



Manny Diaz, Jr., Commissioner of Education

## 2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 28 - Highlands

Dr. Brenda Longshore, Superintendent  
, Southwest Executive Director

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**Table of Contents**

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<b>Part I: Current District Status</b>	<b>3</b>
<b>Part II: Needs Assessment</b>	<b>21</b>
<b>Goals Summary</b>	<b>22</b>
<b>Goals Detail</b>	<b>22</b>
<b>Action Plan for Improvement</b>	<b>29</b>
<b>Implementation Timeline</b>	<b>46</b>
<b>Professional Development Plan to Support Goals</b>	<b>49</b>
<b>Technical Assistance Plan to Support Goals</b>	<b>51</b>
<b>Budget to Support Goals</b>	<b>51</b>

## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

"By uniting stakeholders, we will prepare our students to be college and career ready, empower our students to achieve personal excellence, and foster responsible citizens."

##### b. District Vision Statement

"Leading Together To Achieve Excellence"

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

No strategic plan link stored

#### 2. Supports for School Improvement

##### a. Alignment of Resources

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

The Executive Leadership Team (ELT), consisting of the Superintendent, Deputy Superintendent, and Assistant Superintendents for Finance, Student Support, Secondary, and Elementary, meets on a weekly basis to identify and share district and school-related issues that need the support and assistance from the district level.

This communication structure allows for open dialogue and joint problem solving that provides for the alignment of resources across the district to address priority issues within the district. The collective and comprehensive knowledge among the members of this team affords the sharing of ideas and strategies that can be immediately utilized by the district and schools.

The basis for the discussions consistently center around data elements (quantitative) and individual and collective concerns (qualitative) that provide the ELT with the information necessary to best align resources with the need.

##### 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.

One positive feature of this district is the connectivity and open communication between the schools and district staff.

The Superintendent repeatedly reviews student enrollment data and staff allocations, along with other data elements, on a weekly basis to determine if there are possible resource needs at the schools that might need the support and assistance of district staff or other resources. The Superintendent will conduct face-to-face conversations with school leaders and others to discuss options for addressing needs. In addition to the monitoring by the Superintendent, she is always available and responds to communications from school leaders and others. In addition to the Superintendent, the Deputy and

Assistant Superintendents are in constant communication with one another, administrators and instructional staff throughout the district.

The Superintendent makes regular visits to schools to meet with the school administrators and visit with other staff. The Assistant Superintendents for Secondary and Elementary make bi-weekly visits to the schools to meet with the school leaders to:

- conduct school and classroom walk throughs to address effectiveness of core instruction,
- meet with instructional team,
- participate in student learning meeting discussions,
- resource allocation (funding and staffing),
- teacher support systems,
- small group and individual student needs.

In addition to the above, semi-annual individual data chats are conducted with individual school leadership teams to review the student achievement, attendance, and discipline data. Based on these review, assistance and support allocations are made to assist with school-identified needs.

### **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.

Based on the leadership of the Superintendent, Highlands County has a practice of sun setting, resetting, or implementing the policies and practices that support the advancement of the district's vision and mission. For example, a recommended change to the Student Progression Plan will include the advancement of students at the high school level from grade to grade until 11th grade rather than holding students at 9th grade because of the promotion requirements that are district developed. The goal is to excel students in a timely manner, provide credit recovery/grade forgiveness options sooner that a student stays on track to promote and graduate on time.

The Assistant Superintendents have the primary responsibility to gather information from the parents, students, and staff, make proposed revisions to policy and practices within the structure of the statutory language, inform the Superintendent and School Board; and ultimately, seeking approval for inclusion in the practices of the district.

### **d. Operational Flexibility**

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

The district provides the school with operational flexibility for such issues as staffing, master schedule, school day, school calendar, and budgeting to implement a comprehensive approach to substantially improve student outcomes.

School leaders exercise autonomy to align policies and practices with the major reform efforts outlined in the school's turnaround plan. Examples of resource use will reflect enhanced flexibility and align with the major reform efforts outlined in the school's turnaround plan.

## **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.

Sustainable improvement is supported by targeting those interventions that become a part of the culture of the school. For example, a renewed training focus in the district is Richard Dufour's, Professional Learning Community. Not only is this the current work of the DA school, it is the focus of the district to support the training and implementation of collaborative work groups at the district and school level that focus on the four critical questions of learning:

1. What is it we expect students to learn?
2. How will we know when the students have learned it?
3. How will we respond when they do not learn?
4. How will we respond when they already know it?

If this is the method of work throughout the district, then sustainability will be imbedded throughout.

The ELT includes stakeholder input throughout the process to ensure progress monitoring and to strengthen the interventions. Ongoing interventions throughout the process are evaluated in order to modify and strengthen strategies that are effective in increasing student achievement. The reallocation, addition or reduction of resources is based on specific strategies and programs that contributed to the success of the school.

The School Board of Highlands County commits to the sustainability of effective interventions by utilizing various funding sources, strengthening district core practices, and anticipating and solving issues to barriers.

## 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 Curriculum and Instruction Department leads the development of the District Assistance and Intervention

Plan (DIAP). This department works in tandem with a Community Assessment Team and the District School Advisory Committee that provides input into the district's School Improvement Process. This team is made up of district-level staff, principals, assistant principals, teachers, parents, students and community members.

### 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.**

This year, the writing of the DIAP was completed in effort with the Curriculum and Instruction staff and Student Services and Federal Programs staff. The plan reflects district-wide initiatives, programs and practices. The Curriculum and Instruction Department ensures that all schools' School Improvement Plans are

aligned with the DIAP and the district's Strategic Plan. The DIAP is shared with stakeholders to serve as a guiding resource for our district during the 2017-2018 school year.

## C. Effective Leadership

### 1. District Turnaround Lead

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

Thayer, Jessica, thayerj@highlands.k12.fl.us

#### b. Employee's Title

Assistant Superintendent

#### c. Employee's Phone Number

(863) 471-5608

#### d. Employee's Phone Extension

#### e. Supervisor's Name

Brenda Longshore

#### f. Supervisor's Title

Superintendent

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

The Turnaround Lead is responsible for the implementation of School Improvement Grants and Differentiated Accountability requirements designed to support persistently low performing schools. This position requires collaboration with the Florida Department of Education's Southwest Region Differentiated Accountability Team and the Assistant Superintendents of Elementary, Secondary, and Student Services to coordinate instructional support for identified low performing schools. The Turnaround Lead will facilitate the completion of required documents, manage allocated resources, and coordinate the Differentiated Accountability instructional review process. In addition, the role of the Turnaround Lead is to manage, organize, and implement problem solving in identified schools.

### 2. District Leadership Team:

**Thayer, Jessica, thayerj@highlands.k12.fl.us****Title** Assistant Superintendent**Phone** (863) 471-5608**Supervisor's Name** Brenda Longshore**Supervisor's Title** Superintendent

The Assistant Superintendent of Secondary Programs oversees, respectively, the areas of Accountability and Assessment, Secondary Education, CTE, Virtual Instruction.

As the Director of Secondary and Advanced Academics Programs, Mrs. Thayer will coordinate the planning, implementation, articulation, and evaluation of relevant curriculum and instructional programs and materials for secondary schools and advanced academics 6-12 that result in increased student achievement. She will lead and coordinate the analysis of data and the application of the eight-step problem solving process as secondary schools and advanced academics personnel establish goals and objectives for the school improvement process and the evaluation of instructional programs, strategies and interventions at the school and district levels.

**Role and Responsibilities**

Transformation will adhere to the following guiding principles:

- \*collaborate with the Superintendent on decision making and communication for school-based administrators
- \*direct and supervise the overall activities of planning, developing, coordinating, implementing, and evaluating all district curriculum and instructional support programs PreK-12
- \*plan, implement and evaluate a systemic approach to Pre-K through grade 12 curriculum
- \*initiate the development of programmatic goals and learning objectives on a district-wide basis within the scope of School Board policy, administrative directives, assessed student needs and operational constraints.
- \*provide overall leadership and appropriate resources for on-going district-wide curriculum development and review to ensure articulation of standards, objectives, and skills for Pre-K through grade 12.

**Blackman, Melissa, blackmam@highlands.k12.fl.us****Title** Assistant Superintendent**Phone** 863-471-5555**Supervisor's Name** Dr. Brenda Longshore**Supervisor's Title** Superintendent

The Assistant Superintendents of Student Support Services programs services including all areas of Exceptional Student Education, as well as student discipline and attendance, student health services, MTSS, psychologists and social workers.

**Role and Responsibilities**

Transformation will adhere to the following guiding principles:

\*collaborate with the Superintendent on decision making and communication for school-based administrators \*direct and supervise the overall activities of planning, developing, coordinating, implementing, and evaluating all district curriculum and instructional support programs PreK-12

\*plan, implement and evaluate a systemic approach to Pre-K through grade 12 curriculum

\*initiate the development of programmatic goals and learning objectives on a district-wide basis within the scope of School Board policy, administrative directives, assessed student needs and operational constraints. \*provide overall leadership and appropriate resources for on-going district-wide curriculum development and review to ensure articulation of standards, objectives, and skills for Pre-K through grade 12.

**Wood, Deborah, woodd@highlands.k12.fl.us****Title** Other**Phone** 863-471-5555**Supervisor's Name** Dr. Brenda Longshore**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

The Federal Programs Resource will collaborate with principals to provide appropriate programs and related services for Title 1 and migrant students in a coordinated system to meet student needs.



**Lanier, Pamela, [lanierp@highlands.k12.fl.us](mailto:lanierp@highlands.k12.fl.us)****Title** Director**Phone** 863-471-5555**Supervisor's Name** Melissa Blackman**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** The Director of Student Support Services will collaborate with principals to provide appropriate programs and related services for exceptional students and student support services in a coordinated system to meet student needs.**Starling, Tina, [starlingt@highlands.k12.fl.us](mailto:starlingt@highlands.k12.fl.us)****Title** Instructional Coach**Phone** 863-471-5555**Supervisor's Name** Dr. Brenda Longshore**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** The K-12 Language Arts Curriculum Specialist will work collaboratively with district and school staff to develop strategies, establish diagnostic and intervention services where appropriate or deemed necessary, and assist in directing curricular/instructional decision-making to directly impact student growth and achievement. The Language Arts Curriculum Specialist will model, mentor, and provide assistance to reading and content area teachers in the application of effective classroom instruction, macro-planning, lesson planning, and reading strategies in the content area. Additionally, Mrs. Starling will facilitate professional development and assist the school-based reading leadership teams as a resource in order to promote data driven decision making.

**Hardesty, Cathy, hardestc@highlands.k12.fl.us****Title** Other**Phone** 863-471-5555**Supervisor's Name** Dr. Brenda Longshore**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

The K-12 Science Curriculum Specialist will work collaboratively with district and school staff to develop strategies, establish diagnostic and intervention services where appropriate or deemed necessary, and assist in directing curricular/instructional decision-making to directly impact student growth and achievement. The Science Curriculum Specialist will model, mentor, and provide assistance to science content area teachers in the application of effective classroom instruction, macro-planning, lesson planning, and reading strategies in the content area. Additionally, Ms. Hardesty will facilitate professional development and assist the school-based leadership teams as a resource in order to promote data driven decision making.

**Westergom, Jennifer, westergj@highlands.k12.fl.us****Title** Other**Phone** 863-471-5555**Supervisor's Name** Dr. Brenda Longshore**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

The K-12 Mathematics Curriculum Specialist will work collaboratively with district and school staff to develop strategies, establish diagnostic and intervention services where appropriate or deemed necessary, and assist in directing curricular/instructional decision-making to directly impact student growth and achievement. The Mathematics Curriculum Specialist will model, mentor, and provide assistance to mathematics content area teachers in the application of effective classroom instruction, macro-planning, lesson planning, and reading strategies in the content area. Additionally, Mrs. Westergom will facilitate professional development and assist the school-based leadership teams as a resource in order to promote data driven decision making.

**Lindsay, Anne , lindsaye@highlands.k12.fl.us****Title** Assistant Superintendent**Phone** 8634715555**Supervisor's Name** Brenda Longshore**Supervisor's Title** Superintendent**Role and Responsibilities****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.

Three times each year, the Superintendent and the Assistant Superintendents, work directly with school leadership to complete reviews of student achievement and conduct discussions on proven strategies that have resulted in student mastery and retention of academic content, improvement of learning gains by students, and students promoting on time. Based on the student academic achievement outcomes, individuals are assigned to the program or school that best aligns with the leadership strengths of the individual and leadership team.

The district ensures that the leadership has the ability to lead the turnaround effort. The Superintendent and administrative staff, using the guiding language, a review is made and a decision made that the current leadership in a focus or priority school is appropriate. The leadership review is fairly narrow and is conducted for the specific purpose of determining whether the leadership has the ability to lead the turnaround effort.

**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.

Retention or replacement of the teaching staff at a Focus and Priority school is based on the state's guidelines for the percent of staff district wide that are out of field, hold a temporary certification, or have an overall evaluation that is Ineffective or Needs Improvement. No Unsatisfactory/ Needs Improvement Teachers per State's VAM Scores will be retained in TOP schools.

For any F and P school, the Assistant Superintendent will review the certification and prior year evaluation outcomes to ensure that the school staff collectively does not exceed the district's percentage of teachers who are out of field, hold a temporary certificate, and/or has a prior year evaluation that is overall Ineffective or Needs Improvement. The Assistant Superintendent will inform the Superintendent of the status of the teaching staff. If adjustments need to be made, the Superintendent, the Deputy Superintendent, the Assistant Superintendents, and the School Principal will meet to discuss the recommended changes to the staff, if needed. Based on the outcomes of the needs assessment, the Superintendent and Assistant Superintendent will meet with the affected staff and assist with the movement, reassignment, and support resources to make changes expeditiously.

The primary purpose of the system is to improve the quality of instruction and school leadership by insuring accountability for performance; provide a basis for improvement and self-growth through productive teacher performance appraisal; implement a performance evaluation system that promotes collaboration among teachers, leaders and evaluators; and optimizes student learning and academic growth.

**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.**

In order to meet the needs of students for instruction, highly qualified instructors at the school site are offered a paid planning time which occurs after the regular contract day and provides for a common

planning time for all teachers. In addition to the after-school time, teachers and administrators meet two times per week morning PLC meetings.

By aligning these resources to the needs of the school, perpetual collaboration among the school staff is accomplished.

## 2. Instructional Coaches

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

The district focuses organizational resources and (re) organized district staff to support turnaround by prioritizing turnaround efforts, intentionally articulating a framework for school improvement and aligning resources to support turnaround efforts within that framework. The district allocates additional human resources (instructional coaches) to support turnaround priorities.

With the use of the district curriculum specialists, the district will monitor the daily activities of coaches and their impact on instruction by aligning their time and resources to the DA school. The district coaching staff aligns with the school site coaching staff to mentor and monitor activities.

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

#### **Writers' Workshop: Conferencing, Writing Process, Language Arts Florida Standards (K-5)**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	Resources include CPalms, Ready Writing Instruction, Write Bright, Core Knowledge Language Arts

## Effective Writing in Secondary Classrooms - Middle School

**Program Type** Core, Supplemental

**School Type** Middle School

Core: SpringBoard is the College Board's college and career readiness program for all students, Grades 6-12, and is the adopted core program in Highlands County for Language Arts Grades 6-8. Through writing experiences in the SpringBoard texts as well as in writing workshops, students will be prepared to write in any tested genre and will gain the following:

- Reading-writing connections that result in transferable literacy skills
- Ability to produce writing in a variety of modes
- Experience in using research to inform writing and to support credible argument
- Skills in collaborating and communicating with other writers
- Language development in writing and speech, as well as embedded grammar instruction that focuses on structure and effect in writing

**Description** Writing is also incorporated across the curriculum through strategies which enhance teaching and learning in the content area classroom. AVID strategies for writing are utilized in content area classes as students learn to consider their audience and purpose for writing. Students engage in various writing processes to support their thinking by using text-based evidence. AVID strategies for writing include cornell notes, learning logs, process writing, quick writes and reflections, and peer evaluations.

Professional development is provided to teachers and coaches focusing on effective learning strategies for writing across the curriculum, and using writing to monitor students' learning. Strategies may include: reader response, journal writing, writer's workshop, mapping, text structure writing frames, and writing a summary.

Supplemental: Writing process and application objectives are aligned to the Language Arts Florida Writing Standards and are infused in weekly English/Language Arts lesson plans and curriculum maps. Additional supplemental resources include: Simple Solutions by Tamara Doehring, and Writing Across the Curriculum.

**Effective Writing in Secondary Classrooms - High School**

<b>Program Type</b>	Core, Supplemental
<b>School Type</b>	High School

Core: Collections is Houghton Mifflin Harcourt's program for all students, Grades 6-12, and is the adopted core program in Highlands County for Language Arts Grades 9-12. Through writing experiences in the Collections texts as well as in writing workshops, students will be prepared to write in any tested genre and will gain the following:

- Interactive writing lessons for students with models, feedback, and practice for careful analysis, argument with well-defended claims, and clear information
- Application of text analysis to writing, drawing upon additional sources, and citing evidence in the completion of Selection Performance Tasks
- Synthesizing ideas from multiple texts, conducting short research, and drawing conclusions with evidence in responses to Collection Performance Tasks
- Collaborating to improve writing using myWriteSmart for student and teacher feedback, peer discussions and editing groups, and accessing originality checks from Turnitin®

Comprehension Instruction Sequence modules include a sequence of instruction that supports deeper engagement with text. Content area teachers receive training on this sequence as a part of the Next Generation Content Area Reading - Professional Development. The modules guide students to think more deeply by: 1) providing opportunities for students to interact with text, and think/write critically about information in the text, 2) providing opportunities for students to deepen their comprehension of text through question generation, and 3) providing opportunities for students to write as a means of learning in order to expand, refine, and deepen their understanding of content area information and concepts.

**Description**

The Literacy Design Collaborative modules are another means by which writing is embedded at the high school level. LDC teaching "tasks" provide opportunities for students to demonstrate that they have learned college and career skills. The task articulates the texts students are assigned, how the students will grapple with the texts (for example, the selected template's cognitive demands), and what written product students will complete in response to the reading. Written products are organized around the main writing demands outlined in the CCSS: Argumentation, Informational/Explanatory, or Narrative.

Writing is also incorporated across the curriculum through strategies which enhance teaching and learning in the content area classroom. AVID strategies for writing are utilized in content area classes as students learn to consider their audience and purpose for writing. Students engage in various writing processes to support their thinking by using text-based evidence. AVID strategies for writing include cornell notes, learning logs, process writing, quick writes and reflections, and peer evaluations.

Professional development is provided to teachers and coaches focusing on effective learning strategies for writing across the curriculum, and using writing to monitor students' learning. Strategies may include: reader response, journal writing, writer's workshop, mapping, text structure writing frames, and writing a summary.

## Opportunities for Writing to Learn - Elementary

<b>Program Type</b>	Core, Supplemental
<b>School Type</b>	Elementary School

"Effective writing skills are important in all stages of life from early education to future employment. In the business world, as well as in school, students must convey complex ideas and information in a clear, succinct manner. Inadequate writing skills, therefore, could inhibit achievement across the curriculum and in future careers, while proficient writing skills help students convey ideas, deliver instructions, analyze information, and motivate others." (National Center for Education Statistics, U.S. Department of Education, The Condition of Education 1998, p. 70)

**Description** Highlands County adopted Core Knowledge Language Arts. Within the materials students have opportunities to learn and demonstrate skills and knowledge 1) to substantiate claims and and communicate in writing what they learned from text(s), 2) to collaborate with peers, adding quality experiences in the art of using text-based evidence, and 3) to practice with all modes of writing - argument, informative/explanatory, and narrative.

There are also many opportunities within the 90-minute reading block that that allow students to make their thinking visible through writing, including the following:

- \*quick writes/reflections
- \*graphic organizers
- \*question generation to clarify meaning
- \*predictions
- \*summarizing(e.g. main idea, author's point of view, character change, plot resolution, etc)
- \*writing extensions (e.g. new ending)
- \*interactive notebooks

## 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:*

### Houghton Mifflin Harcourt - Go Math!

<b>Program Type</b>	Core, Supplemental, Intensive Intervention
<b>School Type</b>	Elementary School
	Core Student/Teacher Edition Mega Math Interactive White Board Lessons Animated Math Standards Practice e-Glossary iTools
<b>Description</b>	Supplemental Critical Area Projects Reteach Resources Enrichment Resources Grab and Go Activity Center Cards Real World Videos Concept Readers  Intervention Soar to Success RTI Intensive Intervention RTI Strategic Intervention

### i-Ready and Ready Florida

<b>Program Type</b>	Supplemental, Intensive Intervention
<b>School Type</b>	Elementary School, Middle School
	Grades K-8 Diagnostic Assessments (online) Prescriptive Lesson Intervention Tools For Instruction Progress Checks
<b>Description</b>	Grades K-8 Toolbox of Resources (digital) Florida Ready Lessons Interactive Lessons for Supporting Skills Practice and Problem Solving Fluency Lessons Math Center Activities.



**Houghton Mifflin Harcourt - Algebra 1, Geometry, Algebra 2**

<b>Program Type</b>	Core, Supplemental, Intensive Intervention
<b>School Type</b>	High School
	Core Student/Teacher Editions Multilingual Glossary Problem Solving Practice A, B, C Personal Math Trainer Power Presentations Interactivities TechKeys/Graphing Calculator Activities Algebra Tiles
<b>Description</b>	Supplemental OnCore Interactive Whiteboard Lessons Explorations in Core Math Chapter Project Parent Resources Career Resources Challenge  Intervention Are you Ready? Ready to Go On? Success for Every Learner Review for Mastery Reading Strategies Lesson Tutorial Videos Homework Help

**Pearson - Liberal Arts Math and Math for College Readiness**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core Student/Teacher Edition Student Extra Practice Student Organizer

## Algebra Nation

<b>Program Type</b>	Supplemental, Intensive Intervention
<b>School Type</b>	Middle School, High School
	Grades 7th-12th for Algebra 1 (online)
<b>Description</b>	<p>Student resources</p> <p>Study Guide</p> <p>Instructional Videos</p> <p>Practice Tool</p> <p>Teacher resources</p> <p>Mathematical Practice Activities</p> <p>Independent Practice Worksheets</p> <p>Mini Assessments</p> <p>Lesson Plans and Activities</p>

## Engage NY - Course 1, Course 1 Adv, Course 2, Course 2 Adv, Pre-Algebra

<b>Program Type</b>	Core, Supplemental
<b>School Type</b>	Elementary School, Middle School
<b>Description</b>	<p>Core 6-8</p> <p>Supplemental K-5</p> <p>Student Edition--examples, problem solving, exit tickets, activities</p> <p>Sprints for fluency</p> <p>Rapid whiteboard exchanges for fluency</p> <p>Games</p> <p>ELL support</p> <p>ESE support</p> <p>Differentiated support</p>

## Big Ideas--Honors Algebra 1

<b>Program Type</b>	Core, Supplemental
<b>School Type</b>	Middle School
<b>Description</b>	

## 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:

**Scott Foresman Interactive Science (Grades K,1,4)  
Consortium Created Curriculum (2,3,5)**
**Program Type** Core, Supplemental

**School Type** Elementary School

**Description** Elementary Supplemental Science and Scientifically Research-based Program(s):  
 Science Fair  
 Discovery Education  
 Online program that addresses science content, videos, lessons, and exploration  
 Happy Scientist  
 Online resource with standards based videos and lessons  
 Study Jams  
 Free online resource providing short video clips to teach content  
 BrainPop  
 Online resource which uses video, quizzes, and activities to teach content

**Earth/Space Science Regular and Honors, - Pearson Earth Science 2012/1st edition (Tarbuck); International Baccalaureate Environmental Systems and Societies 1 and 2; Biology Regular, Honors, Advanced Placement, International Baccalaureate Biology 1 and 3 - Pearson Miller and Levine Biology 2012/ 1st edition; Chemistry Regular, Honors, Advanced Placement, International Baccalaureate Chemistry 1 and 2 - Holt Chemistry; Physics Regular and Honors; Anatomy and Physiology Regular and Honors - Glencoe/McGraw-Hill Holes Essentials of Human Anatomy**
**Program Type** Core

**School Type** High School

**Description** High School Supplemental Science and Scientifically Research-based Program(s):  
 Science Fair  
 Opportunity to participate in Regional Science and Engineering Fair - Heartland Region  
 Discovery Education  
 Online program that addresses science content, videos, lessons, and exploration  
 Study Jams  
 Free online resource providing short video clips to teach content  
 Oddesyware  
 (Course Recovery) Computer remediation program meant to target content weaknesses and achieve credit in previously failed courses

**Holt McDougal Science Fusion (6-8)**

**Program Type** Core, Supplemental

**School Type** Middle School

**Description** Mid Grades Supplemental Science and Scientifically Research-based Program(s):  
 Science Fair  
 Discovery Education  
 Online program that addresses science content, videos, lessons, and exploration  
 Happy Scientist  
 Online resource with standards based videos and lessons  
 Study Jams  
 Free online resource providing short video clips to teach content  
 BrainPop  
 Online resource which uses video, quizzes, and activities to teach content  
 STEMScopes  
 Standards aligned supplemental online resources which includes 5E model lessons, videos, text, and inquiry activities.

**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's Instructional Pacing Guides are aligned to the Florida Standards (FS) or Next Generation Sunshine State Standards (NGSSS) for reading, writing, mathematics, and science. These documents are available digitally and comprise an important component of the district's Instructional Improvement System. In addition the district implements a series of formative and baseline assessments throughout the year.

The results are available to district, school and instructional staff to monitor student progress as evidence of standard implementation. Reports are generated indicating the strengths and weaknesses of classes, students and schools in reference to specific standards. In addition the district has developed an informal and formal observational tool for use by administrators and peer evaluators when observing teachers and learning in classrooms. Observations are recorded digitally and made available for immediate review by the teacher. This leads to very productive discussions about the implementation of core instructional and intervention programs.

**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*

[https://www.highlands.k12.fl.us/sbhc/Curriculum/StProgressionPlan\\_1617.pdf](https://www.highlands.k12.fl.us/sbhc/Curriculum/StProgressionPlan_1617.pdf)

*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.

Based on the analysis of the data and the focus of the district, it is determined that if less than 80% of ALL students have not demonstrated grade level/subject area proficiency levels the district- and school-level MTSS teams will engage in Tier 1 problem solving for the purpose of improving the effectiveness of core instruction.

### 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.

Over the past two years, the district has modified the MTSS process to focus on individual student academic assessments, realignment of instructional resources, and realignment of the professional development focus for the district and schools. To that end, the goals are as follows:

## 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.** Increase the high school "on time" graduation rate to at least 70% at each high school.
- G2.** Implement district-wide training in Professional Learning Community.
- G3.** Improve student achievement in the area of science Grades 5-10 from 44% to 49% in SY 17-18 as measured by state assessments.
- G4.** Increase % of students scoring above 50th percentile on FSA ELA. The goal is to reach 58% by SY 2019-2020. The target for SY 17-18 is 49%.
- G5.** Increase % of students scoring above 50th percentile on Math FSA Grades 3-10 from 51% to 55%

## 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. Increase the high school "on time" graduation rate to at least 70% at each high school. 1a**

G092653

**Targets Supported 1b**

Focus	Indicator	Year	Target
District-Wide	School Grade - Percentage of Points Earned	2017-18	70.0

**Targeted Barriers to Achieving the Goal 3**

- Student requirements for graduation, attendance and discipline

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

- College coach
- Academic coach
- Students receive academic history and establish plans, schedules, and goals to promote and graduate on time.
- Student Mentors

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

Each nine weeks, district administration will discuss with school leadership the outcomes of the MTSS process regarding students

**Person Responsible**

Jessica Thayer

**Schedule**

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

**Evidence of Completion**

Student grades and credit histories

**G2. Implement district-wide training in Professional Learning Community.** 1a

G092616

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	School Grade - Percentage of Points Earned	2017-18	10.0

**Targeted Barriers to Achieving the Goal** 3

- Timely implementation for impact.

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

- Currently trained staff
- Training of district curriculum specialists and school-based administrators/instructional leaders by Solution Tree.
- Training of D School by Solution Tree

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

Implementation of the training

**Person Responsible**

Anne Lindsay

**Schedule**

Every 3 Weeks, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

Training of district and school staff and implementation of the process.



**G3.** Improve student achievement in the area of science Grades 5-10 from 44% to 49% in SY 17-18 as measured by state assessments. 1a

G092609

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	Statewide Science Assessment Achievement	2017-18	49.0

**Targeted Barriers to Achieving the Goal** 3

- Instructional time at elementary level.

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

- District specialists
- Instructional plans
- Textbook adoption SY 17-18

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

Selection and/or decision regarding the best instructional materials aligned to the Florida Standards.

**Person Responsible**

Cathy Hardesty

**Schedule**

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

**Evidence of Completion**

Evaluations of materials using the criteria from TNTP.

**G4.** Increase % of students scoring above 50th percentile on FSA ELA. The goal is to reach 58% by SY 2019-2020. The target for SY 17-18 is 49%. **1a**

 G050000

### Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	ELA Achievement District Assessment	2017-18	49.0

### Targeted Barriers to Achieving the Goal **3**

- New instructional materials at the elementary level--Core Knowledge, Skill Strand, math, and science
- Planning and learning as they are doing.

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

- District Instructional Coaches
- School Instructional Coaches
- Aligned Curriculum
- District Reading Monthly Meetings
- Weekly classroom walk through by district- and school-level instructional leadership using the Instructional Practice Guide with immediate feedback to the teacher
- Departmentalization at the elementary level.

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

Monthly site visits to schools to monitor core instruction--grade level appropriate standards, level of rigor, and engaging instructional strategies.

#### Person Responsible

Anne Lindsay

#### Schedule

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

#### Evidence of Completion

Classroom walk throughs with school-based leadership team members using the Instructional Practice Guides of Achieve the Core with immediate teacher feedback. iReady data by grade level and teacher will be used to monitor student progress toward the goal.

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

Monthly site visits to schools to monitor core instruction--grade level appropriate standards, level of rigor, and engaging instructional strategies

**Person Responsible**

Jessica Thayer

**Schedule**

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

**Evidence of Completion**

Classroom walk throughs with school-based leadership team members using the Instructional Practice Guides of Achieve the Core with immediate teacher feedback. iReady data by grade level and teacher will be used to monitor student progress toward the goal.

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

Monthly grade/team level meetings will be conducted at each school site by the school leadership team to monitor student growth and achievement.

**Person Responsible**

Anne Lindsay

**Schedule**

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

**Evidence of Completion**

iReady data, district progress monitoring assessments, and feedback from district specialists.

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

Monthly grade/team level meetings will be conducted at each school site by the school leadership team to monitor student growth and achievement.

**Person Responsible**

Jessica Thayer


**Schedule**

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

**Evidence of Completion**

iReady data, district progress monitoring assessments, and feedback from district specialists.

**G5. Increase % of students scoring above 50th percentile on Math FSA Grades 3-10 from 51% to 55%** 1a

 G049998

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	Math Achievement District Assessment	2017-18	55.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding and implementation of the Florida Standards.

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

- District Instructional Coaches
- School Instructional Coaches
- Aligned Curriculum
- District Math Connections

## District Action Plan for Improvement

### Problem Solving Key


**G** = Goal

**B** =  
Barrier


**S** = Strategy

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


**G1.** Increase the high school "on time" graduation rate to at least 70% at each high school. **1**

 G092653

**G1.B1** Student requirements for graduation, attendance and discipline **2**

 B248418

**G1.B1.S1** Provide alternative methods for students to advance in coursework so that they promote and graduate on time. **4**

 S261759

### Strategy Rationale

Providing alternative routes and paths to graduation

### Action Step 1 **5**

District administration will communicate with high school administration and college/academic coaches regarding student advancement

### Person Responsible

Jessica Thayer

### Schedule

Every 3 Weeks, from 9/1/2017 to 5/31/2018

### Evidence of Completion

Monitoring of student progress, credit histories

**G1.B1.S2** Provide students in jeopardy of graduating mentors 4

S265042

**Strategy Rationale**

Individual checkin and support for each student to build a relationship with a caring individual

**Action Step 1** 5

Assign Mentors for students that need additional support for graduation

**Person Responsible**

Kim Riley

**Schedule*****Evidence of Completion***

Students in jeopardy of graduating will be assigned mentors

**Action Step 2** 5

Mentor will meet weekly with mentee

**Person Responsible**

Kim Riley

**Schedule**

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

***Evidence of Completion***

Weekly mentor forms

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

Mentor notes turned into Mentor Coordinator

**Person Responsible**

Kim Riley

**Schedule**

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

***Evidence of Completion***

Mentor notes in google drive

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

Students will mentors will graduate on time

**Person Responsible**

Kim Riley

**Schedule**

On 5/25/2018

***Evidence of Completion***

Students attendance, grades and graduation requirements

**G2. Implement district-wide training in Professional Learning Community.** 1

 G092616

**G2.B1** Timely implementation for impact. 2

 B248297

**G2.B1.S1** Repeated follow up with Solution Tree to implement training in a timely manner. 4

 S261636

**Strategy Rationale**

Learning by Doing

**Action Step 1** 5

Implementation of training plan.

**Person Responsible**

Anne Lindsay

**Schedule**

Every 3 Weeks, from 8/23/2017 to 5/31/2018

***Evidence of Completion***

Training plan/schedule

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

Work with Admin on implementation of PLC

**Person Responsible**

Jessica Thayer

**Schedule**

On 5/20/2018

***Evidence of Completion***

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

Work with Admin on implementation of PLC

**Person Responsible**

Anne Lindsay

**Schedule**

On 5/20/2018

***Evidence of Completion***

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

Progress Monitoring Data by Content Area

**Person Responsible**

Anne Lindsay

**Schedule**

On 5/20/2018

***Evidence of Completion***



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



Progress Monitoring Data by Content Area

**Person Responsible**


Jessica Thayer

**Schedule**

On 5/20/2018

***Evidence of Completion*****G3.** Improve student achievement in the area of science Grades 5-10 from 44% to 49% in SY 17-18 as measured by state assessments. 1 G092609**G3.B1** Instructional time at elementary level. 2 B248267**G3.B1.S1** District specialist will assist Tier 2 and 3 schools with the implementation of instructional plans.

4

 S261611**Strategy Rationale**

Priority support for the schools with the greatest need.

**Action Step 1** 5

Monitor the implementation of instructional plans to increase the fidelity of the instructional process

**Person Responsible**

Cathy Hardesty

**Schedule**

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

***Evidence of Completion***

Calendar, schedule, and evidence collected using the Science Instructional Practice Guide.

**G3.B1.S2** Textbook adoption selection process will utilize the assistance of The New Teacher Project.

4

 S261612

### **Strategy Rationale**

Expertise in the Florida Standards and critical elements of quality instructional materials.

### **Action Step 1** 5

Textbook adoption

#### **Person Responsible**

Cathy Hardesty

#### **Schedule**

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


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

Coordinate the involvement of staff with TNTP and review of proposed instructional materials.


**G4.** Increase % of students scoring above 50th percentile on FSA ELA. The goal is to reach 58% by SY 2019-2020. The target for SY 17-18 is 49%. **1**

 G050000

**G4.B1** New instructional materials at the elementary level--Core Knowledge, Skill Strand, math, and science **2**

 B127461

**G4.B1.S1** The district will provide district support to Tier 3 schools. **4**

 S139574

### Strategy Rationale

To assist in understanding of the rigor of the Florida Standards, district coaches will assist with advancing core curriculum instruction using the Instructional Practice Guides during classroom walk throughs with district and school leadership teams and providing immediate feedback to the teacher.

### Action Step 1 **5**

District specialist will provide priority district support on FL Standards, structure of class time, and relevance of core instruction.

#### Person Responsible

Tina Starling

#### Schedule

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

#### Evidence of Completion

Agenda, ERO, training materials

### Action Step 2 **5**

District specialist will conduct regular and routine sessions with school-level coaches to include sessions at schools within the district for the immediate application and practice of shared information and knowledge.

#### Person Responsible

Tina Starling

#### Schedule

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

#### Evidence of Completion

Calendar, schedule, evidence collected using Instructional Practice Guide

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

Will have evidence that the district instructional coaches are training school coaches and teachers on FI Standards and structure of classtime.

**Person Responsible**

Jessica Thayer

**Schedule**

Every 6 Weeks, from 8/10/2017 to 9/22/2017

***Evidence of Completion***

ERO records, feedback on PD evaluation forms from attendees, sign in sheets, monthly meetings with principals

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

Will have evidence that the district instructional coaches are training school coaches and teachers on FI Standards and structure of classtime.

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/8/2018

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

Instructional coaches have a deeper understanding of the FI Standards and the instructional shifts needed and structure of classtime.

**Person Responsible**

Jessica Thayer

**Schedule**

Monthly, from 8/10/2017 to 6/7/2018

***Evidence of Completion***

Evaluation of school based instructional coaches at their site.

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

Instructional coaches have a deeper understanding of the FI Standards and the instructional shifts needed and structure of classtime.


**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion***

**G4.B1.S2** The district will support school based instructional coaches. 4 S139575**Strategy Rationale**

To support teachers in individual classrooms and provide onsite modeling, coaching, and professional development.

**Action Step 1** 5

Provide allocations for each school location to provide school based instructional coaching.

**Person Responsible**

Brenda Longshore

**Schedule**

On 5/31/2018

***Evidence of Completion***

Allocations sheets

**Action Step 2** 5

Schools will advertise and hire for instructional coaches.

**Person Responsible**

Brenda Longshore

**Schedule**

On 5/31/2018

***Evidence of Completion***

advertisements, rosters, hiring recommendation forms

**Action Step 3** 5

ELA curriculum specialist will provide support to Tier 3 and Tier 2 schools throughout the district and as needed to Tier 1 schools.

**Person Responsible**

Tina Starling

**Schedule**

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

***Evidence of Completion***

Calendar, schedule, evidence collected using the Instructional Practice Guide

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Meet with school based administrators and check on deeper understanding of standards & instructional shifts

**Person Responsible**

Jessica Thayer

**Schedule**

On 6/7/2018

***Evidence of Completion***

Meeting schedule/calendar

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Meet with school based administrators and check on deeper understanding of standards & instructional shifts

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Monthly principals meetings to check on deeper understanding of FI Standards

**Person Responsible**

Jessica Thayer

**Schedule**

On 6/7/2018

***Evidence of Completion***

Student & staff evaluations

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Monthly principals meetings to check on deeper understanding of FI Standards

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion***



**G4.B2 Planning and learning as they are doing.** 2 B127462**G4.B2.S1** District curriculum administrators and district curriculum specialist will support school-based instructional leaders. 4 S261608**Strategy Rationale**

If the district is aligned with the schools on the primary focus, the impact of the strategies on improving student achievement will be increased.

**Action Step 1** 5

Classroom Walkthrough with the IPG

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion*****Action Step 2** 5

Classroom Walkthrough with the IPG

**Person Responsible**

Jessica Thayer

**Schedule**

On 6/7/2018

***Evidence of Completion***

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

Classroom Walkthrough with the IPG

**Person Responsible**

Jessica Thayer

**Schedule**

On 6/8/2018

***Evidence of Completion***

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

Classroom Walkthrough with the IPG

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion***

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

Classroom Walkthrough with the IPG

**Person Responsible**

Jessica Thayer

**Schedule**

On 6/7/2018

***Evidence of Completion***

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

Classroom Walkthrough with the IPG

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion***


**G5.** Increase % of students scoring above 50th percentile on Math FSA Grades 3-10 from 51% to 55% 1

 G049998

**G5.B1** Lack of understanding and implementation of the Florida Standards. 2

 B126771

**G5.B1.S1** The district will provide district support to Tier 3 schools 4

 S139603

**Strategy Rationale**

To assist in understanding of the FI Standards district coaches will assist with unpacking standards with individual schools, grade levels, and teams.

**Action Step 1** 5

District Specialists will provide PD district support on FI Standards and structure of classtime.

**Person Responsible**

Jennifer Westergom

**Schedule**

Monthly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Agenda, ERO, Training Material

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

Meet with school based administration and check on deeper understanding of standards and instructional shifts

**Person Responsible**

Jessica Thayer

**Schedule**

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

***Evidence of Completion***

Meeting schedule/calendar

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

Meet with school based administration and check on deeper understanding of standards and instructional shifts

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Monthly principals meetings to check on deeper understanding of FI Standards and structure of classtime

**Person Responsible**

Brenda Longshore

**Schedule**

Monthly, from 7/31/2017 to 5/31/2018

***Evidence of Completion***

Student and staff evaluations. INSIGHT survey results

**G5.B1.S2** The district curriculum specialist will provide instructional plans to the teachers throughout the district. 4

 S261609






















### Strategy Rationale






Common focus grounded in the Florida Standards at each grade level that builds the knowledge level of the students from grade to grade

Action Step(s) Missing for Goal #5, Barrier #1, Strategy #2  
Complete one or more action steps for this Strategy or de-select it

## 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>					
G1.B1.S2.A1 A351101	Assign Mentors for students that need additional support for graduation	Riley, Kim	8/10/2017	Students in jeopardy of graduating will be assigned mentors	No End Date one-time
G4.B1.S1.MA1 M098900	Will have evidence that the district instructional coaches are training school coaches and teachers...	Thayer, Jessica	8/10/2017	ERO records, feedback on PD evaluation forms from attendees, sign in sheets, monthly meetings with principals	9/22/2017 every-6-weeks
G2.B1.S1.MA1 M373927	Progress Monitoring Data by Content Area	Lindsay, Anne	8/10/2017		5/20/2018 one-time
G2.B1.S1.MA4 M373928	Progress Monitoring Data by Content Area	Thayer, Jessica	8/10/2017		5/20/2018 one-time
G2.B1.S1.MA1 M373925	Work with Admin on implementation of PLC	Thayer, Jessica	8/10/2017		5/20/2018 one-time
G2.B1.S1.MA2 M373926	Work with Admin on implementation of PLC	Lindsay, Anne	8/10/2017		5/20/2018 one-time
G1.B1.S2.MA1 M373938	Students will mentors will graduate on time	Riley, Kim	8/10/2017	Students attendance, grades and graduation requirements	5/25/2018 one-time
G1.B1.S2.MA1 M373937	Mentor notes turned into Mentor Coordinator	Riley, Kim	8/10/2017	Mentor notes in google drive	5/25/2018 monthly
G1.B1.S2.A2 A351102	Mentor will meet weekly with mentee	Riley, Kim	8/10/2017	Weekly mentor forms	5/25/2018 weekly
G5.B1.S1.A1 A157252	District Specialists will provide PD district support on FI Standards and structure of classtime.	Westergom, Jennifer	8/10/2017	Agenda, ERO, Training Material	5/30/2018 monthly
G1.MA1 M366608	Each nine weeks, district administration will discuss with school leadership the outcomes of the...	Thayer, Jessica	9/1/2017	Student grades and credit histories	5/31/2018 quarterly
G2.MA1 M366375	Implementation of the training	Lindsay, Anne	9/1/2017	Training of district and school staff and implementation of the process.	5/31/2018 every-3-weeks
G3.MA1 M366338	Selection and/or decision regarding the best instructional materials aligned to the Florida...	Hardesty, Cathy	9/1/2017	Evaluations of materials using the criteria from TNTP.	5/31/2018 monthly
G4.MA1 M098903	Monthly site visits to schools to monitor core instruction--grade level appropriate standards,...	Lindsay, Anne	9/1/2017	Classroom walk throughs with school-based leadership team members using the Instructional Practice Guides of Achieve the Core with immediate teacher feedback. iReady data by grade level and teacher will be used to monitor student progress toward the goal.	5/31/2018 biweekly
G4.MA2 M364516	Monthly site visits to schools to monitor core instruction--grade level appropriate standards,...	Thayer, Jessica	9/1/2017	Classroom walk throughs with school-based leadership team members using the Instructional Practice Guides of Achieve the Core with immediate teacher feedback. iReady data by grade level and teacher will be used to monitor student progress toward the goal.	5/31/2018 biweekly
G4.MA3 M364621	Monthly grade/team level meetings will be conducted at each school site by the school leadership...	Lindsay, Anne	9/1/2017	iReady data, district progress monitoring assessments, and feedback from district specialists.	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.MA4  M364626	Monthly grade/team level meetings will be conducted at each school site by the school leadership...	Thayer, Jessica	9/1/2017	iReady data, district progress monitoring assessments, and feedback from district specialists.	5/31/2018 monthly
G4.B1.S1.A1  A157198	District specialist will provide priority district support on FL Standards, structure of class...	Starling, Tina	9/1/2017	Agenda, ERO, training materials	5/31/2018 weekly
G4.B1.S1.A2  A343688	District specialist will conduct regular and routine sessions with school-level coaches to include...	Starling, Tina	8/1/2017	Calendar, schedule, evidence collected using Instructional Practice Guide	5/31/2018 biweekly
G5.B1.S1.MA1  M098988	Monthly principals meetings to check on deeper understanding of FI Standards and structure of...	Longshore, Brenda	7/31/2017	Student and staff evaluations. INSIGHT survey results	5/31/2018 monthly
G3.B1.S1.A1  A345103	Monitor the implementation of instructional plans to increase the fidelity of the instructional...	Hardesty, Cathy	9/1/2017	Calendar, schedule, and evidence collected using the Science Instructional Practice Guide.	5/31/2018 weekly
G2.B1.S1.A1  A345172	Implementation of training plan.	Lindsay, Anne	8/23/2017	Training plan/schedule	5/31/2018 every-3-weeks
G1.B1.S1.A1  A345287	District administration will communicate with high school administration and college/academic...	Thayer, Jessica	9/1/2017	Monitoring of student progress, credit histories	5/31/2018 every-3-weeks
G4.B1.S2.A1  A157222	Provide allocations for each school location to provide school based instructional coaching.	Longshore, Brenda	9/1/2017	Allocations sheets	5/31/2018 one-time
G4.B1.S2.A2  A157223	Schools will advertise and hire for instructional coaches.	Longshore, Brenda	9/1/2017	advertisements, rosters, hiring recommendation forms	5/31/2018 one-time
G4.B1.S2.A3  A345102	ELA curriculum specialist will provide support to Tier 3 and Tier 2 schools throughout the district...	Starling, Tina	8/1/2017	Calendar, schedule, evidence collected using the Instructional Practice Guide	5/31/2018 weekly
G3.B1.S2.A1  A345104	Textbook adoption	Hardesty, Cathy	9/1/2017	Coordinate the involvement of staff with TNTP and review of proposed instructional materials.	5/31/2018 monthly
G4.B1.S1.MA1  M098902	Instructional coaches have a deeper understanding of the FI Standards and the instructional shifts...	Thayer, Jessica	8/10/2017	Evaluation of school based instructional coaches at their site.	6/7/2018 monthly
G4.B1.S1.MA3  M373659	Instructional coaches have a deeper understanding of the FI Standards and the instructional shifts...	Lindsay, Anne	8/10/2017		6/7/2018 one-time
G5.B1.S1.MA3  M373661	Meet with school based administration and check on deeper understanding of standards and...	Lindsay, Anne	8/10/2017		6/7/2018 one-time
G4.B2.S1.MA1  M373657	Classroom Walkthrough with the IPG	Thayer, Jessica	8/10/2017		6/7/2018 one-time
G4.B2.S1.MA3  M373676	Classroom Walkthrough with the IPG	Lindsay, Anne	8/10/2017		6/7/2018 one-time
G4.B2.S1.MA4  M373677	Classroom Walkthrough with the IPG	Lindsay, Anne	8/10/2017		6/7/2018 one-time
G4.B2.S1.A1  A350943	Classroom Walkthrough with the IPG	Lindsay, Anne	8/10/2017		6/7/2018 one-time
G4.B2.S1.A2  A350949	Classroom Walkthrough with the IPG	Thayer, Jessica	8/10/2017		6/7/2018 one-time
G4.B1.S2.MA1  M098926	Monthly principals meetings to check on deeper understanding of FI Standards	Thayer, Jessica	8/10/2017	Student & staff evaluations	6/7/2018 one-time
G4.B1.S2.MA3  M373656	Monthly principals meetings to check on deeper understanding of FI Standards	Lindsay, Anne	8/10/2017		6/7/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.MA1  M098925	Meet with school based administrators and check on deeper understanding of standards &...	Thayer, Jessica	8/10/2017	Meeting schedule/calendar	6/7/2018 one-time
G4.B1.S2.MA4  M373662	Meet with school based administrators and check on deeper understanding of standards &...	Lindsay, Anne	8/10/2017		6/7/2018 one-time
G4.B1.S1.MA4  M373660	Will have evidence that the district instructional coaches are training school coaches and teachers...	Lindsay, Anne	8/10/2017		6/8/2018 one-time
G5.B1.S1.MA1  M098987	Meet with school based administration and check on deeper understanding of standards and...	Thayer, Jessica	8/10/2017	Meeting schedule/calendar	6/8/2018 every-6-weeks
G4.B2.S1.MA1  M373675	Classroom Walkthrough with the IPG	Thayer, Jessica	8/10/2017		6/8/2018 one-time



## V. Professional Development Opportunities

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

### G2. Implement district-wide training in Professional Learning Community.

#### G2.B1 Timely implementation for impact.

##### G2.B1.S1 Repeated follow up with Solution Tree to implement training in a timely manner.

#### PD Opportunity 1

Implementation of training plan.

##### Facilitator

Debra Hall

##### Participants

All district and school curriculum leaders, district specialists, and school-based instructional coaches.

##### Schedule

Every 3 Weeks, from 8/23/2017 to 5/31/2018

### G4. Increase % of students scoring above 50th percentile on FSA ELA. The goal is to reach 58% by SY 2019-2020. The target for SY 17-18 is 49%.

#### G4.B1 New instructional materials at the elementary level--Core Knowledge, Skill Strand, math, and science

##### G4.B1.S1 The district will provide district support to Tier 3 schools.

#### PD Opportunity 1

District specialist will provide priority district support on FL Standards, structure of class time, and relevance of core instruction.

##### Facilitator

Tina Starling

##### Participants

District- and school-level instructional leaders

##### Schedule

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

**G4.B1.S2** The district will support school based instructional coaches.

**PD Opportunity 1**

ELA curriculum specialist will provide support to Tier 3 and Tier 2 schools throughout the district and as needed to Tier 1 schools.

**Facilitator**

Tina Starling

**Participants**

District and School Administration, district and school specialist/coaches.

**Schedule**

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

**G5.** Increase % of students scoring above 50th percentile on Math FSA Grades 3-10 from 51% to 55%

**G5.B1** Lack of understanding and implementation of the Florida Standards.

**G5.B1.S1** The district will provide district support to Tier 3 schools

**PD Opportunity 1**

District Specialists will provide PD district support on FI Standards and structure of classtime.

**Facilitator**

Jennifer Westergom

**Participants**

Instructional Coaches

**Schedule**

Monthly, from 8/10/2017 to 5/30/2018

## 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	District administration will communicate with high school administration and college/academic coaches regarding student advancement	\$0.00
2	G1.B1.S2.A1	Assign Mentors for students that need additional support for graduation	\$0.00
3	G1.B1.S2.A2	Mentor will meet weekly with mentee	\$0.00
4	G2.B1.S1.A1	Implementation of training plan.	\$0.00
5	G3.B1.S1.A1	Monitor the implementation of instructional plans to increase the fidelity of the instructional process	\$0.00
6	G3.B1.S2.A1	Textbook adoption	\$0.00
7	G4.B1.S1.A1	District specialist will provide priority district support on FL Standards, structure of class time, and relevance of core instruction.	\$0.00
8	G4.B1.S1.A2	District specialist will conduct regular and routine sessions with school-level coaches to include sessions at schools within the district for the immediate application and practice of shared information and knowledge.	\$0.00
9	G4.B1.S2.A1	Provide allocations for each school location to provide school based instructional coaching.	\$0.00
10	G4.B1.S2.A2	Schools will advertise and hire for instructional coaches.	\$0.00
11	G4.B1.S2.A3	ELA curriculum specialist will provide support to Tier 3 and Tier 2 schools throughout the district and as needed to Tier 1 schools.	\$0.00
12	G4.B2.S1.A1	Classroom Walkthrough with the IPG	\$0.00
13	G4.B2.S1.A2	Classroom Walkthrough with the IPG	\$0.00
14	G5.B1.S1.A1	District Specialists will provide PD district support on FI Standards and structure of classtime.	\$0.00
Total:			\$0.00