



Manny Diaz, Jr., Commissioner of Education

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

14 - Desoto

Dr. Robert "Bobby" Bennett, Superintendent
, Southwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

The mission of the School District of DeSoto is to prepare all students to be successful citizens and productive workers.

b. District Vision Statement

1. Students, the quality of instruction and services provided to students, and the needs of students will be central concerns in all decisions made in the School District of DeSoto. 2. Integrity, honesty, openness, and responsiveness are core values in the School District of DeSoto. 3. Decisions should be made as close to the point of implementation as possible and based on consideration of all available resources. 4. The schools belong to the community, whose input and partnerships are essential to effectively meet the needs of students.

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

No strategic plan link stored

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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.

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

Additional allocations may be needed at school sites based on instructional needs, data needs, and/or student population.

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.

- 1) Staff Recruitment: The district will estimate staffing allocations by April 1 of the coming year so that the recruitment and hiring process can be started earlier. Additionally, the district plans to attend additional recruitment fairs and events throughout the state.
- 2) School based spending: The Director of Finance, Director of Federal Programs, and support personnel will be meeting with principals monthly to monitor the effective allocation and spending of school based budgets.
- 3) Goal Setting: Each school will submit a year-long Celebration Plans and Rigor/Relevance/Relationship Plans. Any building level leader (Principal, Assistant Principal, Dean, Instructional Coach) is required to submit these plans. The Director of Instructional Services and Assistant Director of Instructional Services, and support staff, will meet with building leadership periodically to monitor the effectiveness of the plan from the previous quarter, and identify new goals, or continuation of the same goal, for the next quarter.
- 4) Fidelity Checks: District and school level staff will participate in quarterly school walkthroughs to ensure effective implementation of instructional strategies, standards, and intensive interventions.

d. Operational Flexibility

Provide the district's definition of "operational flexibility" as 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 school leadership teams develop their own school master schedule, based on state guidelines. The schedules are developed and tailored to specific school needs.

The Director of Finance, Director of Federal Programs, and support personnel will be meeting with principals monthly to monitor the effective allocation and spending of school based budgets. Each school determines how to spend their budget depending on needs to students.

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.

Should any school emerge from DA status, the majority of the improvement efforts implemented to accomplish this task would not be discontinued. The only potential change would be the move of a building leader (administration or instructional coach) to assist other schools in emerging from DA status. Additional support will be provided to new administrators that are working in a TOP school. Mentoring will be provided from administration teams with a record of success.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361929>

2. Family and Community Engagement

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

Parental Involvement Plan submitted.

The district employs a full time Parental Involvement Specialist, who works directly with families and district personnel. Throughout the year, she works individually with each school to provide monthly parental meetings with topics such as: literacy nights, parent-teacher conferencing, assessment, anti-bullying, and pre-K to K transitioning. These monthly meetings are held both during and after school to maximize attendance by all families. Special consideration is taken for our Hispanic community. Translators are available at all meetings. This year, each school will have a parent involvement center. In these centers, there will be a computer to have access to the parent portal, information on job searches, parenting books, etc. The main purpose is for parents to have a place to access books and information that they can use to help their child at home with their education. These centers will be maintained by the Parent Involvement Specialist. In addition, individual schools hold quarterly parent-teacher conferences. During these meetings, grades, assessment, and standards based instruction is discussed. Each school site also has an active SAC/Boosters organization, which meets monthly. They work to keep parents involved on events and news at each school. Each also school has designated community sponsors involved within each of the schools.

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.

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

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Alvarez, Bertie, bertie.alvarez@desoto.k12.fl.us

b. Employee's Title

Director

c. Employee's Phone Number

(863) 494-4222

d. Employee's Phone Extension

1102

e. Supervisor's Name

Dr. Karyn Gary

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

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

2. District Leadership Team:

Gary, Karyn, karyn.gary@desoto.k12.fl.us	
Title	Superintendent
Phone	
Supervisor's Name	
Supervisor's Title	
Role and Responsibilities	The Superintendent functions as the leader for the entire district. She monitors, motivates, and leads the district toward improvement.
Alvarez, Bertie, bertie.alvarez@desoto.k12.fl.us	
Title	Director
Phone	863-494-4222
Supervisor's Name	Dr. Karyn E. Gary
Supervisor's Title	Superintendent
Role and Responsibilities	The Director of Instructional Services supports the Superintendent in leading the district. She is responsible for monitoring all school level SIPs, as well as supporting the schools in the improvement efforts.
Staley, Angela, staleya@hendry-schools.net	
Title	Director
Phone	863-494-4222
Supervisor's Name	Dr. Karyn E Gary
Supervisor's Title	
Role and Responsibilities	As Director of ESE/Student Services, Dr. Staley will closely monitor the progress and successes of our ESE students. She will work with the schools to ensure that the needs of all students are met, whether ESE, or in students requiring differentiation through the RtI process

Joens, Kristie, kristie.joens@desotoschools.com**Title** Director**Phone****Supervisor's Name** Mrs. Bertie Alvarez**Supervisor's Title** Director**Role and Responsibilities** Ms. Joens will assist with the continued implementation of pacing guides, curricular and text supports, certification needs, and professional development for teachers and paraprofessionals.**Severson, Kathy, kathy.severson@desoto.k12.fl.us****Title** Director**Phone****Supervisor's Name** Dr. Karyn Gary**Supervisor's Title** Superintendent**Role and Responsibilities** Ms. Severson assists with all federal and special programs. Multiple grants support the staffing and instructional goals of this district. Ms. Canaday oversees the proper implementation and documentation of these grants.**Show, Arah, arah.show@desotoschools.com****Title** Instructional Coach**Phone****Supervisor's Name** Mrs. Bertie Alvarez**Supervisor's Title** Director**Role and Responsibilities** Ms. Show facilitates the state and district assessment calendars, as well as the interpretation of data on local and state assessments at the school and district level.**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.

Significant time and resources have been devoted to supporting administrators in their roles as instructional leaders, including one-on-one coaching. While we have several new administrators at the principal level, we worked hard to recruit highly qualified individuals. Each were purposely placed based on their leadership skills. This year, we extended the leadership training to assistant principals

(two new) deans (two new), academic coaches, and teacher leaders. We continue to invest in leadership training for our school leaders in order to retain them. ICLE will continue to provide our staff with strategies and professional development for rigor, relevance, and relationship. Mentoring will take place for any new principal at a TOP school to ensure professional support.

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.

Teacher data is closely analyzed to determine if they have contributed to improved student outcomes. Teachers with potentially negative impact on student achievement may be switched to a grade level or subject area that is better suited for their skill set, may be identified for additional supports, or may ultimately be non-renewed (if they are on annual contract). Several grade levels teams were separated last year, and additional professional development has been brought in to assist those other grade levels where student performance is a concern. However, it must be noted, that we are a rural district that struggles at times to maintain a consistent staff, especially with large scale retirements in the neighboring districts.

Based on Article Ten of the Instructional Contract, the purpose of evaluations shall be to improve the quality of instruction and to comply with the mandates of Florida Statutes and State Board Rules governing the evaluation of instructional personnel. To that end, this Article is intended to provide information so that the teachers can better understand the factors that go into their evaluations.

The Teacher Evaluation System Procedures Manual (Evaluation Manual) shall reflect and explain the procedures and accompanying forms which shall be used for all observations, deliberate practice, and methods for measuring student growth. The manual shall be incorporated into and made part of this contract. This manual shall be available on line to all teachers.

The District shall provide professional development at the beginning of each school year on all aspects of the Teacher Evaluation System

A PSC/CC teacher receiving a Summative Evaluation Rating of Unsatisfactory shall be placed on 90-day performance probation as outlined in Florida Statutes.

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.

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

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.

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

The middle school has two instructional coach as well. In partnership with school leadership and the DA team, this coach assist in: modelling effective instructional strategies, analyzing student data, providing professional development on the Florida standards, creating subject area quarterly benchmarks, implement curriculum maps, and provide other professional development as needed.

Coaches are monitored monthly through submission of calendars. They meet monthly at the district office and collaborate with each other and quarterly coaches meetings facilitated by the Heartland Education Consortium. All meetings are facilitated by Instructional Services staff.

The district has taken a more proactive and directive role in coordinating coaches and providing services to the schools this year. We meet monthly, if not more often, to discuss curriculum implementation at each of the schools as well student progress on both district and school developed assessments.

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/desoto?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:

Writing Across the Curriculum

Program Type

Core

School Type

Elementary School

Description

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

Over the summer coaches worked to align all K-5 writing standards. Additionally, rubrics were created K-5 based on the state provided rubric. Coaches will work at the start of the year to train teachers on how to properly use the rubrics.

Supplemental Writing Program

Program Type Supplemental

School Type Elementary School

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

Intensive Writing Program

Program Type Intensive Intervention

School Type Elementary School

Description When students are identified as requiring additional assistance to respond to grade level writing assignments, teachers will conference with targeted students to provide additional supports (Tier 3).

c. Mathematics**1. Description of Programs**

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

Go Math!

Program Type Core

School Type Elementary School

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

IReady Math

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School, Middle School

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

McGraw Hill Math

Program Type Core, Supplemental

School Type Middle School

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

Pearson Math

Program Type Core, Supplemental, Intensive Intervention

School Type High School

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

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:

Houghton Mifflin Harcourt Science Fusion

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School

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

Houghton Mifflin Harcourt Science Fusion

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School

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

Pearson Science

Program Type Core, Supplemental, Intensive Intervention

School Type High School

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

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.

We continue to develop and implement district-wide, standards-based pacing guides in the four core areas. These maps will be further refined each year as CPalms, and state FSA test specifications change each year.

Effectiveness and fidelity of the implementation of these maps will be monitored:

- 1) At the elementary level, instructional coaches and grade level leaders are using standards mastery checks pulled from state provided IBTP, along with test items developed at the school level. The data across grade levels, and across schools will be compared on these assessments. iReady standards mastery tests in ELA and Math will be used in grades 2-5 to monitor progress of standards.
- 2) At the middle school level, in the four core academic areas, instructional coaches and district level assessment staff, will be developing quarterly assessments that closely match the content and pacing of the district curriculum guides. Quarterly assessments in reading will also be administered, but will be generated by the teacher, using specific programs that are student centered. iReady standards mastery tests in ELA and Math will be used in grades 6-8 to monitor progress of standards.
- 3) At the high school level, in science, math, and history, instructional coaches and district level assessment staff will be developing quarterly assessments that closely match the content and pacing of the district curriculum guides. Quarterly assessments in reading will also be administered, but will be generated by the teacher, using specific programs that are student centered. All other content areas, including upper level language arts, electives, and CTE courses are recommended to provide quarterly assessments, but are required to give midterm and final exams that must be submitted in advance of administration.

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

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

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

- G1.** By the Year 2019 College and Career Acceleration will increase from 63% to 67%.
- G2.** Research, purchase, and implement programs designed to target the areas of reading, math, and science deficiencies as identified by the iReady diagnostic, FSA and EOC assessments as areas of weakness for DeSoto students.
- G3.** Establish a comprehensive Multi-Tiered System of Support (MTSS) program structured to successfully identify and intervene on behalf struggling students, and prepared to provide teachers the resources necessary to help them be successful in this effort
- G4.** Increase the number of online professional development courses available to teachers and administrators to help increase their levels in content, program, and best instructional practice knowledge. Implement resources and strategies to increase the level of technology integration in the 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.

G1. By the Year 2019 College and Career Acceleration will increase from 63% to 67%. 1a

 G093090

Targets Supported 1b

Focus	Indicator	Year	Target
0031 - Desoto County High School	FSA ELA Achievement	2017-18	32.0

Targeted Barriers to Achieving the Goal 3

- Student interest and awareness of the available programs
- Additional tutoring needed for students

Resources Available to Help Reduce or Eliminate the Barriers 2

- South Florida State University District's Coaches AVID Program Addition of Honors and AP courses Graduation Coach

Plan to Monitor Progress Toward G1. 8

Writing data

By-weekly meetings with Guidance Counselors

Monthly meetings with Administrative Team

Person Responsible

Daniel Cordero


Schedule

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

Evidence of Completion

Student participation Completion of courses AP results FSA ELA results

G2. Research, purchase, and implement programs designed to target the areas of reading, math, and science deficiencies as identified by the iReady diagnostic, FSA and EOC assessments as areas of weakness for DeSoto students. **1a**

 G091473

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	45.0
District-Wide	FSA Mathematics Achievement	2017-18	45.0
District-Wide	Statewide Science Assessment Achievement	2017-18	40.0
All High Schools	Bio I EOC Pass	2017-18	60.0

Targeted Barriers to Achieving the Goal **3**

- Lack of professional development time to implement new programs
- Monitoring to ensure that programs are implemented with fidelity
- Lack of program resources to help students move towards proficiency in reading, math, and science

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

- Coaches
- Money
- Technology
- Assessment coordinator

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

Program, Benchmark, FSA, and EOC data will be collected and analyzed to determine if programs are helping students make the necessary learning gains toward proficiency.

Person Responsible

Arah Show

Schedule

Semiannually, from 12/11/2017 to 5/21/2018

Evidence of Completion

Program, FSA, and EOC data will be used to determine effectiveness of the programs used to target those areas of need.

G3. Establish a comprehensive Multi-Tiered System of Support (MTSS) program structured to successfully identify and intervene on behalf struggling students, and prepared to provide teachers the resources necessary to help them be successful in this effort **1a**

 G091469

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	ELA/Reading Gains	2017-18	20.0
District-Wide	Math Gains	2017-18	20.0

Targeted Barriers to Achieving the Goal **3**

- Guidance Counselors running MTSS
- Lack of district procedures regarding how MTSS is to run. Paperwork for MTSS is excessive and handwritten.
- Tier I support is limited
- Teachers need resources to allow them to differentiate instruction for all students.
- Teachers need professional development in the latest research based instruction

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

•

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

Percentage of students moving into each tier of MTSS. Percentage of students in each class in MTSS.

Person Responsible

Arah Show

Schedule

Quarterly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Percentage of students moving into each tier of MTSS. Percentage of students in each class in MTSS.

G4. Increase the number of online professional development courses available to teachers and administrators to help increase their levels in content, program, and best instructional practice knowledge. Implement resources and strategies to increase the level of technology integration in the classroom. 1a

G050854

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Level 1 - All Grades	2017-18	20.0
District-Wide	District Grade - Percentage of Points Earned	2017-18	50.0

Targeted Barriers to Achieving the Goal 3

- No curriculum maps for elementary.
- Resources and professional development in technology integration and follow-up is needed.
- Lack of support personnel to help with troubleshooting technology needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Schoology
- Literacy Solutions
- Cpalms
- Techonology Integration Teams
- Technology Cadres
- UCF Technology Integration Matrix

Plan to Monitor Progress Toward G4. 8

Classroom Walkthroughs and evaluations

Person Responsible

Carrie Fuller

Schedule

On 5/25/2018

Evidence of Completion

Successful classroom observations and walk throughs

District Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By the Year 2019 College and Career Acceleration will increase from 63% to 67%. **1**

 G093090

G1.B1 Student interest and awareness of the available programs **2**

 B249698

G1.B1.S1 Addition of a Graduation/College Coach that will offer/sponsor college nights, data chats, College Board presentations **4**

 S263204

Strategy Rationale

Dr. Sharon Goodman has researched College and Career courses and curriculum, has an Education Leadership background. She is very passionate about creating a program that will enrich students and help them to be more motivated and successful.

Action Step 1 **5**

Students will visit colleges and universities in the state and will have college and job fairs on campus..

Person Responsible

Ismael Villafane

Schedule

Quarterly, from 9/11/2017 to 5/1/2018

Evidence of Completion

End of the year data (participation, grades, course requests, course completions, certifications)

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

Monthly meetings with Dr. Goodman and Mr. Cordero to discuss curriculum and data resulting from student learning/achievement.

Person Responsible

Ismael Villafane

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Classroom formative data End of the year data

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

Graduation and acceleration data will be studied, along with quarterly data of grades, behavior and attendance

Person Responsible

Daniel Cordero

Schedule

Every 3 Weeks, from 9/11/2017 to 5/31/2018

Evidence of Completion

Grades, behavior, attendance, participation rate, and graduation data.

G1.B2 Additional tutoring needed for students 2

B253890

G1.B2.S1 Monitor all students (on-level, ESOL, ESE, and subgroups) for grades, attendance and behaviors that would prevent them from achieving their graduation goal and activate the MTSS process to assist. Training on Early Warning Indicators system and implementation of MTSS monitoring system, which is a FLDOE initiative. 4

S268222

Strategy Rationale

Students can receive service if they are failing a class or classes, need help with the work, homework help, credit recovery and intensive tutoring for students taking EOCs and/or State Exams

Action Step 1 5

Pull early warning indicators and grades to identify students in jeopardy of not meeting graduation requirements

Person Responsible

Arah Show

Schedule

Quarterly, from 11/1/2017 to 5/18/2018

Evidence of Completion

Time sheets, attendance sheets

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

Monitor student attendance in afterschool

Person Responsible

Ismael Villafane

Schedule

Weekly, from 11/1/2017 to 5/18/2018

Evidence of Completion

Sign in sheets

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

Data Chats

Person Responsible

Arah Show


Schedule

Quarterly, from 11/1/2017 to 5/18/2018

Evidence of Completion

Attendance, Progress monitoring, and Referral data


G2. Research, purchase, and implement programs designed to target the areas of reading, math, and science deficiencies as identified by the iReady diagnostic, FSA and EOC assessments as areas of weakness for DeSoto students. **1**

 G091473

G2.B1 Lack of professional development time to implement new programs **2**

 B245979

G2.B1.S1 Utilize the coaches, program webinars, and planning time to implement new programs targeting deficiencies in specific areas of reading, math, and science. **4**

 S259254

Strategy Rationale

Teachers have a lack of developed resources and time when trying to differentiate instruction to target individual learning needs effectively.

Action Step 1 **5**

Allow time for coaches to be trained in the targeted programs and develop a schedule for providing training to groups of teachers.

Person Responsible

Carrie Fuller

Schedule

Weekly, from 8/7/2017 to 5/21/2018

Evidence of Completion

Coaches schedule, training sign in sheets

Action Step 2 **5**

Schedule training of new programs during grade level planning times.

Person Responsible

Kristie Joens

Schedule

On 5/21/2018

Evidence of Completion

PD sign in sheets

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

Data will be collected to ensure program usage.

Person Responsible

Arah Show

Schedule

Quarterly, from 8/28/2017 to 5/21/2018

Evidence of Completion

Program usage data

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

Reading and math areas targeted by the program material will be monitored through iReady diagnostics.

Person Responsible

Arah Show

Schedule

Quarterly, from 12/11/2017 to 5/21/2018

Evidence of Completion

G2.B2 Monitoring to ensure that programs are implemented with fidelity 2 B245980**G2.B2.S1 Hire a Support Specialist to ensure program implementation is done with fidelity, and deliverables are met.** 4 S259376**Strategy Rationale**

The research, purchase, and monitoring of programs and grant deliverables is a full time job.

Action Step 1 5

Support Specialist will monitor, collect, and upload all deliverable information related to the UniSIG grant.

Person Responsible

Carrie Fuller

Schedule

Weekly, from 1/3/2018 to 5/25/2018

Evidence of Completion

All deliverable data in the UniSIG grant

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Grant deliverables are being met.

Person Responsible

Carrie Fuller

Schedule

Monthly, from 1/3/2018 to 5/25/2018

Evidence of Completion

Deliverables sent to the state.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

State deliverable reports/ deliverables met at 95% on time

Person Responsible

Carrie Fuller

Schedule


Monthly, from 1/3/2018 to 5/25/2018

Evidence of Completion

State deliverable reports due on UniSIG

G2.B6 Lack of program resources to help students move towards proficiency in reading, math, and science

2

 B247860**G2.B6.S1** Identify programs to differentiate learning, engage students, and help students become proficient in math, reading, and science 4 S261137**Strategy Rationale**

Students need a variety of learning options to engage them.

Action Step 1 5

Research and recommend programs for purchase

Person Responsible

Carrie Fuller

Schedule

On 11/30/2017

Evidence of Completion

PO's for programs

Action Step 2 5

Provide PD for purchased programs

Person Responsible

Kristie Joens

Schedule

On 1/31/2018

Evidence of Completion

PD sign in sheets

Action Step 3 5

Monitor implementation of programs

Person Responsible

Arah Show

Schedule

On 5/31/2018

Evidence of Completion

Data related to each program.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Walkthroughs to ensure programs are being used with fidelity.

Person Responsible

Kristie Joens

Schedule

On 5/25/2018

Evidence of Completion

Walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Program data will be collected to ensure use and success of purchased programs


Person Responsible**Schedule**

On 5/25/2018

Evidence of Completion

Data showing learning increases and use of the purchased programs

G3. Establish a comprehensive Multi-Tiered System of Support (MTSS) program structured to successfully identify and intervene on behalf struggling students, and prepared to provide teachers the resources necessary to help them be successful in this effort **1**

 G091469

G3.B1 Guidance Counselors running MTSS **2**

 B244767

G3.B1.S1 Provide two instructional coaches specialized in the Tier II and Tier III intervention supports for students who are not moving towards proficiency. **4**

 S257925

Strategy Rationale

To help streamline the MTSS process and expectations between the schools.

Action Step 1 **5**

Hire a Tier II and Tier III instructional coach

Person Responsible

Carrie Fuller

Schedule

On 8/31/2017

Evidence of Completion

Posting for two instructional coaches

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

The MTSS coaches will follow a schedule involving planning meetings, fidelity checks, and data discussions. Instructional Services will monitor these by checking paperwork and attending meetings.

Person Responsible

Carrie Fuller

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Schedules, MTSS plans, fidelity checks

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

Tier II student data will be monitored for percentage moving back to Tier I and Tier III student data will be monitored for percentage being referred for ESE support.

Person Responsible

Arah Show


Schedule

Annually, from 9/4/2017 to 5/25/2018

Evidence of Completion

Baseline percentage of students in each tier of MTSS. Comparison to the state MTSS model.

G3.B2 Lack of district procedures regarding how MTSS is to run. Paperwork for MTSS is excessive and handwritten. 2

 B244768

G3.B2.S1 Update the DeSoto MTSS guidelines, policies, and forms, 4

 S257947

Strategy Rationale

To provide procedures, policies and forms that will bring the district schools in line with regards to what is expected for students needing intervention support.

Action Step 1 5

Purchase Skyward RTI package, train coaches on how to populate and place forms in the program.

Person Responsible

Carrie Fuller

Schedule

On 9/1/2017

Evidence of Completion

Sign in sheets, final product of forms in the Skyward program

Action Step 2 5

Train administrators and teachers how to find RTI information and use the MTSS forms in Skyward.

Person Responsible

Carrie Fuller

Schedule

On 9/15/2017

Evidence of Completion

Sign in sheets

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

MTSS forms will be submitted online

Person Responsible

Carrie Fuller

Schedule

Quarterly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Completed online MTSS forms

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

Board approved MTSS policies and forms

Person Responsible

Kristie Joens

Schedule

On 10/10/2017

Evidence of Completion

Board approved MTSS policies and forms

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

Tier I coaches will support administrators and teachers in accessing and completing online MTSS forms.

Person Responsible

Carrie Fuller

Schedule

Daily, from 9/18/2017 to 5/25/2018

Evidence of Completion

Completed online MTSS forms.

G3.B3 Tier I support is limited **2** B244771**G3.B3.S1** Provide three Tier I instructional coaches **4** S257954**Strategy Rationale**

To provide professional development and implementation support to teachers in acquiring successful Tier I instructional strategies that will support student proficiency using the core instruction provided in the classroom.

Action Step 1 **5**

Hire three district Tier I Instructional Coaches

Person Responsible

Carrie Fuller

Schedule

On 7/31/2017

Evidence of Completion

Personal action forms, list of certifications and education degrees

Action Step 2 **5**

Provide a schedule of support for Tier I coaches serving all district schools.

Person Responsible

Carrie Fuller

Schedule

On 5/25/2018

Evidence of Completion

Support schedule

Action Step 3 5

Train and support coaches in the implementation of quality research based instructional strategies and data driven instruction.

Person Responsible

Carrie Fuller

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD sign in sheets, Instructional Services meeting agendas

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

Walkthroughs by Instructional Services Director and Asst. Director

Person Responsible

Carrie Fuller

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Support schedule checklist indicating where the coach is at and what the coach is working on.

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

Progress monitoring data will be disaggregated to determine if all classrooms are making sufficient learning gains.

Person Responsible


Arah Show

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

iReady data, iSpire data, district benchmark assessments

G3.B4 Teachers need resources to allow them to differentiate instruction for all students. **2** B249620**G3.B4.S1** Classrooms will be equipped with wireless sound systems. **4** S263132**Strategy Rationale**

Research clearly demonstrates students brain neurology that allows for concentrated hearing isn't fully developed until adolescence. With a high percentage of ELL and MTSS students, it is necessary to omit possible roadblocks to lack of attentiveness for all students.

Action Step 1 **5**

Purchase wireless sound systems for each classroom

Person Responsible

Carrie Fuller


Schedule

On 1/31/2018

Evidence of Completion

Purchase order and receipt

Plan to Monitor Fidelity of Implementation of G3.B4.S1 **6****Person Responsible****Schedule*****Evidence of Completion*****Plan to Monitor Effectiveness of Implementation of G3.B4.S1** **7****Person Responsible****Schedule*****Evidence of Completion***

G3.B4.S2 Classrooms will be equipped with flexible seating options. 4 S263134**Strategy Rationale**

Student engagement increases when the physical needs of the learner are met through flexible seating options. Studies indicate that students utilizing seating options have increased blood flow to their brains, motivation, and focus.

Action Step 1 5

Purchase balance ball chairs for 49 classrooms and the library.

Person Responsible

Brad Warren

Schedule

On 10/31/2017

Evidence of Completion

Purchase order and receipt

G3.B4.S3 Early elementary and ESOL classrooms will be equipped with listening centers. 4 S263141**Strategy Rationale**

Students learning to read benefit from hearing the text read aloud while following with their eyes.

Action Step 1 5

Purchase listening centers for early childhood and ESOL classrooms

Person Responsible

Brad Warren

Schedule

On 11/1/2017

Evidence of Completion

Purchase and receipt

G3.B4.S4 Provide teachers with developmentally appropriate student materials designed to meet the diverse needs of our learners and the rigor of the state standards. 4

 S263143

Strategy Rationale

Teachers need resources to support the diverse needs of all students.

Action Step 1 5

Purchase classroom libraries of informational and literature texts to support standards instruction.

Person Responsible

Brad Warren

Schedule

On 11/30/2017


Evidence of Completion

Students will engage with texts daily.

G3.B5 Teachers need professional development in the latest research based instruction 2

 B249644

G3.B5.S1 Professional Development in designing and implementing phonics lessons in the classroom (k-2) 4

 S263163

Strategy Rationale

Teachers need to better understand the brain based research behind how students best learn to read and interventions needed for those who struggle with learning the code.

Action Step 1 5

Phonics training for grades K-2

Person Responsible

Dan Dubbert


Schedule

On 2/28/2018

Evidence of Completion

Sign in sheets for training

G4. Increase the number of online professional development courses available to teachers and administrators to help increase their levels in content, program, and best instructional practice knowledge. Implement resources and strategies to increase the level of technology integration in the classroom. **1**

 G050854

G4.B2 No curriculum maps for elementary. **2**

 B244093

G4.B2.S1 Provide professional development for a team of elementary teachers on designing curriculum maps on the CPalms Interactive Curriculum Mapping Tool. **4**

 S257224

Strategy Rationale

Use CPalms to design curriculum maps for elementary teachers with vetted resources attached.

Action Step 1 **5**

Choose a team of teachers involving one representative from each elementary school from each grade level.

Person Responsible

Carrie Fuller

Schedule

On 7/7/2017

Evidence of Completion

Calendar Acceptance of teachers willing to represent their school/grade level.

Action Step 2 **5**

Train teachers to use CPalms Interactive Curriculum Mapping Tool.

Person Responsible

Carrie Fuller

Schedule

On 7/28/2017

Evidence of Completion

PD sign in sheets

Action Step 3 5

The teams will work in grade levels to develop a pacing guide of the standards at each grade level. Resources, higher order questions, and strategies will be added for the standards covered

Person Responsible

Carrie Fuller

Schedule

On 7/28/2017

Evidence of Completion

Curriculum Maps

Action Step 4 5

The teams will train their grade levels to use the Cpalms Mapping Tool to develop individual lesson plans that will be uploaded to Schoology for administrative review.

Person Responsible

Carrie Fuller

Schedule

On 8/7/2017

Evidence of Completion

Lesson Plans designed from curriculum maps.

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

Lesson Plan Check

Person Responsible

Carrie Fuller

Schedule

On 9/18/2017

Evidence of Completion

A sampling of lesson plans from all three elementary schools will be compared to check for the correct pacing of standards and the fidelity of the resources being used to teach the standards.

G4.B3 Resources and professional development in technology integration and follow-up is needed. **2** B244095

G4.B3.S1 Establish and provide guidance to three Technology Cadre teachers at each school that will focus on the implementation of The Technology Matrix designed to provide a rubric of technology integration. **4**

 S257226**Strategy Rationale**

Increase the level of technology integration at all schools.

Action Step 1 **5**

USF will provide Technology Cadre members and instructional coaches professional development on the implementation of The Technology Matrix designed by USF.

Person Responsible

Kristie Joens

Schedule

On 5/25/2018

Evidence of Completion

Professional Development Sign in sheets

Action Step 2 **5**

Technology Cadre members will provide short informational sessions to teachers on The Technology Integration Matrix at grade level and staff meetings

Person Responsible

Kristie Joens

Schedule***Evidence of Completion***

Action Step 3 5

The Technology Integration Team will design a professional development course on Schoology on The Technology Integration Matrix.

Person Responsible

Carrie Fuller

Schedule

On 7/14/2017

Evidence of Completion

Course on Schoology

Action Step 4 5

The Technology Cadres at each school will provide support and modeling for teachers and administrators.

Person Responsible

Carrie Fuller

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Technology Cadre Work Logs

Action Step 5 5

Provide assistance to administrators in identifying technology best practices and support in evaluating the technology domain of the Teacher Evaluation Plan.

Person Responsible


Carrie Fuller

Schedule

On 10/2/2017

Evidence of Completion

Professional Development sign in sheets

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6**Person Responsible****Schedule*****Evidence of Completion*****G4.B3.S2** To provide technology access to all students in school by introducing smart technology (interactive projectors) 4 S263114**Strategy Rationale**

Student engagement

Action Step 1 5

To provide technology access to all students in school by introducing smart technology (interactive projectors)

Person Responsible

Carrie Fuller

Schedule

On 5/25/2018

Evidence of Completion

Successful classroom observations and walk throughs

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Classroom Walkthroughs and evaluations

Person Responsible

Carrie Fuller

Schedule

On 5/25/2018

Evidence of Completion

Successful classroom observations and walk throughs

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Classroom Walkthroughs and Evaluations

Person Responsible

Carrie Fuller


Schedule

On 5/25/2018

Evidence of Completion

Successful classroom observations and walk throughs

G4.B3.S3 Provide teachers with laptops to allow them to access professional development online and the latest student resources. 4

 S263193
Strategy Rationale

Teachers need to have access to the latest technology and resources.

Action Step 1 5

Purchase laptops for teachers

Person Responsible

Ismael Villafane

Schedule

On 12/22/2017

Evidence of Completion

Purchase order and receipt

Plan to Monitor Fidelity of Implementation of G4.B3.S3 6

Online professional development

Person Responsible

Ismael Villafane

Schedule

Quarterly, from 1/8/2018 to 5/25/2018

Evidence of Completion

Professional Development points for online courses

Plan to Monitor Effectiveness of Implementation of G4.B3.S3 7

Walkthroughs and evaluations of online courses content implemented in the classroom

Person Responsible

Ismael Villafane

Schedule

On 5/25/2018

Evidence of Completion

Walkthrough and evaluations

G4.B4 Lack of support personnel to help with troubleshooting technology needs **2** B258288

G4.B4.S1 Hire a technology resource specialist to assist teachers in implementing new hardware and software with fidelity. This person would partner with curriculum to train teachers in the Technology Integration Matrix from USF. **4**

 S273394**Strategy Rationale**

There is little support available to help bridge the gap between teachers lack of technology skill and the skills needed to help students gain the most needed from many of our technology resources.

Action Step 1 **5**

Technology resource specialist will follow a schedule of support for each school to help teachers monitor student progress through different program reports, provide assistance in accessing resources needed to supplement curriculum goals, and train staff on proper implementation of hardware and software.

Person Responsible

Carrie Fuller

Schedule

Daily, from 1/2/2018 to 5/25/2018

Evidence of Completion

Support schedule, sign in sheets for teacher trainings

Plan to Monitor Fidelity of Implementation of G4.B4.S1 **6**

Director of IT walkthroughs in the schools and help ticket assignments will be monitored to check to see that support in being followed through on.

Person Responsible

Carrie Fuller

Schedule

Monthly, from 1/2/2018 to 1/2/2019

Evidence of Completion

Monitoring will happen with the IT Director. Walkthrough checklists and help ticket assignments.

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Program usage reports at 80% of fidelity of implementation

Person Responsible

Arah Show

Schedule

On 1/3/2019

Evidence of Completion



Program usage reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G4.B3.S1.MA1 M356941	[no content entered]		No Start Date		No End Date one-time
G4.B3.S1.A2 A338050	Technology Cadre members will provide short informational sessions to teachers on The Technology...	Joens, Kristie	No Start Date		No End Date one-time
G3.B4.S1.MA1 M369571	[no content entered]		No Start Date		No End Date one-time
G3.B4.S1.MA1 M369570	[no content entered]		No Start Date		No End Date one-time
G4.B2.S1.A1 A338042	Choose a team of teachers involving one representative from each elementary school from each grade...	Fuller, Carrie	7/3/2017	Calendar Acceptance of teachers willing to represent their school/grade level.	7/7/2017 one-time
G4.B3.S1.A3 A338051	The Technology Integration Team will design a professional development course on Schoology on The...	Fuller, Carrie	7/10/2017	Course on Schoology	7/14/2017 one-time
G4.B2.S1.A2 A338043	Train teachers to use CPalms Interactive Curriculum Mapping Tool.	Fuller, Carrie	7/24/2017	PD sign in sheets	7/28/2017 one-time
G4.B2.S1.A3 A338044	The teams will work in grade levels to develop a pacing guide of the standards at each grade...	Fuller, Carrie	7/24/2017	Curriculum Maps	7/28/2017 one-time
G3.B3.S1.A1 A339009	Hire three district Tier I Instructional Coaches	Fuller, Carrie	7/1/2017	Personal action forms, list of certifications and education degrees	7/31/2017 one-time
G4.B2.S1.A4 A338045	The teams will train their grade levels to use the CPalms Mapping Tool to develop individual lesson...	Fuller, Carrie	8/7/2017	Lesson Plans designed from curriculum maps.	8/7/2017 one-time
G3.B1.S1.A1 A338984	Hire a Tier II and Tier III instructional coach	Fuller, Carrie	7/17/2017	Posting for two instructional coaches	8/31/2017 one-time
G3.B2.S1.A1 A339007	Purchase Skyward RTI package, train coaches on how to populate and place forms in the program.	Fuller, Carrie	8/24/2017	Sign in sheets, final product of forms in the Skyward program	9/1/2017 one-time
G3.B2.S1.A2 A339008	Train administrators and teachers how to find RTI information and use the MTSS forms in Skyward.	Fuller, Carrie	9/5/2017	Sign in sheets	9/15/2017 one-time
G4.B2.S1.MA1 M356945	Lesson Plan Check	Fuller, Carrie	8/21/2017	A sampling of lesson plans from all three elementary schools will be compared to check for the correct pacing of standards and the fidelity of the resources being used to teach the standards.	9/18/2017 one-time
G4.B3.S1.A5 A338053	Provide assistance to administrators in identifying technology best practices and support in...	Fuller, Carrie	10/2/2017	Professional Development sign in sheets	10/2/2017 one-time
G3.B2.S1.MA2 M358323	Board approved MTSS policies and forms	Joens, Kristie	10/10/2017	Board approved MTSS policies and forms	10/10/2017 one-time
G3.B4.S2.A1 A347602	Purchase balance ball chairs for 49 classrooms and the library.	Warren, Brad	9/29/2017	Purchase order and receipt	10/31/2017 one-time
G3.B4.S3.A1 A347618	Purchase listening centers for early childhood and ESOL classrooms	Warren, Brad	10/1/2017	Purchase and receipt	11/1/2017 one-time
G2.B6.S1.A1 A344281	Research and recommend programs for purchase	Fuller, Carrie	8/3/2017	PO's for programs	11/30/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S4.A1 A347621	Purchase classroom libraries of informational and literature texts to support standards instruction.	Warren, Brad	10/1/2017	Students will engage with texts daily.	11/30/2017 one-time
G4.B3.S3.A1 A347699	Purchase laptops for teachers	Villafane, Ismael	11/1/2017	Purchase order and receipt	12/22/2017 one-time
G2.B6.S1.A2 A344282	Provide PD for purchased programs	Joens, Kristie	11/1/2017	PD sign in sheets	1/31/2018 one-time
G3.B4.S1.A1 A347594	Purchase wireless sound systems for each classroom	Fuller, Carrie	11/30/2017	Purchase order and receipt	1/31/2018 one-time
G3.B5.S1.A1 A347649	Phonics training for grades K-2	Dubbert, Dan	11/1/2017	Sign in sheets for training	2/28/2018 one-time
G1.B1.S1.A1 A347714	Students will visit colleges and universities in the state and will have college and job fairs on...	Villafane, Ismael	9/11/2017	End of the year data (participation, grades, course requests, course completions, certifications)	5/1/2018 quarterly
G4.B3.S1.A4 A338052	The Technology Cadres at each school will provide support and modeling for teachers and...	Fuller, Carrie	8/21/2017	Technology Cadre Work Logs	5/18/2018 weekly
G1.B2.S1.MA1 M381419	Data Chats	Show, Arah	11/1/2017	Attendance, Progress monitoring, and Referral data	5/18/2018 quarterly
G1.B2.S1.MA1 M381417	Monitor student attendance in afterschool	Villafane, Ismael	11/1/2017	Sign in sheets	5/18/2018 weekly
G1.B2.S1.A1 A357078	Pull early warning indicators and grades to identify students in jeopardy of not meeting graduation...	Show, Arah	11/1/2017	Time sheets, attendance sheets	5/18/2018 quarterly
G2.MA1 M361139	Program, Benchmark, FSA, and EOC data will be collected and analyzed to determine if programs are...	Show, Arah	12/11/2017	Program, FSA, and EOC data will be used to determine effectiveness of the programs used to target those areas of need.	5/21/2018 semiannually
G2.B1.S1.MA1 M361131	Reading and math areas targeted by the program material will be monitored through iReady...	Show, Arah	12/11/2017		5/21/2018 quarterly
G2.B1.S1.MA1 M361079	Data will be collected to ensure program usage.	Show, Arah	8/28/2017	Program usage data	5/21/2018 quarterly
G2.B1.S1.A1 A341003	Allow time for coaches to be trained in the targeted programs and develop a schedule for providing...	Fuller, Carrie	8/7/2017	Coaches schedule, training sign in sheets	5/21/2018 weekly
G2.B1.S1.A2 A341004	Schedule training of new programs during grade level planning times.	Joens, Kristie	8/28/2017	PD sign in sheets	5/21/2018 one-time
G3.MA1 M358318	Percentage of students moving into each tier of MTSS. Percentage of students in each class in MTSS.	Show, Arah	9/4/2017	Percentage of students moving into each tier of MTSS. Percentage of students in each class in MTSS.	5/25/2018 quarterly
G4.MA1 M369529	Classroom Walkthroughs and evaluations	Fuller, Carrie	1/8/2018	Successful classroom observations and walk throughs	5/25/2018 one-time
G4.B3.S1.A1 A338049	USF will provide Technology Cadre members and instructional coaches professional development on the...	Joens, Kristie	9/18/2017	Professional Development Sign in sheets	5/25/2018 one-time
G3.B1.S1.MA1 M358317	Tier II student data will be monitored for percentage moving back to Tier I and Tier III student...	Show, Arah	9/4/2017	Baseline percentage of students in each tier of MTSS. Comparison to the state MTSS model.	5/25/2018 annually
G3.B1.S1.MA1 M358292	The MTSS coaches will follow a schedule involving planning meetings, fidelity checks, and data...	Fuller, Carrie	8/3/2017	Schedules, MTSS plans, fidelity checks	5/25/2018 daily
G3.B2.S1.MA1 M358324	Tier I coaches will support administrators and teachers in	Fuller, Carrie	9/18/2017	Completed online MTSS forms.	5/25/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	accessing and completing online MTSS...				
G3.B2.S1.MA1 M358322	MTSS forms will be submitted online	Fuller, Carrie	9/18/2017	Completed online MTSS forms	5/25/2018 quarterly
G3.B3.S1.MA1 M358328	Progress monitoring data will be disaggregated to determine if all classrooms are making sufficient...	Show, Arah	8/7/2017	iReady data, iSpire data, district benchmark assessments	5/25/2018 quarterly
G3.B3.S1.MA1 M358327	Walkthroughs by Instructional Services Director and Asst. Director	Fuller, Carrie	8/21/2017	Support schedule checklist indicating where the coach is at and what the coach is working on.	5/25/2018 weekly
G3.B3.S1.A2 A339010	Provide a schedule of support for Tier I coaches serving all district schools.	Fuller, Carrie	8/3/2017	Support schedule	5/25/2018 one-time
G3.B3.S1.A3 A339011	Train and support coaches in the implementation of quality research based instructional strategies...	Fuller, Carrie	8/3/2017	PD sign in sheets, Instructional Services meeting agendas	5/25/2018 weekly
G2.B2.S1.MA1 M393629	State deliverable reports/ deliverables met at 95% on time	Fuller, Carrie	1/3/2018	State deliverable reports due on UniSIG	5/25/2018 monthly
G2.B2.S1.MA1 M393628	Grant deliverables are being met.	Fuller, Carrie	1/3/2018	Deliverables sent to the state.	5/25/2018 monthly
G2.B2.S1.A1 A367036	Support Specialist will monitor, collect, and upload all deliverable information related to the...	Fuller, Carrie	1/3/2018	All deliverable data in the UniSIG grant	5/25/2018 weekly
G2.B6.S1.MA1 M365231	Program data will be collected to ensure use and success of purchased programs		11/1/2017	Data showing learning increases and use of the purchased programs	5/25/2018 one-time
G2.B6.S1.MA1 M365229	Walkthroughs to ensure programs are being used with fidelity.	Joens, Kristie	11/1/2017	Walkthrough data	5/25/2018 one-time
G4.B4.S1.A1 A367035	Technology resource specialist will follow a schedule of support for each school to help teachers...	Fuller, Carrie	1/2/2018	Support schedule, sign in sheets for teacher trainings	5/25/2018 daily
G4.B3.S2.MA1 M369528	Classroom Walkthroughs and Evaluations	Fuller, Carrie	1/8/2018	Successful classroom observations and walk throughs	5/25/2018 one-time
G4.B3.S2.MA1 M369527	Classroom Walkthroughs and evaluations	Fuller, Carrie	1/8/2018	Successful classroom observations and walk throughs	5/25/2018 one-time
G4.B3.S2.A1 A347561	To provide technology access to all students in school by introducing smart technology (interactive...	Fuller, Carrie	10/1/2017	Successful classroom observations and walk throughs	5/25/2018 one-time
G4.B3.S3.MA1 M369712	Walkthroughs and evaluations of online courses content implemented in the classroom	Villafane, Ismael	1/8/2018	Walkthrough and evaluations	5/25/2018 one-time
G4.B3.S3.MA1 M369709	Online professional development	Villafane, Ismael	1/8/2018	Professional Development points for online courses	5/25/2018 quarterly
G1.MA1 M369736	Writing data By-weekly meetings with Guidance Counselors Monthly meetings with Administrative Team	Cordero, Daniel	9/1/2017	Student participation Completion of courses AP results FSA ELA results	5/31/2018 biweekly
G2.B6.S1.A3 A344284	Monitor implementation of programs	Show, Arah	11/1/2017	Data related to each program.	5/31/2018 one-time
G1.B1.S1.MA1 M369734	Graduation and acceleration data will be studied, along with quarterly data of grades, behavior and...	Cordero, Daniel	9/11/2017	Grades, behavior, attendance, participation rate, and graduation data.	5/31/2018 every-3-weeks
G1.B1.S1.MA1 M369730	Monthly meetings with Dr. Goodman and Mr. Cordero to discuss curriculum and data resulting from...	Villafane, Ismael	9/11/2017	Classroom formative data End of the year data	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
G4.B4.S1.MA1  M393626	Director of IT walkthroughs in the schools and help ticket assignments will be monitored to check...	Fuller, Carrie	1/2/2018	Monitoring will happen with the IT Director. Walkthrough checklists and help ticket assignments.	1/2/2019 monthly
G4.B4.S1.MA1  M393627	Program usage reports at 80% of fidelity of implementation	Show, Arah	1/2/2018	Program usage reports	1/3/2019 one-time

V. Professional Development Opportunities

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

G1. By the Year 2019 College and Career Acceleration will increase from 63% to 67%.

G1.B1 Student interest and awareness of the available programs

G1.B1.S1 Addition of a Graduation/College Coach that will offer/sponsor college nights, data chats, College Board presentations

PD Opportunity 1

Students will visit colleges and universities in the state and will have college and job fairs on campus..

Facilitator

Sharon Goodman

Participants

Administrative Team Guidance Counselors Department Heads

Schedule

Quarterly, from 9/11/2017 to 5/1/2018

G2. Research, purchase, and implement programs designed to target the areas of reading, math, and science deficiencies as identified by the iReady diagnostic, FSA and EOC assessments as areas of weakness for DeSoto students.

G2.B1 Lack of professional development time to implement new programs

G2.B1.S1 Utilize the coaches, program webinars, and planning time to implement new programs targeting deficiencies in specific areas of reading, math, and science.

PD Opportunity 1

Allow time for coaches to be trained in the targeted programs and develop a schedule for providing training to groups of teachers.

Facilitator

Carrie Fuller

Participants

Coaches

Schedule

Weekly, from 8/7/2017 to 5/21/2018

PD Opportunity 2

Schedule training of new programs during grade level planning times.

Facilitator

Coaches

Participants

Teachers and administrators

Schedule

On 5/21/2018

G2.B6 Lack of program resources to help students move towards proficiency in reading, math, and science

G2.B6.S1 Identify programs to differentiate learning, engage students, and help students become proficient in math, reading, and science

PD Opportunity 1

Provide PD for purchased programs

Facilitator

Vendors

Participants

Teachers

Schedule

On 1/31/2018

G3. Establish a comprehensive Multi-Tiered System of Support (MTSS) program structured to successfully identify and intervene on behalf struggling students, and prepared to provide teachers the resources necessary to help them be successful in this effort

G3.B2 Lack of district procedures regarding how MTSS is to run. Paperwork for MTSS is excessive and handwritten.

G3.B2.S1 Update the DeSoto MTSS guidelines, policies, and forms,

PD Opportunity 1

Purchase Skyward RTI package, train coaches on how to populate and place forms in the program.

Facilitator

Skyward team

Participants

Instructional services and Technology division representatives

Schedule

On 9/1/2017

PD Opportunity 2

Train administrators and teachers how to find RTI information and use the MTSS forms in Skyward.

Facilitator

District Tier I coaches

Participants

School administrators and teachers

Schedule

On 9/15/2017

G3.B3 Tier I support is limited**G3.B3.S1** Provide three Tier I instructional coaches**PD Opportunity 1**

Train and support coaches in the implementation of quality research based instructional strategies and data driven instruction.

Facilitator

Multiple

Participants

Tier I coaches

Schedule

Weekly, from 8/3/2017 to 5/25/2018

G3.B5 Teachers need professional development in the latest research based instruction**G3.B5.S1** Professional Development in designing and implementing phonics lessons in the classroom (k-2)**PD Opportunity 1**

Phonics training for grades K-2

Facilitator

Vendor

Participants

K-2 Teachers

Schedule

On 2/28/2018

G4. Increase the number of online professional development courses available to teachers and administrators to help increase their levels in content, program, and best instructional practice knowledge. Implement resources and strategies to increase the level of technology integration in the classroom.

G4.B2 No curriculum maps for elementary.

G4.B2.S1 Provide professional development for a team of elementary teachers on designing curriculum maps on the CPalms Interactive Curriculum Mapping Tool.

PD Opportunity 1

Train teachers to use CPalms Interactive Curriculum Mapping Tool.

Facilitator

Carrie Fuller

Participants

Elementary school/grade level representatives

Schedule

On 7/28/2017

PD Opportunity 2

The teams will work in grade levels to develop a pacing guide of the standards at each grade level. Resources, higher order questions, and strategies will be added for the standards covered

Facilitator

Carrie Fuller

Participants

Elementary school/grade level representatives

Schedule

On 7/28/2017

G4.B3 Resources and professional development in technology integration and follow-up is needed.

G4.B3.S1 Establish and provide guidance to three Technology Cadre teachers at each school that will focus on the implementation of The Technology Matrix designed to provide a rubric of technology integration.

PD Opportunity 1

USF will provide Technology Cadre members and instructional coaches professional development on the implementation of The Technology Matrix designed by USF.

Facilitator

USF

Participants

Technology Cadre Members

Schedule

On 5/25/2018

PD Opportunity 2

The Technology Integration Team will design a professional development course on Schoology on The Technology Integration Matrix.

Facilitator

Carrie Fuller

Participants

Technology Integration Team

Schedule

On 7/14/2017

PD Opportunity 3

Provide assistance to administrators in identifying technology best practices and support in evaluating the technology domain of the Teacher Evaluation Plan.

Facilitator

Carrie Fuller

Participants

Administrators

Schedule

On 10/2/2017

G4.B3.S2 To provide technology access to all students in school by introducing smart technology (interactive projectors)

PD Opportunity 1

To provide technology access to all students in school by introducing smart technology (interactive projectors)

Facilitator

vendors

Participants

All teachers

Schedule

On 5/25/2018

G4.B4 Lack of support personnel to help with troubleshooting technology needs

G4.B4.S1 Hire a technology resource specialist to assist teachers in implementing new hardware and software with fidelity. This person would partner with curriculum to train teachers in the Technology Integration Matrix from USF.

PD Opportunity 1

Technology resource specialist will follow a schedule of support for each school to help teachers monitor student progress through different program reports, provide assistance in accessing resources needed to supplement curriculum goals, and train staff on proper implementation of hardware and software.

Facilitator

Technology Resource Specialist

Participants

Teachers

Schedule

Daily, from 1/2/2018 to 5/25/2018

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	Students will visit colleges and universities in the state and will have college and job fairs on campus..	\$0.00
2	G1.B2.S1.A1	Pull early warning indicators and grades to identify students in jeopardy of not meeting graduation requirements	\$0.00
3	G2.B1.S1.A1	Allow time for coaches to be trained in the targeted programs and develop a schedule for providing training to groups of teachers.	\$0.00
4	G2.B1.S1.A2	Schedule training of new programs during grade level planning times.	\$0.00
5	G2.B2.S1.A1	Support Specialist will monitor, collect, and upload all deliverable information related to the UniSIG grant.	\$0.00
6	G2.B6.S1.A1	Research and recommend programs for purchase	\$0.00
7	G2.B6.S1.A2	Provide PD for purchased programs	\$0.00
8	G2.B6.S1.A3	Monitor implementation of programs	\$0.00
9	G3.B1.S1.A1	Hire a Tier II and Tier III instructional coach	\$0.00
10	G3.B2.S1.A1	Purchase Skyward RTI package, train coaches on how to populate and place forms in the program.	\$0.00
11	G3.B2.S1.A2	Train administrators and teachers how to find RTI information and use the MTSS forms in Skyward.	\$0.00
12	G3.B3.S1.A1	Hire three district Tier I Instructional Coaches	\$0.00
13	G3.B3.S1.A2	Provide a schedule of support for Tier I coaches serving all district schools.	\$0.00
14	G3.B3.S1.A3	Train and support coaches in the implementation of quality research based instructional strategies and data driven instruction.	\$0.00
15	G3.B4.S1.A1	Purchase wireless sound systems for each classroom	\$0.00
16	G3.B4.S2.A1	Purchase balance ball chairs for 49 classrooms and the library.	\$0.00
17	G3.B4.S3.A1	Purchase listening centers for early childhood and ESOL classrooms	\$0.00
18	G3.B4.S4.A1	Purchase classroom libraries of informational and literature texts to support standards instruction.	\$0.00
19	G3.B5.S1.A1	Phonics training for grades K-2	\$0.00
20	G4.B2.S1.A1	Choose a team of teachers involving one representative from each elementary school from each grade level.	\$0.00
21	G4.B2.S1.A2	Train teachers to use CPalms Interactive Curriculum Mapping Tool.	\$0.00
22	G4.B2.S1.A3	The teams will work in grade levels to develop a pacing guide of the standards at each grade level. Resources, higher order questions, and strategies will be added for the standards covered	\$0.00

23	G4.B2.S1.A4	The teams will train their grade levels to use the Cpalms Mapping Tool to develop individual lesson plans that will be uploaded to Schoology for administrative review.	\$0.00
24	G4.B3.S1.A1	USF will provide Technology Cadre members and instructional coaches professional development on the implementation of The Technology Matrix designed by USF.	\$0.00
25	G4.B3.S1.A2	Technology Cadre members will provide short informational sessions to teachers on The Technology Integration Matrix at grade level and staff meetings	\$0.00
26	G4.B3.S1.A3	The Technology Integration Team will design a professional development course on Schoology on The Technology Integration Matrix.	\$0.00
27	G4.B3.S1.A4	The Technology Cadres at each school will provide support and modeling for teachers and administrators.	\$0.00
28	G4.B3.S1.A5	Provide assistance to administrators in identifying technology best practices and support in evaluating the technology domain of the Teacher Evaluation Plan.	\$0.00
29	G4.B3.S2.A1	To provide technology access to all students in school by introducing smart technology (interactive projectors)	\$0.00
30	G4.B3.S3.A1	Purchase laptops for teachers	\$0.00
31	G4.B4.S1.A1	Technology resource specialist will follow a schedule of support for each school to help teachers monitor student progress through different program reports, provide assistance in accessing resources needed to supplement curriculum goals, and train staff on proper implementation of hardware and software.	\$0.00
Total:			\$0.00