



Manny Diaz, Jr., Commissioner of Education

## 2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 19 - Franklin

Steve Lanier, 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

##### b. District Vision Statement

To create an educational atmosphere where 100% of our students reach their maximum potential socially, emotionally, academically and physically.

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

[Franklincountyschooldistrict.org](http://Franklincountyschooldistrict.org)

#### 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 Leadership Team (DLT), composed of district directors, school based leadership and the superintendent, meets monthly to review student data, goals and objectives from the DIAP, federal projects, strategic plan and other sources to determine how to best allocate the resources, both human and financial, to meet the goals and objectives for the district. The goals and objectives are focused on student achievement and performance, providing a safe, healthy and engaging learning environment, and a challenging but supportive system for student and staff improvement.

##### 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.

Funds are allocated to the schools based on FTE counts. The Director of Finance is responsible for determining the FTE per school and allocation of the FEFP funds based on the FTE reported by each school. The finance office reviews the FTE data after both survey periods to determine if adjustments to the FTE are needed based on student enrollment and FTE reported through the automated reporting system.

##### 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.

Franklin County School District has hired a new principal and two (2) assistant principals for the 2017-18 school year. Procedures are being implemented to strengthen the school leadership team and to clarify roles and responsibilities. As the new leadership builds their team and reviews current policies and procedures they will submit requested changes as needed.

**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.

NA

**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 District will make every effort to maintain the current leadership team for at least the next 5-8 years. The continuous change in leadership is the major cause for the low performance at the school. Each year a change in leadership results in a new focus and resources being allocated for something different.

The current leadership has a plan to enlist the help of the community in implementation of the vision and focus for the school. The school based leadership team (SBLT) has begun to reach out to community leaders, explaining the purpose and plan for the future and the positive impact these plans will have a student learning and success.

**B. Stakeholder Involvement****1. Parent and Family Engagement Plan (PFEP) Link**

A PIP has not been uploaded for this district.

**2. Family and Community Engagement**

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

The district in an effort to inform parents and community stakeholders utilizes the following tools:

Parent Portal to student information

Remind (teacher-parent communication link)

Facebook

Monthly Events Calendar (school level)

Quarterly District Advisory Council Meeting

Attendance at community meetings (Rotary, Chamber of Commerce, County Commission meetings)

Parent meetings (Muffins for Moms, Donuts for Dads, Reading Fair, Poetry on the Lawn, Tropicana

Speech

Contest, Special Olympics, Career Fair)

**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.**

The District Leadership Team (DLT) meets monthly to review data, address issues and concerns, implement the SIP and review communication to the community and parents. The DLT includes the school based leaders.

**C. Effective Leadership**

**2. District Leadership Team:**

<b>Summers, Sue, ssummers@franklin.k12.fl.us</b>	
<b>Title</b>	Director
<b>Phone</b>	(850) 670-2810
<b>Supervisor's Name</b>	Traci Moses
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	ESE, Accountability, Student Services, Alternative Education, CTE, Certification, School Improvement,
<b>Herrington, Richie, rherrington@franklincountyschools.org</b>	
<b>Title</b>	Other
<b>Phone</b>	850-670-2810
<b>Supervisor's Name</b>	Sue Summers
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Management Information System, Assessment (State and District) and Instructional Technology
<b>Venable, Shannon, svennable@franklincountyschools.org</b>	
<b>Title</b>	Director
<b>Phone</b>	
<b>Supervisor's Name</b>	Traci Moses
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Director of Finance
<b>Peddie, Karen, kpeddie@franklincountyschools.org</b>	
<b>Title</b>	Director
<b>Phone</b>	
<b>Supervisor's Name</b>	Traci Moses
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Director of Human Resources

**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 Human Resources department conducts a thorough process to recruit and select the best individual for every open position in Franklin County. Candidates are interviewed by a targeted

selection committee that include internal and external reviewers. The candidates are required to complete specific targeted materials and interviews prior to the final selection.

References are contacted and specific questions are asked to determine the candidates success at increasing student performance. The HR department reviews websites of previous employment to determine if the candidate has experience in rural and Title I schools.

The Superintendent will make a recommendation to the School Board to renew or non-renew any district or school level administrator annually. The decision is based on the results of a formal evaluation system which includes student performance.

#### **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.

Following the procedures established by the HR Department applicants are interviewed by the school leadership that makes a recommendation for hire to the Superintendent.

The principal and assistant principal make recommendations to the Superintendent on hiring and retaining teaching staff. If the data indicates that the staff member is not contributing to the success of students they have the authority not recommend the individual.

### **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 funds are allocated based on FTE. Once the funds are allocated the principal and his/her leadership team determine the best use of the resources to meet the needs of the students. The principal and assistant principal have full authority to utilize staff to best meet the needs of the students. They review data to identify the greatest needs and then allocate all their resources to meet the needs.

#### **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.**

Part of utilizing their resources appropriately, the principal and assistant principal have provided for a reading coach and intervention specialist.

These individuals are monitored through the school based leadership team (SBLT) and their bimonthly reports presented at the meetings. The coaches meet regularly with grade/department teams to review student data, determine if interventions are needed and what and how the intervention will be documented. Progress monitoring is part of the team review process so coaches can see if further interventions or PD may be needed.

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

**Springboard grades 6-12**

<b>Program Type</b>	Core
<b>School Type</b>	Middle School, High School
<b>Description</b>	College Board comprehensive reading and writing program.

**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:

**Pearson Math (Alg 1, Alg 2, Geom) McGraw Hill Big Ideas (6-8)**  
**Software EdCite, Edgenutiy, Alg Nation, IXL**

<b>Program Type</b>	Core, Supplemental
<b>School Type</b>	Middle School, High School
<b>Description</b>	These resource include more text and computer based sources.

**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:

**Instructional materials differ from K-5, 6-8 and 9-12. The districts progress monitoring system MAPS) includes science. The district also provides Edgenuity, Brain Pop, CPalms**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School, Middle School, High School
<b>Description</b>	The text materials are on the state approved list of instructional materials, this will be the first year the district is using MAPS so this will serve as baseline data for the district. The results from this year's Biology EOC indicate that offering Biology in the eight grade was a positive choice so the district will continue the offering.

**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 district monitors core instruction and interventions through classroom walk throughs, formal observations and student data. The instructional materials selection process requires the review of alignment to the state standards.

The district will monitor student performance at least twice every nine weeks to determine if students are making progress toward mastery of the state standards. Teacher lesson plans, data from computer based resources, and reports from weekly PLC meetings by grade level/content area will be used as exemplars.

**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**

[www.franklincountyschool.org](http://www.franklincountyschool.org)

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

na

**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.

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## 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.** Increased collaboration and communication of needs, concerns, and successes, within the community, staff, parents, students, Superintendent, and School Board.
- G2.** The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in core content and CTE courses. Support will come from the creation of a PLCs that will meet weekly supported by SBLT..

## 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.** Increased collaboration and communication of needs, concerns, and successes, within the community, staff, parents, students, Superintendent, and School Board. 1a

G059765

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics Achievement	2017-18	5.0
District-Wide	FSA ELA Achievement	2017-18	3.0
District-Wide	Statewide Science Assessment Achievement	2017-18	3.0
District-Wide	U.S. History EOC Pass	2017-18	2.0

### Targeted Barriers to Achieving the Goal 3

- A need for a thorough understanding and implementation of the Florida Standards.

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

- Teachers will be provided support through PLCs and School Based Leadership Team in using data to problem solve, inform their instruction and differentiate instruction in the classroom.
- The ABC School will contract with a certified teacher to work with the struggling lower level students in math. The math specialist will work in small groups and provide direct and explicit instruction in basic skills and math foundations and strategies. Progress monitoring through the use of Discovery Education and FAIR will be used to monitor student math progress. Data will be reviewed with specialist and classroom teacher. Additional interventions will be provided based on student needs, ESOL, ESE.
- FCS students will be provided intensive interventions through "walk to intervention". Student groups will be divided based on the 1st administration of MAP and will be regrouped every three weeks based on formative assessments.
- Title 1 funds will be used to contract with Mentoring Minds (retired teacher) to provide additional intervention to at risk students in K-5.

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

The district staff will be very active in observing the progress of instructional practices during the year. The district staff will do walk-throughs and formal/informal teacher observations. The district/school administration will review the teachers' daily lesson plans, their professional learning plan and the MAP, STAR, and Performance Matters data on a quarterly basis. Additionally, the district staff will meet with the principal and assistant principal on a regular basis to ensure that student achievement is improving.

**Person Responsible**

Sue Summers

**Schedule**

Weekly, from 9/5/2017 to 5/9/2018

***Evidence of Completion***

The district, principal and assistant principals will check the teacher lesson plans, progress monitoring data, class math grades, or any additional data that will assist in the monitor and adjustment to instructional practices to increase student achievement in math. When the assessment scores are reviewed by the principal and assistant principal, the data will be graphed to provide teachers with a visual representation of student progress; permitting the teacher to conduct a self-assessment of the scope of work for the year. This data will also be shared with the School Board and Superintendent.

**G2.** The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in core content and CTE courses. Support will come from the creation of a PLCs that will meet weekly supported by SBLT.. 1a

G048974

### Targets Supported 1b

Focus	Indicator	Year	Target
0091 - Franklin County School	FSA ELA Achievement	2017-18	
0091 - Franklin County School	College Readiness Reading	2017-18	50.0
9009 - Apalachicola Bay Charter School	ELA/Reading Lowest 25% Gains	2017-18	75.0
0091 - Franklin County School	4-Year Grad Rate (Standard Diploma)	2017-18	80.0

### Targeted Barriers to Achieving the Goal 3

- New Curriculum materials, inclusion for students with disabilities, lack of professional learning communities.

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

- Intervention Teachers, PLCs, Title I, IDEA Funds, Comprehensive Reading Plan, Professional Development, PAEC, ISRD, District Staff

### Plan to Monitor Progress Toward G2. 8

Continue to support teachers in the implementation of the new curriculum and inclusion strategies through appropriate professional development and the establishment of professional learning communities. Provide additional training an support for the MTSS process and ensure that teachers are implementing the process with fidelity.

#### Person Responsible

Sue Summers

#### Schedule

Daily, from 8/10/2017 to 5/27/2018

#### Evidence of Completion

Minutes from meetings, PD Sign in sheets, COP participation sheets, classroom observation

### Plan to Monitor Progress Toward G2. 8

Use progress monitoring tools such as Discovery Education assessments, FAIR data, PS3 data, attendance data, quarterly grades, grade level meeting notes, classroom observations, input from FIN and PAEC to assess the progress toward meeting the goal of improved student performance.

#### Person Responsible

Sue Summers

#### Schedule

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

#### Evidence of Completion

Discovery Education, FAIR, PS3 logs and folders, attendance records, feedback from PAEC and FIN

## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier


**S** = Strategy

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

**G1.** Increased collaboration and communication of needs, concerns, and successes, within the community, staff, parents, students, Superintendent, and School Board. **1**

 G059765

**G1.B1** A need for a thorough understanding and implementation of the Florida Standards. **2**

 B152514

**G1.B1.S1** The strategy is to use differentiated small group instruction, based on data, at all grade levels in core subject areas. **4**

 S164335

### Strategy Rationale

By creating additional intensive instructional time for struggling students, greater differentiation and increased focus on the students' specific needs is possible.

### Action Step 1 **5**

Teachers will disaggregate data in order to develop specific skill groups and strategies for the struggling students.

#### Person Responsible

Laura King

#### Schedule

Weekly, from 9/5/2017 to 5/7/2018

#### Evidence of Completion

Review of teachers' lesson plans, quarterly MAPS scores, IXL, EdCite, assessments (unit of instruction), assessments and review of students' daily work.

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

Monthly data meetings to monitor teachers' lesson plans and the progression of the struggling students to ensure student academic improvement is taking place.

**Person Responsible**

Laura King

**Schedule**

Biweekly, from 8/15/2017 to 6/2/2018

***Evidence of Completion***

At the weekly elementary school meetings, Laura King will check with the teachers as to how the program is working, share success stories and address issues which are of concern. During both formal and informal teacher observations, the observer may check the quarterly scores from MAP, STAR, and/or Performance Matters and the grades of daily work of the struggling learner.

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

Monitor weekly lesson plans, assessment data, classroom walkthroughs, and post MAPS. STAR< Performance Matters & FSA assessment scores.

**Person Responsible**

Laura King

**Schedule**

Quarterly, from 8/17/2017 to 5/27/2018

***Evidence of Completion***

The assessment data, lesson plans, end of year assessments FSA results and classroom walkthrough data

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

The district and school administrations will review (K-12) data in the summer, 2018, to evaluate the effect of increased instructional time had on student achievement. The review will consist of: assessment data, classroom observations, and report card grades.

**Person Responsible**

Laura King

**Schedule**

On 8/5/2018

***Evidence of Completion***


Sign-in sheets, lesson plans, C-Maps, pacing guides, student achievement on state assessments and a list of appropriate outcomes.




**G2.** The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in core content and CTE courses. Support will come from the creation of a PLCs that will meet weekly supported by SBLT.. 1

 G048974

**G2.B1** New Curriculum materials, inclusion for students with disabilities, lack of professional learning communities. 2

 B122350

**G2.B1.S2** PAEC, ISRD and FIN will provide professional development and training to teachers in inclusion strategies, ACCESS points, appropriate assessments and the use of assistive technology for SWD. . 4

 S135550

### Strategy Rationale

Ongoing appropriate professional development will assure all students will be successful.

### Action Step 1 5

PAEC and FIN will provide professional development for teacher on the ACCES points for the inclusion of significantly disabled students in general education classes.

#### Person Responsible

Sue Summers

#### Schedule

Quarterly, from 7/1/2017 to 6/30/2018

#### Evidence of Completion

Sign in sheets, Agendas, follow up activities

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

PAEC and FIN will assist through walk throughs, teacher meetings, follow up activities the fidelity of the strategies implemented.

#### Person Responsible

Sue Summers

#### Schedule

Quarterly, from 7/1/2017 to 6/30/2018

#### Evidence of Completion

Grade level meeting notes, walk through feedback, follow up activities submitted.

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

The number of minutes SWD that are with their non-disabled peers, the use of ACCESS points by general education teachers, the number of assistive technology evaluations that are conducted and the devices used.

**Person Responsible**

Sue Summers

**Schedule**

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

***Evidence of Completion***

Minutes with non-disabled peers (FOCUS), IEP review for assistive technology related services, student schedules.

## 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>2018</b>					
G2.B1.S2.MA1  M090440	The number of minutes SWD that are with their non-disabled peers, the use of ACCESS points by...	Summers, Sue	7/1/2014	Minutes with non-disabled peers (FOCUS), IEP review for assistive technology related services, student schedules.	6/30/2015 quarterly
G1.B1.S1.A1  A193388	Teachers will disaggregate data in order to develop specific skill groups and strategies for the...	King, Laura	9/5/2017	Review of teachers' lesson plans, quarterly MAPS scores, IXL, EdCite, assessments (unit of instruction), assessments and review of students' daily work.	5/7/2018 weekly
G1.MA1  M153841	The district staff will be very active in observing the progress of instructional practices during...	Summers, Sue	9/5/2017	The district, principal and assistant principals will check the teacher lesson plans, progress monitoring data, class math grades, or any additional data that will assist in the monitor and adjustment to instructional practices to increase student achievement in math. When the assessment scores are reviewed by the principal and assistant principal, the data will be graphed to provide teachers with a visual representation of student progress; permitting the teacher to conduct a self-assessment of the scope of work for the year. This data will also be shared with the School Board and Superintendent.	5/9/2018 weekly
G2.MA1  M087487	Continue to support teachers in the implementation of the new curriculum and inclusion strategies...	Summers, Sue	8/10/2017	Minutes from meetings, PD Sign in sheets, COP participation sheets, classroom observation	5/27/2018 daily
G1.B1.S1.MA1  M153840	Monitor weekly lesson plans, assessment data, classroom walkthroughs, and post MAPS. STAR<...	King, Laura	8/17/2017	The assessment data, lesson plans, end of year assessments FSA results and classroom walkthrough data	5/27/2018 quarterly
G1.B1.S1.MA1  M153839	Monthly data meetings to monitor teachers' lesson plans and the progression of the struggling...	King, Laura	8/15/2017	At the weekly elementary school meetings, Laura King will check with the teachers as to how the program is working, share success stories and address issues which are of concern. During both formal and informal teacher observations, the observer may check the quarterly scores from MAP, STAR, and/or Performance Matters and the grades of daily work of the struggling learner.	6/2/2018 biweekly
G2.MA2  M090205	Use progress monitoring tools such as Discovery Education assessments, FAIR data, PS3 data,...	Summers, Sue	8/10/2017	Discovery Education, FAIR, PS3 logs and folders, attendance records, feedback from PAEC and FIN	6/30/2018 quarterly
G2.B1.S2.MA1  M090433	PAEC and FIN will assist through walk throughs, teacher meetings, follow up activities the fidelity...	Summers, Sue	7/1/2017	Grade level meeting notes, walk through feedback, follow up activities submitted.	6/30/2018 quarterly
G2.B1.S2.A1  A150439	PAEC and FIN will provide professional development for teacher on the ACCESS points for the...	Summers, Sue	7/1/2017	Sign in sheets, Agendas, follow up activities	6/30/2018 quarterly
G1.B1.S1.MA3  M153845	The district and school administrations will review (K-12) data in the summer, 2018, to evaluate...	King, Laura	9/11/2017	Sign-in sheets, lesson plans, C-Maps, pacing guides, student achievement on state assessments and a list of appropriate outcomes.	8/5/2018 one-time

## V. Professional Development Opportunities

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

**G1.** Increased collaboration and communication of needs, concerns, and successes, within the community, staff, parents, students, Superintendent, and School Board.

**G1.B1** A need for a thorough understanding and implementation of the Florida Standards.

**G1.B1.S1** The strategy is to use differentiated small group instruction, based on data, at all grade levels in core subject areas.

### PD Opportunity 1

Teachers will disaggregate data in order to develop specific skill groups and strategies for the struggling students.

#### Facilitator

#### Participants

#### Schedule

Weekly, from 9/5/2017 to 5/7/2018

**G2.** The district will support the Franklin County School in its effort in the use of collaborative instructional teams to increase rigor in core content and CTE courses. Support will come from the creation of a PLCs that will meet weekly supported by SBLT..

**G2.B1** New Curriculum materials, inclusion for students with disabilities, lack of professional learning communities.

**G2.B1.S2** PAEC, ISRD and FIN will provide professional development and training to teachers in inclusion strategies, ACCESS points, appropriate assessments and the use of assistive technology for SWD. .

### **PD Opportunity 1**

PAEC and FIN will provide professional development for teacher on the ACCES points for the inclusion of significantly disabled students in general education classes.

#### **Facilitator**

PAEC and FIN

#### **Participants**

Teachers

#### **Schedule**

Quarterly, from 7/1/2017 to 6/30/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teachers will disaggregate data in order to develop specific skill groups and strategies for the struggling students.	\$0.00
2	G2.B1.S2.A1	PAEC and FIN will provide professional development for teacher on the ACCES points for the inclusion of significantly disabled students in general education classes.	\$0.00
Total:			\$0.00