**

Lonnie Steiert

**Schedule**

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

***Evidence of Completion***

Quarterly meeting agendas and sign in sheets can be submitted for evidence.

**G5.B2 Professional Development** 2

B235313

**G5.B2.S1** VPK teachers will participate in professional development which is focused on personal and social development, language literacy, mathematical thinking, scientific thinking, physical development, and and parental involvement. This professional development will be planned and coordinated by the PreK Continuous Improvement Coordinator and Pre K Coach. 4

S248090

**Strategy Rationale**

Developing strong social-emotional skills in early childhood is critical for school readiness and academic success. A key piece this success is the appropriate and effective training of PreK staff at all implementation sites.

**Action Step 1** 5

The SIG4 PreK Continuous Improvement Director and PreK Coach will provide and participate in VPK professional development for teachers focused on Early Learning Standards and kindergarten standards.

**Person Responsible**

Donna Garcia

**Schedule**

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

***Evidence of Completion***

Professional development sign-in sheets and agendas can be used for evidence.

**Action Step 2** 5

Participate in professional development on selected curriculum.

**Person Responsible**

Donna Garcia

**Schedule**

On 6/29/2018

***Evidence of Completion***

Professional development sign-in sheets and agendas can be used for evidence.

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Participate in PD opportunities for teachers (2), coach (1) and aides (2).

**Person Responsible**

Lonnie Steiert

**Schedule**

Quarterly, from 2/1/2018 to 4/30/2018

***Evidence of Completion***

Agendas, Presentation Notes

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Participate in PD opportunities for teachers (2), coach (1) and aides (2).

**Person Responsible**

Lonnie Steiert

**Schedule**

Quarterly, from 5/1/2018 to 7/31/2018

***Evidence of Completion***

Agendas, Presentation Notes

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Implement Training from PD by teachers (2), coach (1) and aides (2).

**Person Responsible**

Lonnie Steiert

**Schedule**

Quarterly, from 2/1/2018 to 4/30/2018

***Evidence of Completion***

Teacher Feedback on PD training, Possible Lesson Plan to Implement during School Year 18-19

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Implement Training from PD by teachers (2), coach (1) and aides (2).

**Person Responsible**

Lonnie Steiert

**Schedule**

Quarterly, from 5/1/2018 to 7/31/2018

**Evidence of Completion**

Teacher Feedback on PD training, Possible Lesson Plan to Implement during School Year 18-19

**G5.B3 Transportation for students** 2

 B235314

**G5.B3.S1** The SIG4 PreK Continuous Improvement Director and PreK Coach will work to set-up transportation services in order to provide those services during the 2018-2019 school year. 4

 S248091

**Strategy Rationale**

Children are safest when they are transported by a school bus to their place of learning and are more likely to have higher attendance rates if transportation is provided.

**Action Step 1** 5

Create a checklist of activities with the Supervisor of Transportation to ensure all steps are met for implementing transportation of VPK students in the 2018-2019 school year.

**Person Responsible**

Pat McCoy

**Schedule**

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

**Evidence of Completion**

Completion of the Checklist of Activities

**Plan to Monitor Fidelity of Implementation of G5.B3.S1** 6


**Person Responsible**

Donna Garcia

**Schedule**

Monthly, from 8/1/2017 to 6/29/2018

***Evidence of Completion***

**G5.B4 Curriculum** 2 B235315**G5.B4.S1** Select appropriate and approved VPK curriculum. 4 S248092**Strategy Rationale**

In quality preschool programs, the curriculum reflects research-based knowledge about the way children develop and learn in order for students to be successful in the program and later in life. The impact of developmentally appropriate and also address the strengths, interests, and needs, as well as the culture and home language of each child in the group.

**Action Step 1** 5

Review current and new curriculum to determine what meets the need of the VPK students.

**Person Responsible**

Pat McCoy

**Schedule**

On 6/29/2018

***Evidence of Completion***

Progress notes of curriculum review.

**Action Step 2** 5

Purchase curriculum and support materials for VPK teachers and students.

**Person Responsible**

Pat McCoy

**Schedule**

On 6/29/2018

***Evidence of Completion***

Purchased Curriculum

**Action Step 3** 5

Visit current kindergarten classrooms at South Elementary school to determine trends in academic gaps of students entering kindergarten prior to selecting a curriculum.

**Person Responsible**

Pat McCoy

**Schedule**

Every 6 Weeks, from 8/10/2017 to 6/29/2018

***Evidence of Completion***

Classroom walk through notes from visits.

**Action Step 4** 5

The SIG4 PreK Continuous Improvement Director and PreK Coach will plan collaboratively with the current kindergarten teachers and school administration to increase articulation of needs between VPK and kindergarten to decrease the academic gap.

**Person Responsible**

Pat McCoy

**Schedule**

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

***Evidence of Completion***

Creation of a list which identifies gaps in curriculum which can be used to determine the curriculum.

**Plan to Monitor Fidelity of Implementation of G5.B4.S1** 6

Purchase Creative Curriculum - One English and One Spanish for New VPK Classes

**Person Responsible**

Lonnie Steiert

**Schedule**

On 7/31/2018

***Evidence of Completion***

Quotes, Purchase Orders, Proof of Payment

**Plan to Monitor Effectiveness of Implementation of G5.B4.S1** 7

Evaluate Creative Curriculum - One English and One Spanish for New VPK Classes

**Person Responsible**

Lonnie Steiert

**Schedule**

On 7/31/2018

***Evidence of Completion***

Narrative Describing Choice of Creative Curriculum versus Other Curriculum Options

**G5.B5 Parent Involvement** 2

B235317

**G5.B5.S1** Increase parent involvement for VPK students through APTT: Academic Parent Teacher Teams. 4

S248093

**Strategy Rationale**

The APTT Model supplements and elevates the efforts of traditional parent conferences by expanding opportunities for families and teachers to collaborate. APTT creates a systematic pathway for teachers to share grade level information, tools, and strategies with families that can be applied at home and in the community to accelerate learning. By implementing APTT, schools take responsibility for developing and empowering families to make concrete contributions to student growth and achievement.

**Action Step 1** 5

Participate in training for APTT: Academic Parent/Teacher Teams

**Person Responsible**

Lonnie Steiert

**Schedule**

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

***Evidence of Completion***

Professional development sign-in sheets and training agenda

**Action Step 2** 5

Increase parent awareness through advertising of the 2018-2019 VPK program.

**Person Responsible**

Lonnie Steiert

**Schedule**

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

***Evidence of Completion***

Enrollment Numbers and copies or notices of PreK registration

**Action Step 3** **5**

The SIG4 PreK Continuous Improvement Director and PreK Coach will participate in community outreach and will utilize pre-existing Footsteps2Brilliance early literacy program in order to involve parents in out of school learning. This will occur at APTT Parent Workshops and Meetings.

**Person Responsible**

Lonnie Steiert

**Schedule**

Quarterly, from 8/10/2017 to 6/30/2018

***Evidence of Completion***

The SIG4 PreK Continuous Improvement Director and PreK Coach will collect documentation of advertisement and enrollment numbers, as well as online usage of the program, for Footsteps2Brilliance parent/community events.

**G6. To implement standards-based instruction in every classroom. 1**

G050370

**G6.B1 Teacher Knowledge of Standards 2**

B126303

**G6.B1.S1** Florida standards, test item specifications, and curriculum maps will be used to drive instructional practice. 4

S138260

**Strategy Rationale**

This strategy directly impacts the delivery of standards-based instruction, as increased exposure to and support with the standards, test items specifications, and roadmaps will increase teachers' comfort with the standards.

**Action Step 1 5**

Teachers will meet with an instructional leader to plan lessons based on the standards, test item specifications, and curriculum maps once a week.

**Person Responsible**

Ken Kenworthy

**Schedule**

Monthly, from 8/3/2016 to 5/26/2017

***Evidence of Completion***

Sign-in Sheets

**Action Step 2 5**

Secondary teachers will create/revise curriculum maps based upon student data, the standards and test item specifications and will develop common assessments through collaboration to culminate in an EOC exam.

**Person Responsible**

Pat McCoy

**Schedule**

Quarterly, from 8/3/2016 to 5/26/2017

***Evidence of Completion***

Sign-in sheets, completed curriculum maps, completed assessments.

**Action Step 3** 5

100% of K-8 ELA and math classes will implement 90 minutes of iReady per week and will utilize the Florida Ready books and online print materials for small group differentiated instruction.

**Person Responsible**

Ken Kenworthy

**Schedule**

Quarterly, from 8/3/2016 to 5/26/2017

***Evidence of Completion***

Program usage data, classroom observations.

**Action Step 4** 5

District leadership teams will participate in instructional rounds at each school monthly.

**Person Responsible**

Ken Kenworthy

**Schedule**

Quarterly, from 8/3/2016 to 5/26/2017

***Evidence of Completion***

Sign-in Sheets

**Action Step 5** 5

The District Math and Science Coach will work with teachers at school sites to increase student achievement in these subject areas, while the schools' reading coaches will focus on instruction in ELA.

**Person Responsible**

Pat McCoy

**Schedule**

Daily, from 8/3/2016 to 5/26/2017

***Evidence of Completion***

Coaches' log

## Action Step 6 5

South Elementary PreK Pilot/Model

### **Person Responsible**

Pat McCoy

### **Schedule**

Monthly, from 2/28/2017 to 6/30/2017

### ***Evidence of Completion***

Ongoing progress monitoring of implementation site through instructional rounds, progress monitoring of student data, feedback from professional development experts.

## Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Superintendent will oversee principals' monitoring of instructional practice.

### **Person Responsible**

Ken Kenworthy

### **Schedule**

Weekly, from 8/3/2016 to 5/26/2017

### ***Evidence of Completion***

Classroom observations.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Teacher planning and instruction will be monitored to ensure that standards-based instruction is being delivered.

**Person Responsible**

Ken Kenworthy

**Schedule**

Weekly, from 9/5/2016 to 5/26/2017

***Evidence of Completion***




















Sign-in sheets from grade-level/department meetings, sign-in sheets from professional development activities, and teacher lesson plans will demonstrate that training opportunities are being delivered to teachers. Evidence of instructional improvement will be tracked through observations conducted by school administrative teams, as well as instructional rounds which are held on a monthly basis. During instructional rounds, district leadership works with school leadership to identify best instructional practices, as well as those practices that can be improved. Strategies for improving these practices will be discussed during debrief meetings following the instructional round process, and will be subsequently monitored for implementation by school- and district-based administration.


















## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G5.MA1 M337439	Form to monitor parent participation, in all parent events, completed by school site, and compiled...	Steiert, Lonnie	6/29/2018	Parent participation and student SMART Goals set by parents after APTT meeting/training.	No End Date one-time
G3.B5.S1.A4 A332601	Mathematical Thinking- Focus on representations and procedural fluency	Garcia, Donna	2/28/2018	Agendas, teachers surveys, student data	No End Date one-time
G6.MA1 M096258	iReady and Performance Matters Data will be collected and analyzed.	Branham, Michelle	8/3/2016	Data analysis documentation.	5/26/2017 quarterly
G6.B1.S1.MA1 M096256	Teacher planning and instruction will be monitored to ensure that standards-based instruction is...	Kenworthy, Ken	9/5/2016	Sign-in sheets from grade-level/ department meetings, sign-in sheets from professional development activities, and teacher lesson plans will demonstrate that training opportunities are being delivered to teachers. Evidence of instructional improvement will be tracked through observations conducted by school administrative teams, as well as instructional rounds which are held on a monthly basis. During instructional rounds, district leadership works with school leadership to identify best instructional practices, as well as those practices that can be improved. Strategies for improving these practices will be discussed during debrief meetings following the instructional round process, and will be subsequently monitored for implementation by school- and district-based administration.	5/26/2017 weekly
G6.B1.S1.MA1 M096241	Superintendent will oversee principals' monitoring of instructional practice.	Kenworthy, Ken	8/3/2016	Classroom observations.	5/26/2017 weekly
G6.B1.S1.A1 A154906	Teachers will meet with an instructional leader to plan lessons based on the standards, test item...	Kenworthy, Ken	8/3/2016	Sign-in Sheets	5/26/2017 monthly
G6.B1.S1.A2 A154907	Secondary teachers will create/revise curriculum maps based upon student data, the standards and...	McCoy, Pat	8/3/2016	Sign-in sheets, completed curriculum maps, completed assessments.	5/26/2017 quarterly
G6.B1.S1.A3 A154908	100% of K-8 ELA and math classes will implement 90 minutes of iReady per week and will utilize the...	Kenworthy, Ken	8/3/2016	Program usage data, classroom observations.	5/26/2017 quarterly
G6.B1.S1.A4 A154910	District leadership teams will participate in instructional rounds at each school monthly.	Kenworthy, Ken	8/3/2016	Sign-in Sheets	5/26/2017 quarterly
G6.B1.S1.A5 A156839	The District Math and Science Coach will work with teachers at school sites to increase student...	McCoy, Pat	8/3/2016	Coaches' log	5/26/2017 daily
G6.B1.S1.A6 A285624	South Elementary PreK Pilot/Model	McCoy, Pat	2/28/2017	Ongoing progress monitoring of implementation site through instructional rounds, progress monitoring of student data, feedback from professional development experts.	6/30/2017 monthly
G3.B1.S1.A1 A332581	Budget and purchase ReadyGEN materials	McCoy, Pat	5/31/2017	Purchase orders, invoices	8/3/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1 A332589	Budget and purchase Words Their Way foundational skill curriculum K-2	McCoy, Pat	5/31/2017	Purchase orders, invoices	8/3/2017 one-time
G3.B3.S1.A1 A332592	Form focus groups, organize plan of work, monitor progress, inspect products	McCoy, Pat	5/31/2017	Curriculum maps for ELA and Math	8/3/2017 annually
G3.B3.S1.A2 A332593	Deliver and communicate curriculum maps to all K-12 ELA and Math teachers	Garcia, Donna	8/3/2017	Agendas, notes, sign-in sheets	8/3/2017 one-time
G3.B1.S2.A1 A332583	Budget and plan professional development for ReadyGEN	Garcia, Donna	5/31/2017	Purchase orders and District PD Calendar	8/3/2017 one-time
G3.B1.S2.A2 A332584	Implementation Training	Garcia, Donna	8/3/2017	Teacher sign-in sheets and participation surveys	8/3/2017 one-time
G3.B2.S2.A1 A332590	Implementation training	Garcia, Donna	8/3/2017	Sign-in sheets and participant surveys	8/3/2017 one-time
G2.B1.S3.A1 A332617	Complete MTSS manual revisions	Coker, Wendy	7/1/2017	Completed manual	8/10/2017 one-time
G3.B5.S1.A2 A332599	Ratios and Proportional Relationships Training	Garcia, Donna	8/1/2017	Agenda, Teacher surveys, student data	8/31/2017 one-time
G3.B4.S1.A1 A332595	Collections refresher training	Garcia, Donna	9/1/2017	Agenda, teacher sign-in, and participant surveys	9/29/2017 one-time
G3.B1.S1.MA1 M349895	Completed PO and invoices	McCoy, Pat	8/30/2017	Approved PO and invoices	9/30/2017 one-time
G3.B2.S1.MA1 M349896	Approved PO and invoices	McCoy, Pat	8/15/2017	Completed PO and invoices	9/30/2017 one-time
G2.B1.S1.A1 A332615	Complete a graduation audit for all students with one or more retentions, Level 2 or below on FSA...	Wiersma, Toni	8/10/2017	Counseling notes and skyward identifier	10/31/2017 one-time
G3.B1.S2.A4 A332586	Close Reading Training	Garcia, Donna	9/1/2017	Teacher sign-in sheets, participate surveys, student assessment data	10/31/2017 one-time
G3.B5.S1.A3 A332600	Reasoning and Discourse training	Garcia, Donna	10/1/2017	Agendas, teacher surveys, student data	11/30/2017 one-time
G3.B1.S2.A5 A332587	ReadyGEN Writing Training	Garcia, Donna	8/3/2017	Teacher sign-in sheets, participant surveys, student assessment data	11/30/2017 one-time
G2.B1.S1.MA1 M349910	A cohort of students should be identified by December 2017	Wiersma, Toni	8/10/2017	Skyward identifier, truancy data	12/29/2017 one-time
G2.B1.S2.MA1 M349913	Completed Inventory	Steiert, Lonnie	11/30/2017	Completed inventory of available space	1/15/2018 one-time
G2.B1.S2.MA1 M349912	Conduct space inventory with Brian Barrett	Steiert, Lonnie	11/30/2017	Completed inventory	1/15/2018 one-time
G2.B1.S3.A2 A332618	PD planned to communicate and train guidance counselors and administrators on the Early Warning...	Coker, Wendy	8/3/2017	PD calendar, sign-in sheets and feedback/notes from Mrs. Coker to school principals	1/31/2018 one-time
G3.B5.S1.A5 A332602	Expressions, Equations, and Functions	Garcia, Donna	8/10/2017	Agendas, teachers surveys, student data	3/30/2018 one-time
G5.MA5 M396959	Teachers, Coach and Aides will be sent to Professional Development for VPK effective teacher...	Steiert, Lonnie	2/16/2018	Agendas, Power Points Notes and Teacher Notes on Learning and Plan of Follow Up in Classroom	3/31/2018 every-6-weeks
G3.B1.S2.A6 A332588	ReadyGEN Assessments Training	Garcia, Donna	1/1/2018	Teacher sign-in sheets, participant surveys	3/31/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.MA1 M349900	Teachers will complete an end-of- year survey to inform the summer work of the focus groups	Garcia, Donna	4/1/2018	Teacher surveys	4/15/2018 one-time
G5.B2.S1.MA1 M396965	Implement Training from PD by teachers (2), coach (1) and aides (2).	Steiert, Lonnie	2/1/2018	Teacher Feedback on PD training, Possible Lesson Plan to Implement during School Year 18-19	4/30/2018 quarterly
G5.B2.S1.MA1 M396963	Participate in PD opportunities for teachers (2), coach (1) and aides (2).	Steiert, Lonnie	2/1/2018	Agendas, Presentation Notes	4/30/2018 quarterly
G2.MA1 M369343	Counselors will meet with each retained student of those who have not passed ELA FSA at 10th grade;...	McCoy, Pat	9/25/2017	Counselor notes for each student who has had an audit completed; Industry Certification completed and passed numbers; Agendas for training held at each school site.	5/15/2018 monthly
G4.MA1 M349907	District will provide schools a list of students who meet criteria for accelerated programs and...	Branham, Michelle	9/1/2017	PO's; Evaluation/enrollment data for gifted and undeserved populations	5/15/2018 semiannually
G5.MA6 M396960	Teachers, Coach and Aides will be sent to Professional Development for VPK effective teacher...	Steiert, Lonnie	4/1/2018	Agendas, Power Points Notes and Teacher Notes on Learning and Plan of Follow Up in Classroom	5/15/2018 every-6-weeks
G3.B1.S1.MA1 M369724	Survey or narrative to document will be used to determine , if these purchases meet the teachers'...	McCoy, Pat	5/1/2018	Survey Results	5/15/2018 one-time
G3.B2.S1.MA1 M369726	Survey or narrative to document will be used to determine , if these purchases meet the teachers'...	McCoy, Pat	5/1/2018	Completed survey	5/15/2018 one-time
G3.B1.S2.A3 A332585	Side by side coaching	Garcia, Donna	9/1/2017	Teacher participation surveys, classroom observations	5/25/2018 quarterly
G2.B1.S3.MA1 M349915	MTSS lists and EWS lists will be discussed at Administrative meetings and data chats.	Wiersma, Toni	10/1/2017	Lists will be provided from each school site, and there will be documentation of monitoring which is presented to the Director of Student Services and Superintendent.	5/25/2018 semiannually
G2.B1.S3.MA1 M349914	Principals will present the students in EWS during MTSS meetings at the school site, and provide a...	Wiersma, Toni	10/1/2017	Lists will be provided from each school site, and there will be documentation of monitoring which is presented to the Director of Student Services and Superintendent.	5/25/2018 semiannually
G3.B3.S1.MA1 M349899	Reading Coaches and school administrators will monitor the use and adherence to the curriculum maps	McCoy, Pat	8/10/2017	Lesson plans, PLC notes and agendas, Classroom walk-throughs	5/31/2018 daily
G3.B4.S1.MA1 M349902	Reading coaches /school administrator will attend PLC quarterly and look for non-negotiables in...	McCoy, Pat	8/3/2017	Artifacts, observations, teacher evaluations	5/31/2018 quarterly
G3.B4.S1.MA1 M349901	PLC protocols and non-negotiables will be put in place	McCoy, Pat	8/10/2017	Lesson planning, classroom walk-through, formal observation,	5/31/2018 daily
G3.B4.S1.A2 A332596	Middle school coaching pilot	Garcia, Donna	6/19/2017	Agendas, teacher surveys	5/31/2018 every-2-months
G3.B4.S1.A3 A332597	Implement 90 minutes extended instruction	McCoy, Pat	8/10/2017	Master Schedules	5/31/2018 daily
G3.B5.S1.MA1 M349903	Teachers will be surveyed at the end of the year on their perception of the PD's effectiveness	Garcia, Donna	5/1/2018	Teacher surveys	5/31/2018 one-time
G3.B5.S1.A1 A332598	Middle school coaching pilot	Garcia, Donna	6/19/2017	Agendas, teacher surveys	5/31/2018 every-2-months
G3.B5.S1.A6 A332603	Side by side coaching	Garcia, Donna	8/10/2017	Walk-throughs, teacher surveys	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B5.S1.A7  A332604	Implement Intensive Algebra in 9th grade	McCoy, Pat	8/10/2017	Student Data from progress monitoring	5/31/2018 daily
G4.B1.S1.MA1  M349906	Enrollment number in accelerated programs or courses	Branham, Michelle	8/1/2017	Enrollment data	5/31/2018 triannually
G4.B1.S1.A1  A332605	School level teams will develop acceleration plans with support from the instructional services...	McCoy, Pat	8/3/2017	Formal plans for acceleration of identifying students for acceleration	5/31/2018 one-time
G4.B2.S1.MA1  M349908	Program or system in place and implementation training completed	Branham, Michelle	8/3/2017	PD calendar	5/31/2018 one-time
G4.B2.S1.A1  A332608	Work with Shawna May to explore Skyward capabilities or other systems	Branham, Michelle	8/3/2017	Identified program	5/31/2018 one-time
G3.B1.S2.MA1  M349893	iReady progression monitoring data, unit assessments, performance task assessment, FSA data	Branham, Michelle	9/1/2017	Collected Data	5/31/2018 triannually
G3.B1.S2.MA1  M349892	Data review at district and school level three times per year	Branham, Michelle	9/4/2017	iReady progress monitoring data, FSA data, ReadyGEN performance assessments, unit assessments	5/31/2018 triannually
G3.B2.S2.MA1  M349898	Evaluation of iReady data	Branham, Michelle	9/1/2017	Student assessment data	5/31/2018 triannually
G3.B2.S2.MA1  M349897	School leadership will focus on foundational skill observables during Classroom walk-throughs, and...	McCoy, Pat	8/10/2017	Teacher observation data, and student assessment data	5/31/2018 weekly
G3.B2.S2.A2  A332591	Side by side coaching	Garcia, Donna	8/10/2017	Classroom walk-throughs, student assessment data,	5/31/2018 weekly
G2.B1.S2.A1  A332616	Evaluate space, staff, and other available resources to determine possible program additions	Steiert, Lonnie	12/1/2017	Recommendation for additional programs	5/31/2018 one-time
G2.B1.S3.A3  A332619	Observation and feedback provided by Mrs. Coker to each school MTSS team of system recommendations...	Coker, Wendy	8/10/2017	Feedback notes from Mrs. Coker, administrator feedback	5/31/2018 one-time
G4.B1.S1.MA1  M349905	District Staff will include data points about acceleration at each district data chat	Branham, Michelle	9/1/2017	Data sheets	6/1/2018 triannually
G3.MA1  M349894	iReady diagnostic, Standards Mastery Assessments 2-5, FSA and EOC data	Branham, Michelle	9/1/2017	Staff Development calendars; PO for Curriculum materials; Agendas for focus group and collaborative planning meetings	6/29/2018 triannually
G5.B1.S1.MA1  M337036	Quarterly meetings will occur to update district leaders on the progress.	Steiert, Lonnie	8/10/2017	Quarterly meeting agendas and sign in sheets can be submitted for evidence.	6/29/2018 quarterly
G5.B1.S1.A1  A323524	The SIG4 PreK Continuous Improvement Director and PreK Coach will communicate with current VPK...	McCoy, Pat	8/10/2017	The SIG4 PreK Continuous Improvement Director and PreK Coach will work with the school, district leaders and Director of Operations throughout the 2017-18 school year in purchasing equipment and furniture. Meeting agendas, sign-in sheets and purchase orders can be submitted for evidence.	6/29/2018 quarterly
G5.B2.S1.A1  A323525	The SIG4 PreK Continuous Improvement Director and PreK Coach will provide and participate in VPK...	Garcia, Donna	8/10/2017	Professional development sign-in sheets and agendas can be used for evidence.	6/29/2018 quarterly
G5.B2.S1.A2  A323530	Participate in professional development on selected curriculum.	Garcia, Donna	1/1/2018	Professional development sign-in sheets and agendas can be used for evidence.	6/29/2018 one-time
G5.B3.S1.MA1  M337436	[no content entered]	Garcia, Donna	8/1/2017		6/29/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B3.S1.A1  A323526	Create a checklist of activities with the Supervisor of Transportation to ensure all steps are met...	McCoy, Pat	8/10/2017	Completion of the Checklist of Activities	6/29/2018 quarterly
G5.B4.S1.A1  A323528	Review current and new curriculum to determine what meets the need of the VPK students.	McCoy, Pat	8/10/2017	Progress notes of curriculum review.	6/29/2018 one-time
G5.B4.S1.A2  A323529	Purchase curriculum and support materials for VPK teachers and students.	McCoy, Pat	8/10/2017	Purchased Curriculum	6/29/2018 one-time
G5.B4.S1.A3  A323532	Visit current kindergarten classrooms at South Elementary school to determine trends in academic...	McCoy, Pat	8/10/2017	Classroom walk through notes from visits.	6/29/2018 every-6-weeks
G5.B4.S1.A4  A323533	The SIG4 PreK Continuous Improvement Director and PreK Coach will plan collaboratively with the...	McCoy, Pat	8/10/2017	Creation of a list which identifies gaps in curriculum which can be used to determine the curriculum.	6/29/2018 quarterly
G5.B5.S1.A1  A323534	Participate in training for APTT: Academic Parent/Teacher Teams	Steiert, Lonnie	8/10/2017	Professional development sign-In sheets and training agenda	6/29/2018 quarterly
G5.B5.S1.A2  A323535	Increase parent awareness through advertising of the 2018-2019 VPK program.	Steiert, Lonnie	8/10/2017	Enrollment Numbers and copies or notices of PreK registration	6/29/2018 quarterly
G3.B5.S1.MA1  M349904	Student data will be analyzed to determine effectiveness	Branham, Michelle	6/15/2018	FSA, and EOC scores	6/29/2018 one-time
G4.B2.S1.MA1  M349909	Increase number of students identified for acceleration programs	Branham, Michelle	5/31/2018		6/29/2018 one-time
G2.B1.S1.MA1  M349911	Reduced number of students dropping out of cohort	Wiersma, Toni	8/10/2017	Graduation rate	6/29/2018 one-time
G5.B5.S1.A3  A323536	The SIG4 PreK Continuous Improvement Director and PreK Coach will participate in community outreach...	Steiert, Lonnie	8/10/2017	The SIG4 PreK Continuous Improvement Director and PreK Coach will collect documentation of advertisement and enrollment numbers, as well as online usage of the program, for Footsteps2Brilliance parent/community events.	6/30/2018 quarterly
G5.MA7  M396961	Purchase Age Appropriate Furniture and Classroom Supplies for Two New VPK Classrooms	Steiert, Lonnie	6/1/2018	Quotes, Purchase Orders, Proof of Payment	7/31/2018 one-time
G5.MA8  M396962	Purchase Curriculum to be used for new VPK Program	Steiert, Lonnie	6/1/2018	Quotes, Purchase Orders, Proof of Payment	7/31/2018 one-time
G5.B2.S1.MA3  M396966	Implement Training from PD by teachers (2), coach (1) and aides (2).	Steiert, Lonnie	5/1/2018	Teacher Feedback on PD training, Possible Lesson Plan to Implement during School Year 18-19	7/31/2018 quarterly
G5.B2.S1.MA4  M396967	Participate in PD opportunities for teachers (2), coach (1) and aides (2).	Steiert, Lonnie	5/1/2018	Agendas, Presentation Notes	7/31/2018 quarterly
G5.B4.S1.MA1  M396969	Evaluate Creative Curriculum - One English and One Spanish for New VPK Classes	Steiert, Lonnie	1/1/2018	Narrative Describing Choice of Creative Curriculum versus Other Curriculum Options	7/31/2018 one-time
G5.B4.S1.MA1  M396968	Purchase Creative Curriculum - One English and One Spanish for New VPK Classes	Steiert, Lonnie	1/1/2018	Quotes, Purchase Orders, Proof of Payment	7/31/2018 one-time

## V. Professional Development Opportunities

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

### G3. Exceed the state average in all state assessed areas by 2019-20

#### G3.B1 Lack of high-quality curriculum materials aligned to standards in K-5 ELA

##### G3.B1.S1 Adopt ReadyGEN K-5 ELA curriculum material

###### PD Opportunity 1

Budget and purchase ReadyGEN materials

###### Facilitator

Pearson

###### Participants

K-5 Teachers, reading coaches and administrators

###### Schedule

On 8/3/2017

##### G3.B1.S2 Plan and implement professional development and support for implementation of ReadyGEN and changes in instructional expectations

###### PD Opportunity 1

Budget and plan professional development for ReadyGEN

###### Facilitator

Pearson

###### Participants

K-5 Teachers, reading coaches and administrators

###### Schedule

On 8/3/2017

## **PD Opportunity 2**

Implementation Training

### **Facilitator**

Pearson

### **Participants**

K-5 Teachers, reading coaches and administrators

### **Schedule**

On 8/3/2017

## **PD Opportunity 3**

Side by side coaching

### **Facilitator**

Pearson

### **Participants**

K-5 teachers

### **Schedule**

Quarterly, from 9/1/2017 to 5/25/2018

## **PD Opportunity 4**

Close Reading Training

### **Facilitator**

Pearson

### **Participants**

K-5 teachers

### **Schedule**

On 10/31/2017

### **PD Opportunity 5**

ReadyGEN Writing Training

**Facilitator**

Pearson

**Participants**

K-5 Teachers

**Schedule**

On 11/30/2017

### **PD Opportunity 6**

ReadyGEN Assessments Training

**Facilitator**

Pearson

**Participants**

K-5 Teachers, reading coaches administrators

**Schedule**

On 3/31/2018

**G3.B2** Lack of uniform foundational skills curriculum for K-2 ELA- phonics and phonemic awareness

**G3.B2.S2** Plan and implement professional development and support for implementation of Words Their Way curriculum

### **PD Opportunity 1**

Implementation training

**Facilitator**

Pearson

**Participants**

K-2 teachers and reading coaches

**Schedule**

On 8/3/2017

## **PD Opportunity 2**

Side by side coaching

### **Facilitator**

Elementary Reading Coaches

### **Participants**

K-2 teachers

### **Schedule**

Weekly, from 8/10/2017 to 5/31/2018

## **G3.B4** Lack of uniform delivery of instruction in 6-12 ELA

### **G3.B4.S1** Increase targeted professional development for 6-12 ELA teachers

## **PD Opportunity 1**

Collections refresher training

### **Facilitator**

HMH

### **Participants**

6-12 ELA teachers

### **Schedule**

On 9/29/2017

## **PD Opportunity 2**

Middle school coaching pilot

### **Facilitator**

UnBound ED /D2D

### **Participants**

6-8 middle school coaches, district math science coach

### **Schedule**

Every 2 Months, from 6/19/2017 to 5/31/2018

**G3.B5** Lack of teacher knowledge and quality instructional delivery in 6-12 Mathematics

**G3.B5.S1** Increase targets professional development for 6-12 Math teachers

**PD Opportunity 1**

Middle school coaching pilot

**Facilitator**

Unbound ED/D2D

**Participants**

District Math/Science Coach

**Schedule**

Every 2 Months, from 6/19/2017 to 5/31/2018

**PD Opportunity 2**

Ratios and Proportional Relationships Training

**Facilitator**

Math Solutions

**Participants**

6-8 Math teachers

**Schedule**

On 8/31/2017

**PD Opportunity 3**

Reasoning and Discourse training

**Facilitator**

Math Solutions

**Participants**

6-12 Math teachers

**Schedule**

On 11/30/2017

#### **PD Opportunity 4**

Mathematical Thinking- Focus on representations and procedural fluency

**Facilitator**

Math Solutions

**Participants**

6-12 Math teachers

**Schedule**

#### **PD Opportunity 5**

Expressions, Equations, and Functions

**Facilitator**

Math Solutions

**Participants**

6-12 math teachers

**Schedule**

On 3/30/2018

#### **PD Opportunity 6**

Side by side coaching

**Facilitator**

Math Solutions

**Participants**

6-12 math Teachers

**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

## **PD Opportunity 7**

Implement Intensive Algebra in 9th grade

### **Facilitator**

Agile Mind

### **Participants**

9th grade intensive algebra teachers

### **Schedule**

Daily, from 8/10/2017 to 5/31/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G2.B1.S1.A1	Complete a graduation audit for all students with one or more retentions, Level 2 or below on FSA Reading, and/or chronic truancy at the beginning of 9th grade cohort	\$0.00
2	G2.B1.S2.A1	Evaluate space, staff, and other available resources to determine possible program additions	\$0.00
3	G2.B1.S3.A1	Complete MTSS manual revisions	\$0.00
4	G2.B1.S3.A2	PD planned to communicate and train guidance counselors and administrators on the Early Warning System and changes in MTSS procedure	\$0.00
5	G2.B1.S3.A3	Observation and feedback provided by Mrs. Coker to each school MTSS team of system recommendations and recommendations	\$0.00
6	G3.B1.S1.A1	Budget and purchase ReadyGEN materials	\$0.00
7	G3.B1.S2.A1	Budget and plan professional development for ReadyGEN	\$0.00
8	G3.B1.S2.A2	Implementation Training	\$0.00
9	G3.B1.S2.A3	Side by side coaching	\$0.00
10	G3.B1.S2.A4	Close Reading Training	\$0.00
11	G3.B1.S2.A5	ReadyGEN Writing Training	\$0.00
12	G3.B1.S2.A6	ReadyGEN Assessments Training	\$0.00
13	G3.B2.S1.A1	Budget and purchase Words Their Way foundational skill curriculum K-2	\$0.00
14	G3.B2.S2.A1	Implementation training	\$0.00
15	G3.B2.S2.A2	Side by side coaching	\$0.00
16	G3.B3.S1.A1	Form focus groups, organize plan of work, monitor progress, inspect products	\$0.00
17	G3.B3.S1.A2	Deliver and communicate curriculum maps to all K-12 ELA and Math teachers	\$0.00
18	G3.B4.S1.A1	Collections refresher training	\$0.00
19	G3.B4.S1.A2	Middle school coaching pilot	\$0.00
20	G3.B4.S1.A3	Implement 90 minutes extended instruction	\$0.00
21	G3.B5.S1.A1	Middle school coaching pilot	\$0.00
22	G3.B5.S1.A2	Ratios and Proportional Relationships Training	\$0.00
23	G3.B5.S1.A3	Reasoning and Discourse training	\$0.00
24	G3.B5.S1.A4	Mathematical Thinking- Focus on representations and procedural fluency	\$0.00
25	G3.B5.S1.A5	Expressions, Equations, and Functions	\$0.00
26	G3.B5.S1.A6	Side by side coaching	\$0.00

27	G3.B5.S1.A7	Implement Intensive Algebra in 9th grade	\$0.00
28	G4.B1.S1.A1	School level teams will develop acceleration plans with support from the instructional services office	\$0.00
29	G4.B2.S1.A1	Work with Shawna May to explore Skyward capabilities or other systems	\$0.00
30	G5.B1.S1.A1	The SIG4 PreK Continuous Improvement Director and PreK Coach will communicate with current VPK teachers in selecting appropriate equipment and furniture for students.	\$0.00
31	G5.B2.S1.A1	The SIG4 PreK Continuous Improvement Director and PreK Coach will provide and participate in VPK professional development for teachers focused on Early Learning Standards and kindergarten standards.	\$0.00
32	G5.B2.S1.A2	Participate in professional development on selected curriculum.	\$0.00
33	G5.B3.S1.A1	Create a checklist of activities with the Supervisor of Transportation to ensure all steps are met for implementing transportation of VPK students in the 2018-2019 school year.	\$0.00
34	G5.B4.S1.A1	Review current and new curriculum to determine what meets the need of the VPK students.	\$0.00
35	G5.B4.S1.A2	Purchase curriculum and support materials for VPK teachers and students.	\$0.00
36	G5.B4.S1.A3	Visit current kindergarten classrooms at South Elementary school to determine trends in academic gaps of students entering kindergarten prior to selecting a curriculum.	\$0.00
37	G5.B4.S1.A4	The SIG4 PreK Continuous Improvement Director and PreK Coach will plan collaboratively with the current kindergarten teachers and school administration to increase articulation of needs between VPK and kindergarten to decrease the academic gap.	\$0.00
38	G5.B5.S1.A1	Participate in training for APTT: Academic Parent/Teacher Teams	\$0.00
39	G5.B5.S1.A2	Increase parent awareness through advertising of the 2018-2019 VPK program.	\$0.00
40	G5.B5.S1.A3	The SIG4 PreK Continuous Improvement Director and PreK Coach will participate in community outreach and will utilize pre-existing Footsteps2Brilliance early literacy program in order to involve parents in out of school learning. This will occur at APTT Parent Workshops and Meetings.	\$0.00
41	G6.B1.S1.A1	Teachers will meet with an instructional leader to plan lessons based on the standards, test item specifications, and curriculum maps once a week.	\$0.00
42	G6.B1.S1.A2	Secondary teachers will create/revise curriculum maps based upon student data, the standards and test item specifications and will develop common assessments through collaboration to culminate in an EOC exam.	\$0.00
43	G6.B1.S1.A3	100% of K-8 ELA and math classes will implement 90 minutes of iReady per week and will utilize the Florida Ready books and online print materials for small group differentiated instruction.	\$0.00
44	G6.B1.S1.A4	District leadership teams will participate in instructional rounds at each school monthly.	\$0.00
45	G6.B1.S1.A5	The District Math and Science Coach will work with teachers at school sites to increase student achievement in these subject areas, while the schools' reading coaches will focus on instruction in ELA.	\$0.00
46	G6.B1.S1.A6	South Elementary PreK Pilot/Model	\$0.00
Total:			\$0.00