

## 2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 54 - Putnam

Ms. Phyllis Criswell, Superintendent  
Wayne Green, Region 2 Executive Director

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## Current District Status

### Supportive Environment

#### Mission and Vision

##### District Mission Statement

WE WILL INSPIRE EVERY STUDENT TO THINK, TO LEARN, TO ACHIEVE, TO CARE AND TO BECOME A SUCCESSFUL AND RESPONSIBLE CITIZEN

##### District Vision Statement

The Strategic Plan of the Putnam County School District is focused upon the achievement of a single, critical goal — cultivating a learning community where students are engaged in learning, where they strive for excellence and where they are supported to achieve. In effect, the district goal is to maximize the learning of all students. There are four key pillars that serve to support this initiative — a focus on the growth and achievement of every student, providing a safe and caring environment, ensuring the effective, equitable and efficient use of resources, and developing and sustaining great teachers and leaders.

#### Supports for School Improvement

**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 Putnam County School District leadership team has a strong commitment to implementing a system of supports that will align resources to meet the needs of all students.

During biweekly meetings, the district leadership team will:

- Share and analyze financial data among the various departments and projects including: Title I, Part A, including 1003(a); Title I, Part C Migrant; Title II; Title III; Title VI, Part B; and Title X Homeless in an effort to ensure support and alignment of all district resources, particularly for the Priority and Focus Schools
- Using a Risk Factor Analysis Process, the district uses data for the following indicators to rank schools that would enable us to tier supports: Student Achievement, Leadership, Supportive Environment and Teacher Quality. Based on the schools placement within the tiers, specific support and monitoring is given
  - \* A problem-solving process to analyze reading, writing, mathematics, and science through progress monitoring assessments to determine if and where additional supports are needed
  - District level support staff will conduct Instructional Reviews at each site to provide observational feedback data on the quality of the instruction based on school focus. At the conclusion of the IR a data chat occurs that identifies next steps for actionable improvement at the site.
  - \* Implementation of MTSS at the school sites is monitored through site based observations and document review.
  - Review student formative and outcome performance data to assist with generating student outcome focus goals and priorities.

**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**

The Director of Finance uses a formula (found in the Comprehensive Plan) to allocate teachers, support personnel and paraprofessionals to each school level (elementary, middle and high). This base allocation is given to principals prior to the end of school and is based on the Oct and Jan FTE and historical enrollment data. Special considerations are taken into account for school sites that may experience an increase/decrease of enrollment due to an additional program added to the school site. During the summer, adjustments can be made by the management team if the principal submits a request in writing stating the information that would support an additional allocation. The schools are given a schedule as to when to conduct counts during the first few weeks of school. Based on this data, teaching units may be redistributed or added to meet the needs of all schools. Throughout the year, principals may continue to request additional allocations based on the same process that is followed during the summer.

Support from Federal projects is enhanced for schools who are Focus and Priority.

**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**

Title I is supporting schools in Focus and Priority status with School Improvement Specialists that support the leadership team and teachers.

**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**

District operational flexibility is afforded to schools classified as "turnarounds". Areas of flexibility include, but are not limited to: staffing, scheduling, differentiated pay, extended school day, and budgeting. Schools classified as turnarounds will have greater autonomy when implementing a SIG model than non turnaround district schools.

### Sustainability of Improvement

**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**

When the district's focus and priority schools improve, the district will use the Risk Factor Analysis and the Instructional Review process and data, to provide supports necessary to maintain student performance.

### Stakeholder Involvement

#### PIP Link

<https://www.floridacims.org/documents/275319>

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

The district diligently works to engage families and the community in school improvement efforts. The district office of Federal Programs holds monthly meetings with parent and community representatives. The focus of these meetings is primarily centered on improving student achievement throughout the district. At the school level, administrators engage stakeholders in improvement efforts through school

advisory councils and other academically focused meetings and events.

The PIP submitted to FLDOE follows:

1. Invite parents/caregivers of Title I students to attend and participate in various Parent Involvement District Advisory Council (PIDAC) meetings. Ensure that meetings have an agenda, sign in sheet, minutes and surveys to validate compliance. Administrators are asked to provide names of parents who may be available to attend a district meeting once a month at the Federal Programs conference room. Community liaisons are invited to participate as stakeholders in education. Using the template provided by the Department of Education, the Director facilitates the development of the plan with direct input from the parents. The PIDAC minutes will reflect the review and editing of the PIP and the allocation of funds reserved for parent involvement.
  2. Provide the Title I schools with the District Title I Parent Involvement Plan.
  3. Provide schools with pertinent information to conduct an Annual Title I Meeting that includes timely information regarding curriculum, academic assessment, expected student proficiency, and opportunities for parent input. An agenda, sign in sheets and handouts will be provided to validate the meetings and copies will be kept in the schools Title I audit box.
  4. Provide regular Title I information in all school communication forums. We will use Omnilert, an automated phone messaging system, to provide parents with District Information.
- In order to involve parents in the process of school review, school improvement, and determining expenditures for parent involvement dollars, the Putnam County School District will:
1. Provide the annual Title I surveys results so schools may utilize information to revise/update the school improvement plan strategies.
  2. Identify barriers that prevent parents from becoming involved at the school. Identification can be made by PIDAC minutes, regular Title I Administrative Staff Reviews, and parent survey results. Information then is passed to schools for the school staff and parents to address and present solutions for the barriers.
  3. Involve PIDAC members in identifying barriers to parental involvement in their schools and embrace solutions. After identification of barriers, formulate an action plan for strategies to overcome the barrier to parent involvement. PIDAC parents can then take solutions to their individual schools.
  4. Communicate the survey results to the PIDAC members after the results are tabulated and before the current school year is over.
  5. Ensure the PIDAC meetings focus on requested issues using the PIDAC interest survey for parents, to determine priority interest levels.
  6. Ensure that PIDAC members will be advised of and involved in a meeting to determine expenditures of parent involvement allocations.
  7. Share availability of resources purchased for checkout by parents and schools. Get parent input regarding additional resources.
  8. Title I office updated the Title I Bifold. The bifold was printed in English and Spanish. It was delivered to each Title I school for each district student to backpack home to parents.

### **Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions**

The district believes in the concept of school-district partnerships in an effort to increase student achievement. As such, the district leadership team and the school level leadership team collaborate in identifying school needs, barriers to academic achievement, and potential solutions. This is largely accomplished through the eight step Planning and Problem-Solving Process for Continuous Improvement and reflected in the School Improvement Plan.

## **Effective Leadership**

### **District Turnaround Lead**

**Employee's Name and Email Address**

France, Laura, lfrance@my.putnamschools.org

**Employee's Title**

Director

**Employee's Phone Number**

(386) 329-0532

**Employee's Phone Extension****Supervisor's Name**

Helen Muir

**Supervisor's Title**

Assistant Superintendent

**Employee's Role and Responsibilities**

The Superintendent has appointed the Director of Elementary Education as the turnaround lead for the district. The schools that operate under the turnaround process are supported by the district providing additional supports to each site. Through Title I and Title II, the district assists the schools in Focus and Priority status by supplying district School Improvement Specialists and Curriculum Content Specialist as needed. The Director of Elementary Education acts as a contact to secure support from the departments above. The School Improvement Department also has a Turnaround lead that supports collaboration of the school based leadership team, the district curriculum content specialist, the Curriculum and Instruction Directors, and the Region II Differentiated Accountability team. School leadership teams develop roles and responsibilities of support personnel, a systematic process for ongoing progress monitoring, and goals for teaching and learning. The Directors of Elementary and Secondary Education supervise the principals of the turnaround schools and reports to the Superintendent and/or Assistant Superintendent of Curriculum and Instruction regarding the progress of the schools .

**District Leadership Team:****Criswell, Phyllis, pcriswell@my.putnamschools.org****Title** Superintendent**Phone** (386) 329-0653**Supervisor's Name****Supervisor's Title****Role and Responsibilities** Instructional leader for the district**Muir, Helen, hmuir@my.putnamschools.org****Title** Assistant Superintendent**Phone** 386 329-0527**Supervisor's Name** Phyllis Criswell**Supervisor's Title** Superintendent**Role and Responsibilities** Instructional and curriculum leader for the district.

**Decubellis, Debby, ddecubellis@my.putnamschools.org**

<b>Title</b>	Director
<b>Phone</b>	386 329-0547
<b>Supervisor's Name</b>	Phyllis Criswell
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Director of Human Resources

**Lands-Buckles, Debra, d2buckles@my.putnamschools.org**

<b>Title</b>	Director
<b>Phone</b>	386 329-0543
<b>Supervisor's Name</b>	Helen Muir
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of Federal Programs

**France, Laura, lfrance@my.putnamschools.org**

<b>Title</b>	Director
<b>Phone</b>	386 329-0532
<b>Supervisor's Name</b>	Helen Muir
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of Elementary Education

**Mathews, Anne, amathews@my.putnamschools.org**

<b>Title</b>	Teacher, K-12
<b>Phone</b>	(386) 329-0639
<b>Supervisor's Name</b>	Phyllis Criswell
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	MTSS District Coordinator

**Weaver, Libby, eweaver@my.putnamschools.org**

<b>Title</b>	Director
<b>Phone</b>	(386) 329-0530
<b>Supervisor's Name</b>	Helen Muir
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	ESE Director

**Whitehurst, Tonya, twhitehurst@my.putnamschools.org**

<b>Title</b>	Director
<b>Phone</b>	386 329-0536
<b>Supervisor's Name</b>	Helen Muir
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of Secondary Education

**Lamoreaux, Renee, rlamoreaux@my.putnamschools.org**

<b>Title</b>	Director
<b>Phone</b>	386 329-0533
<b>Supervisor's Name</b>	Helen Muir
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of Accountability and Testing

**Hinke, Jonathan, jhinke@my.putnamschools.org**

<b>Title</b>	Instructional Coach
<b>Phone</b>	(386) 329-0544
<b>Supervisor's Name</b>	Debra Lands-Buckles
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Turn Around Lead for the School Improvement Department

**Hough, Renee, rhough@putnamschools.org**

<b>Title</b>	Director
<b>Phone</b>	386 329-0536
<b>Supervisor's Name</b>	Helen Muir
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of CTE and the administrator of virtual education for the district

**Oyster, Cathy, coyster@my.putnamschools.org**

<b>Title</b>	Instructional Coach
<b>Phone</b>	386 329-0544
<b>Supervisor's Name</b>	Debra Buckles
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	School Improvement Specialist

**Tucker, Michelle, m3tucker@my.putnamschools.org**

<b>Title</b>	Instructional Coach
<b>Phone</b>	386 329-0532
<b>Supervisor's Name</b>	Helen Muir
<b>Supervisor's Title</b>	Instructional Coach
<b>Role and Responsibilities</b>	Math coach for the district

**Carter, Juli, j2carter@my.putnamschools.org**

<b>Title</b>	Instructional Coach
<b>Phone</b>	386 329-0532
<b>Supervisor's Name</b>	Helen Muir
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	ELA coach for the district

**Zimmerman, Ryan, rzimmerman@my.putnamschools.org**

<b>Title</b>	Instructional Coach
<b>Phone</b>	386 329-0532
<b>Supervisor's Name</b>	Helen Muir
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	District science coach

**Educator Quality**

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

The Putnam County School District monitors schools by reviewing data collected through the Risk Factor Analysis which includes the following indicators: Student Achievement, Leadership, Teacher Quality and Supportive Environment. Schools are tiered into 3 levels of support (Intensive, Moderate and Basic Support) which helps the district provide appropriate monitoring and supports. The district conducts Instructional Reviews at each site at a minimum of twice a year. Teams review instruction at the site and debrief with a focus on school determined priorities. In addition school based leaders, the direct supervisor and the school improvement specialist continue with conversations regarding student performance data, observation notes and actionable improvements that should be implemented prior to the next review. The district Curriculum, Instruction and Assessment team meets bi-monthly to review the progress at all schools with a special attention paid to our Focus and Priority schools. Our leadership team meets with our Region 2 DA contact on a regular basis. We work collaboratively to ensure we support our schools so that student achievement occurs.

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

The district and school based leadership collaborate to review teachers' performance data, including both highly effective practices and student achievement data. We offer support for improvement through professional learning opportunities provided by the district and the Region 2 DA Team. When performance or student achievement data show that the teacher is not improving, the district will support a transfer from the Priority or Focus school.

## Public and Collaborative Teaching

**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**

Administrators are required to build in common planning time within the schedule for the school year 2015-2016. If necessary support is given to school administrators to build a master schedule that allows for common planning time at all schools. Master schedules and the PLC schedule of each school shall be turned in for documentation of this requirement.

**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 provides all district schools with a reading coach. Priority and Focus schools provided support from a district math and science coach. Through carry forward TIF funds, focus and priority schools were able to hire an additional coach this to offer support in the area of most critical need at their site. Coaches are to model effective lessons, analyze data, support PLCs and provide professional development on Florida's standards. Our district level ELA coach leads the site based ELA coaches each month in professional development and instructional rounds (walkthroughs) to support the development of all coaches.

## Ambitious Instruction and Learning

### Instructional Programs

#### Reading

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

#### Writing

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

#### HMH Journey's (K-6),

Program Type	Core
School Type	Elementary School
Description	

#### HMH Collections

Program Type	Core
School Type	Middle School
Description	

**Mathematics**

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

**Engage NY**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School, Middle School, High School
<b>Description</b>	.

**i-Ready Online Instruction (Curriculum Associates)**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	Used at all elementary schools and C L Overturf 6th grade center.

**Glencoe Math**

<b>Program Type</b>	Core
<b>School Type</b>	Middle School
<b>Description</b>	Although this has been adopted in the past as our core program, it is not as aligned to the Florida Standards as the supplemental programs listed. Therefore, we do not use it as often.

**Pearson-Prentice Hall**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Although this has been adopted in the past as our core program, it is not as aligned to the Florida Standards as the supplemental programs listed. Therefore, we do not use it as often.

**HMH On Core**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Middle School, High School
<b>Description</b>	These workbooks are used to ensure alignment to the Florida Standards. Our adopted core is not aligned to Florida Standards.

**Florida Ready (Curriculum Associates)**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Middle School, High School
<b>Description</b>	Used at selected schools in the district.

**Science**

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

**Discovery Education**

<b>Program Type</b>	Core, Supplemental
<b>School Type</b>	Elementary School, Middle School, High School
<b>Description</b>	Discovery is a web based program that is used as core for elementary and to provide supplemental support in middle and high school.

**IQWST**

<b>Program Type</b>	Core
<b>School Type</b>	Middle School
<b>Description</b>	Inquiry based science program for grades 6-8

**Instructional Alignment and Pacing**

**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 content and site based coaches monitor core instructional practices and intervention programs to ensure that they are being implemented as intended. The district Lesson Planning Framework is built upon alignment with Florida Standards. Common formative assessment results are shared during the PLC process to determine the effectiveness of instruction.

**Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another**

***Will the district use its Student Progression Plan to satisfy this question?***

No

*Provide the hyperlink to the plan*

*Provide the page numbers of the plan that addresses this question*

The guidance counselors in the feeder pattern schools plan a transition process that supports the students understanding of the next site. Schedules are planned cooperatively among the schools in

the feeder pattern. Schools use the pupil progression plan to ensure that students meet requirements to matriculate up.

**Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science**

Yes

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

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

*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:

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#### 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.

#### 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 “why” or 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.** All schools will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.
- G2.** The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance and establishing collegiality and professionalism throughout the 2015-2016 school year. If we establish a district professional culture based on clearly communicated high expectations for instructional practice, then we will increase student achievement.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** All schools will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students. **1a**

 G030460

### Targets Supported **1b**

Focus	Indicator	Year	Target
0351 - William D. Moseley Elementary School	FSA English Language Arts - Achievement		15.0
0351 - William D. Moseley Elementary School	FSA Mathematics - Achievement		27.0
0351 - William D. Moseley Elementary School	FCAT 2.0 Science Proficiency		25.0
0351 - William D. Moseley Elementary School	2+ Behavior Referrals		18.0
0351 - William D. Moseley Elementary School	Students in kindergarten exhibiting two or more EWS indicators		15.0

### Resources Available to Support the Goal **2**

- District MTSS Coordinator who supports schools through training and guiding implementation of the RtI process at the individual school sites.
- Newly adopted comprehensive core for Reading (K-6) that has an embedded intervention.
- District wide implementation for grades K-Geometry of Mathematics Formative Assessment System (MFAS) developed by Learning Systems Institute, Florida State University and published on C-Palms.
- District wide literacy and math coach to support school coaches for content and instructional practice.
- Curriculum Resource Teachers (CRT) are assigned to each school to support teachers in both content and instructional practice.
- Through the TIF grant, Instructional Curriculum Coaches provide strategic professional development for core curriculum including monitoring for implementation.
- A data management and testing platform (Performance Matters), that allows the district and schools to progress monitor student achievement/growth.
- The district works in coordination with the Differentiated Accountability team to support systems and instruction throughout the district.
- Early Literacy Intervention Study - FCRR, Supervised by Barbara Foorman, PhD (Moseley, Middleton Burney, Kelley Smith Elementary Schools)
- District Management Team which supports all facets of school operations.
- 

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

- Since the district has not provided quality tiered interventions on a system-wide basis, it is difficult for teachers to provide data driven differentiated instruction on a consistent basis.( Differentiated Instruction)
- The current behavioral and academic components of the district's Multi Tier System of Support (MTSS) process are not implemented correctly.

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

Quarterly written progress monitoring reports will identify reading and math baseline data and compare student progress towards achieving targets through the collection and analysis of the following data by subgroups: Grades, FAIR tests, and district assessments for reading and math. Quarterly progress monitoring reports will also include attendance and behavior baseline and quarterly data to monitor reduction in discipline referrals and student absences. (Moseley Only)

**Person Responsible**

Alice McInnis

**Schedule**

Quarterly, from 10/31/2014 to 6/30/2017

**Evidence of Completion**

A formal written quarterly progress monitoring report assessing student progress in Reading, Math, Behavior and attendance will be provided to the District Management Team, the District Reading Coach, the MTSS Coordinator, and the school principal. Modifications will be made to the project pending results in each project area. Results will be provided by subgroups.

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

MTSS Implementation checklist assessing the degree of implementation and fidelity to the process.

**Person Responsible**

Anne Mathews

**Schedule**

Monthly, from 9/1/2014 to 6/30/2017

**Evidence of Completion**

Monthly implementation checklist and suggestions for improving fidelity and implementation.(Moseley Only)

**G2.** The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance and establishing collegiality and professionalism throughout the 2015-2016 school year. If we establish a district professional culture based on clearly communicated high expectations for instructional practice, then we will increase student achievement. 1a

 G048534

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Highly Effective Teachers (Performance Rating)	2014-15	30.0
District-Wide	Highly Effective Teachers (Performance Rating)	2015-16	35.0

### Resources Available to Support the Goal 2

- Familiarity to the Marzano framework
- Funds to support training
- Dedicated administrators
- Beginning teacher induction process
- Professional development on social media
- Strong HR department
- Additional days at the beginning of the year for planning
- Realistic leader
- District level support available
- Lesson Planning Framework
- Summer professional development
- Content area district coaches (ELA, Math, Science)
- Edviate
- School Improvement department at the district level
- Technology integration specialist
- Classroom management team and the BPIE plan
- Consistent site-based administration teams
- District has communicated an expectation for professionalism

### Targeted Barriers to Achieving the Goal 3

- Understanding the purpose of the lesson planning framework and the use of formative assessments is challenging, therefore resulting in a lack of improved core instruction and increased student mastery of grade level standards.

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

Using iObservation, site based data will be pulled at mid year and end of year to review the percentage of "look-for" tallies that are scoring applying and innovating in domains 2, 3 and 4. This data will be shared with the district leadership team.

**Person Responsible**

Debby Decubellis

**Schedule**

Semiannually, from 1/15/2016 to 6/10/2016

***Evidence of Completion***

School data reports (element scoring by learner)

## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy


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

**G1.** All schools will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students. **1**


 G030460

**G1.B3** Since the district has not provided quality tiered interventions on a system-wide basis, it is difficult for teachers to provide data driven differentiated instruction on a consistent basis.( Differentiated Instruction)

**2**

 B070935

**G1.B3.S3** iReady will be purchased by the district to offer additional support for reading and math intervention and differentiation for grades K-6. **4**

 S093822

### Strategy Rationale

Teachers and administrators do not have a common intervention system with computerized individual learning. iReady will help supply lessons for intervention, differentiation, and progress monitoring for students in grades K-6 for reading and math.

### Action Step 1 **5**

Funds from other computerized programs will be consolidated to allow for a district wide purchase of iReady for students in grades K-6.

### Person Responsible

Helen Muir

### Schedule

On 8/11/2014

### Evidence of Completion

purchase order for iReady

**Action Step 2** 5

iReady will conduct professional development for administrators and CRTs so that successful implementation can occur.

**Person Responsible**

Helen Muir

**Schedule**

On 12/19/2014

***Evidence of Completion***

PD logs

**Action Step 3** 5

Administrators will provide a schedule that will allow students to work in the iReady computerized differentiation program no less than 60 minutes per week. Administrators will have the opportunity to work collaboratively to develop the schedule with the Curriculum and Instruction department. This schedule will be turned into curriculum and instruction for verification.

**Person Responsible**

Laura France

**Schedule**

On 8/18/2014

***Evidence of Completion***

Schedules for iReady at each school.

**Action Step 4** 5

Ready Common Core or the Ready toolbox will be purchased for use by teachers for small group differentiation in reading and math.

**Person Responsible**

Helen Muir

**Schedule**

On 8/11/2014

***Evidence of Completion***

Purchase of the materials,

**Action Step 5**

Ready Common Core will provide professional development on how to use their materials for small group differentiation. Those who attend the training will be responsible for training the teachers of their site to use the materials effectively.

**Person Responsible**

Helen Muir

**Schedule**

On 8/8/2014

***Evidence of Completion***

professional development logs

**Action Step 6**

During the monthly coaches and principal meetings iReady implementation and best practices will be discussed. A continued focus of differentiation and remediation will be addressed throughout the year at these meetings.

**Person Responsible**

Laura France

**Schedule**

Monthly, from 7/7/2014 to 6/15/2015

***Evidence of Completion***

agendas, sign in sheets, usage and data reports form iReady

**Action Step 7**

Additional computers for iReady implementation.

**Person Responsible**

Ashley McCool

**Schedule**

On 8/3/2015

***Evidence of Completion***

Computer purchase order

**Plan to Monitor Fidelity of Implementation of G1.B3.S3** 6

iReady data and usage reports will be used to identify areas of weakness as well as areas to use as models for support. Deficits in usage or implementation will be addressed individually with the administrators and successes will be shared as best practices with the group during meetings.

**Person Responsible**

Laura France

**Schedule**

Quarterly, from 9/15/2014 to 6/29/2015

***Evidence of Completion***

iReady reports, agendas, meeting notes with administration

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3** 7

Data will be used to progress monitor the schools performance.

**Person Responsible**

Helen Muir


**Schedule**

Quarterly, from 10/31/2014 to 6/10/2015

***Evidence of Completion***

iReady progress monitoring data compared with Performance Matters assessment data.

**G1.B3.S4** Purchase additional READ180 licenses to provide a researched, common intervention program for middle grade students in need of reading Intervention 4

 S093907

### Strategy Rationale

Students who do not become proficient readers during elementary school need a quality curriculum that addresses their intervention needs.

### Action Step 1 5

Coaches and Administrators will receive training on scheduling students in intervention classes according to 6A-6.054

#### Person Responsible

Juli Carter

#### Schedule

On 4/7/2014

#### Evidence of Completion

District-wide decision trees distributed to all schools based on 6A-6.054

### Action Step 2 5

Coaches will ensure all Level 1 & Level 2 students are given the FAIR Maze test in grades 5-8 to determine the students who need further diagnostic testing

#### Person Responsible

Juli Carter

#### Schedule

On 5/30/2014

#### Evidence of Completion

School missing data reports from PMRN

**Action Step 3** 5

Students scoring below the 30th percentile on the FAIR will be given a diagnostic test from the FAIR 3-12 toolkit to determine whether or not they should be placed in an intervention class.

**Person Responsible**

Juli Carter

**Schedule**

On 7/15/2014

***Evidence of Completion***

Coaches will provide their spreadsheet showing which students tested into intervention class

**Action Step 4** 5

Additional READ 180 licenses will be purchased to ensure all students who need intervention will be served.

**Person Responsible**

Juli Carter

**Schedule**

On 7/31/2014

***Evidence of Completion***

school spreadsheets, order forms, and purchase orders

**Action Step 5** 5

Training from READ 180 will be provided for new teachers or teachers unable to attend training in January

**Person Responsible**

Juli Carter

**Schedule**

On 9/30/2014

***Evidence of Completion***

Training artifacts; sign in

**Plan to Monitor Fidelity of Implementation of G1.B3.S4** 6

Administrators and coaches will conduct walk through observations that focus on the intervention program being implemented with fidelity.

**Person Responsible**

Helen Muir

**Schedule**

Weekly, from 8/29/2014 to 5/29/2015

***Evidence of Completion***

Anecdotal records or iobservation records

**Plan to Monitor Effectiveness of Implementation of G1.B3.S4** 7

The number of students scheduled for intervention classes should drop if the rule is understood and followed. If the enrollment in intervention classes does not drop, the assistant superintendent will contact the administrator to determine why the numbers have not dropped. Student achievement should increase through the intervention. Usage reports will be utilized for schools not showing an increase in student achievement.

**Person Responsible**

Helen Muir

**Schedule**

Quarterly, from 8/29/2014 to 5/29/2015


***Evidence of Completion***

Data on the number of students scheduled for intervention classes and increase in student achievement

**G1.B4** The current behavioral and academic components of the district's Multi Tier System of Support (MTSS) process are not implemented correctly. **2**

 B071259

**G1.B4.S1** As part of a plan to align all district resources including personnel, curricular and policy to meet the needs of all students and maximize desired student outcome, the district hired a MTSS Coordinator to rewrite the district MTSS manual. In March of 2013, she began training school sites. Beginning the school year 2013-2014, school based teams were trained on the procedures and monitoring for fidelity began. Staff development on the MTSS Process and appropriate academic and behavioral interventions (including state training) have been provided for teams on an as needed ongoing basis. **4**

 S093287

### Strategy Rationale

The MTSS process for the district had not been kept in compliance as rules and laws have changed. Monitoring of schools sites during the 2013-2014 school year, shows a need for additional training and support. Additionally, staff survey at Moseley Elementary School show that they have not met the Gold Standard.

### Action Step 1 **5**

Staff development on the MTSS process will enhance teacher understanding about appropriate academic and behavioral interventions.

#### Person Responsible

Anne Mathews

#### Schedule

On 8/20/2014

#### Evidence of Completion

Roster of attendance

### Action Step 2 **5**

Ongoing individual training with school MTSS coordinator and leadership team to determine embedded academic and behavioral interventions that should be in place and scheduled at the beginning of the year.

#### Person Responsible

Anne Mathews

#### Schedule

Monthly, from 8/1/2014 to 6/30/2017

#### Evidence of Completion

Rosters of attendance at meetings, notes, interventions in place.

**Action Step 3** 5

Ongoing individual training of the school MTSS coordinator to ensure a thorough understanding of the process to guide an effective School Based Team (SBT)

**Person Responsible**

Anne Mathews

**Schedule**

Monthly, from 8/11/2014 to 6/30/2017

***Evidence of Completion***

calendar of meeting dates and topics discussed

**Action Step 4** 5

Provide training for instructional personnel on implementing the MTSS Process with fidelity.

**Person Responsible**

Anne Mathews

**Schedule**

On 8/11/2014

***Evidence of Completion***

Roster of attendance training.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Review of the professional development training and a survey of participants regarding the training.

**Person Responsible**

Helen Muir

**Schedule**

On 8/15/2014

***Evidence of Completion***

Survey results will be shared with MTSS coordinator.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Administer mid-year teacher survey on MTSS process and aggregate results. Survey data should indicate that there is a high level of understanding of the process and that staff are confident in their ability to implement it with fidelity.

**Person Responsible**

Alice McInnis

**Schedule**

Annually, from 2/2/2015 to 2/2/2017

***Evidence of Completion***

Teacher survey results

**G1.B4.S4** PBS training and implementation 4
 S093849
**Strategy Rationale**

Although the district is a member of PBS, a lack of ongoing professional development on Positive Behavior Support on a system wide basis has resulted in a lack of implementation with fidelity. (Positive Behavior Support)

**Action Step 1** 5

Schedule PBS training at the commencement of the year

**Person Responsible**

Helen Muir

**Schedule**

On 10/31/2014

***Evidence of Completion***

Training rosters

**Action Step 2** 5

Monitor school-wide implementation of PBS

**Person Responsible**

Jim Roach

**Schedule**

Quarterly, from 8/25/2014 to 6/30/2017

***Evidence of Completion***

Implementation Checklist

**Plan to Monitor Fidelity of Implementation of G1.B4.S4** 6

Implementation checklist will indicate the degree of fidelity to which PBS is implemented at the school site.

**Person Responsible**

Anne Mathews

**Schedule**

Quarterly, from 8/25/2014 to 8/31/2017

***Evidence of Completion***

Completed quarterly implementation checklist.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S4** 7

School wide implementation of PBS reduces the number of percent of disciplinary referrals..

**Person Responsible**

Anne Mathews

**Schedule**

Semiannually, from 8/25/2014 to 6/30/2017

***Evidence of Completion***

Decreased number of student referrals as should be evidenced in the Quarterly Monitoring Reports provided by the district's Office of Grants Management and Evaluation.

**G1.B4.S6** The district will partner with Region II Differentiated Accountability to support the systems approach throughout the schools. The DA team will support through systems alignment, professional development opportunities and technical assistance to the schools and district staff. 4

 S094390

### Strategy Rationale

The district has partnered with the DA team to provide multiple supports to the schools. This partnership has allowed additional opportunities for professional development, technical assistance and coaching opportunities.

### Action Step 1 5

Members of the DA team and state MTSS support personnel will train school administrators and a lead team member from each school in the 8 step Problem Solving Process to support the development of their School Improvement Plan for 14-15.

#### Person Responsible

Laura France

#### Schedule

On 4/7/2014

#### Evidence of Completion

sign in sheets, principals will bring at least one main goal to work through during the next meeting.

### Action Step 2 5

As a follow up from Action Step 1, the Region II DA members and state MTSS staff will facilitate the 8 step problem solving process with a goal that the Principals and their leadership team (SIP) bring to work through at this technical assistance opportunity. This support should assist the schools to get a good start at developing a more complete SIP for next year, that incorporates the DIAP into their plan.

#### Person Responsible

Laura France

#### Schedule

On 5/1/2014

#### Evidence of Completion

Completion of the 8 step problem solving process with a goal identified from the school.

**Action Step 3** 5

The Region II DA team will complete a Systems review to support alignment of all systems to support students achievement.

**Person Responsible**

Laura France

**Schedule**

On 5/30/2014

***Evidence of Completion***

Systems review report to the superintendent

**Action Step 4** 5

Any Focus and Priority schools will send a team to the DA Academy in the Summer of 2014.

**Person Responsible**

Laura France

**Schedule**

On 7/10/2014

***Evidence of Completion***

roster of attendance

**Action Step 5** 5

The district will send a representative team, along with the participating school's leadership team, to the BSI training if awarded the SIG grant.

**Person Responsible**

Laura France

**Schedule**

On 6/26/2014

***Evidence of Completion***

rosters of attendance

**Action Step 6** 5

The Region II DA team will complete a Systems review to support alignment of all systems to support students achievement.

**Person Responsible**

Laura France

**Schedule**

On 5/30/2014

***Evidence of Completion***

Systems review report to the superintendent

**Action Step 7** 5

Any Focus and Priority schools will send a team to the DA Academy in the Summer of 2014.

**Person Responsible**

Laura France

**Schedule**

On 7/10/2014

***Evidence of Completion***

roster of attendance

**Action Step 8** 5

The district will send a representative team, along with the participating school's leadership team, to the BSI training if awarded the SIG grant.

**Person Responsible**

Laura France

**Schedule**

On 6/26/2014

***Evidence of Completion***

rosters of attendance

**Plan to Monitor Fidelity of Implementation of G1.B4.S6** 6

The district turnaround lead will, at least monthly, meet with the Region II Team Lead for Putnam County to discuss the supports given and possible changes that should be made.

**Person Responsible**

Laura France

**Schedule**

Monthly, from 4/9/2014 to 8/3/2015

***Evidence of Completion***

rosters of professional development conducted, emails regarding planning for district support

**Plan to Monitor Effectiveness of Implementation of G1.B4.S6** 7

The TA and PD offered should become more fine tuned throughout the year. Instead of a systems overhaul which may be necessary at the beginning of this process, it should become more refined and specific to target resistant areas of implementation or specific areas of PD to support the learners

**Person Responsible**

Laura France


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

PD and TA logs

**G2.** The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance and establishing collegiality and professionalism throughout the 2015-2016 school year. If we establish a district professional culture based on clearly communicated high expectations for instructional practice, then we will increase student achievement. 1

 G048534

**G2.B2** Understanding the purpose of the lesson planning framework and the use of formative assessments is challenging, therefore resulting in a lack of improved core instruction and increased student mastery of grade level standards. 2

 B180549

**G2.B2.S1** Professional development to include the Lesson Planning Framework will be delivered to all teachers. Monitoring and coaching will occur throughout the year to increase effectiveness. 4

 S192023

### **Strategy Rationale**

Since teacher understanding of the purpose of the framework is not consistent district wide, professional development explaining the purpose followed by monitoring and coaching will improve teacher practice and thus positively impacting student achievement.

### **Action Step 1** 5

Professional development is provided during the summer (3 days each session). Teachers are informed of the model and then given time to begin collaborate planning with coaching support, utilizing the Lesson Planning Framework.

#### **Person Responsible**

Helen Muir

#### **Schedule**

On 8/14/2015

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

Rosters of attendance signed by attendees will be kept on file in the C&I office.

**Action Step 2** 5

Coaches and the School Improvement Specialist will provide ongoing job embedded support based on needs through observations and Instructional Reviews.

**Person Responsible**

Jonathan Hinke

**Schedule**

Daily, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

School improvement specialists and district curriculum content coaches document work within the schools in the district leadership log. Site based coaches keep notes or agendas from PD provided.

**Action Step 3** 5

Title I, II and VI funds will be used to provide release time through substitutes or stipends for teachers to participate in job embedded professional development after contract day/year. This can occur at the school level or as a district PLC.

**Person Responsible**

Helen Muir

**Schedule**

Biweekly, from 7/29/2016 to 8/1/2016

***Evidence of Completion***

Agendas, rosters of attendance and substitute payments to Kelley services.

**Action Step 4** 5

Administrators and coaches are provided tools and training for providing targeted feedback to teachers on the Lesson Planning Framework. The lesson Planning Framework has also been correlated to the Marzano observation system so that there is consistency throughout the district.

**Person Responsible**

Jonathan Hinke

**Schedule**

Every 6 Weeks, from 7/27/2015 to 6/30/2016

***Evidence of Completion***

Signin sheets for administrative and coaches training, tool

**Action Step 5**

The district will create and digitally distribute videos that will support understanding of the components of the Lesson Planning Framework. These will be used to support teachers and administrators in the implementation process.

**Person Responsible**

Michelle Tucker

**Schedule**

On 1/8/2016

***Evidence of Completion***

Videos produced

**Action Step 6****Person Responsible****Schedule*****Evidence of Completion*****Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Site based administrators will review teacher Lesson Planning Frameworks and provide targeted feedback throughout the year. If additional support is needed they will contact C&I. C&I staff will also review plans during PD sessions.

**Person Responsible**

Tonya Whitehurst

**Schedule**

On 6/3/2016

***Evidence of Completion***

Samples of completed Lesson Planning Framework checklist that was provided during training.

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

During the second semester Instructional Review, administrators will provide evidence of targeted feedback and support of the Lesson Planning Framework during the data review portion of the process. Evidence of insufficient implementation will require additional support from the district.

**Person Responsible**

Tonya Whitehurst

**Schedule**

On 6/3/2016

***Evidence of Completion***

Checklist and IR review notes

## Implementation Timeline

## Professional Development Opportunities

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

**G1.** All schools will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.

**G1.B3** Since the district has not provided quality tiered interventions on a system-wide basis, it is difficult for teachers to provide data driven differentiated instruction on a consistent basis.( Differentiated Instruction)

**G1.B3.S3** iReady will be purchased by the district to offer additional support for reading and math intervention and differentiation for grades K-6.

### PD Opportunity 1

iReady will conduct professional development for administrators and CRTs so that successful implementation can occur.

#### Facilitator

iReady facilitator

#### Participants

Administrators, CRTs, ICC Team members

#### Schedule

On 12/19/2014

### PD Opportunity 2

Ready Common Core will provide professional development on how to use their materials for small group differentiation. Those who attend the training will be responsible for training the teachers of their site to use the materials effectively.

#### Facilitator

Ready Common Core facilitator

#### Participants

Administration, CRTs, ICC team members

#### Schedule

On 8/8/2014

**G1.B3.S4** Purchase additional READ180 licenses to provide a researched, common intervention program for middle grade students in need of reading Intervention

**PD Opportunity 1**

Training from READ 180 will be provided for new teachers or teachers unable to attend training in January

**Facilitator**

Cathy Mattea/READ 180 Trainer

**Participants**

READ 180 teachers

**Schedule**

On 9/30/2014

**G1.B4** The current behavioral and academic components of the district's Multi Tier System of Support (MTSS) process are not implemented correctly.

**G1.B4.S1** As part of a plan to align all district resources including personnel, curricular and policy to meet the needs of all students and maximize desired student outcome, the district hired a MTSS Coordinator to rewrite the district MTSS manual. In March of 2013, she began training school sites. Beginning the school year 2013-2014, school based teams were trained on the procedures and monitoring for fidelity began. Staff development on the MTSS Process and appropriate academic and behavioral interventions (including state training) have been provided for teams on an as needed ongoing basis.

**PD Opportunity 1**

Staff development on the MTSS process will enhance teacher understanding about appropriate academic and behavioral interventions.

**Facilitator**

Anne Mathews

**Participants**

All faculty and staff.

**Schedule**

On 8/20/2014

## **PD Opportunity 2**

Provide training for instructional personnel on implementing the MTSS Process with fidelity.

### **Facilitator**

Anne Mathews

### **Participants**

Teachers, Site Based Team, and school administrators

### **Schedule**

On 8/11/2014

**G2.** The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance and establishing collegiality and professionalism throughout the 2015-2016 school year. If we establish a district professional culture based on clearly communicated high expectations for instructional practice, then we will increase student achievement.

**G2.B2** Understanding the purpose of the lesson planning framework and the use of formative assessments is challenging, therefore resulting in a lack of improved core instruction and increased student mastery of grade level standards.

**G2.B2.S1** Professional development to include the Lesson Planning Framework will be delivered to all teachers. Monitoring and coaching will occur throughout the year to increase effectiveness.

## **PD Opportunity 1**

Professional development is provided during the summer (3 days each session). Teachers are informed of the model and then given time to begin collaborate planning with coaching support, utilizing the Lesson Planning Framework.

### **Facilitator**

Michelle Tucker, Cathy Oyster, Jessica McCool, Marybeth Hedstrom, Tammie Williams, Renee Wright, Connie Groves, Tammie Driggers, Kim Baggs, and Nicole Carver.

### **Participants**

All teachers and site based administrators

### **Schedule**

On 8/14/2015

## **PD Opportunity 2**

Coaches and the School Improvement Specialist will provide ongoing job embedded support based on needs through observations and Instructional Reviews.

### **Facilitator**

Jonathan Hinke, Cathy Oyster, Juli Carter, Ryan Zimmerman and Michelle Tucker

### **Participants**

teachers

### **Schedule**

Daily, from 8/17/2015 to 6/30/2016

## **PD Opportunity 3**

Title I, II and VI funds will be used to provide release time through substitutes or stipends for teachers to participate in job embedded professional development after contract day/year. This can occur at the school level or as a district PLC.

### **Facilitator**

Jonathan Hinke, Cathy Oyster, Juli Carter, Ryan Zimmerman, Michelle Tucker, site based coaches and consultants as needed

### **Participants**

teachers

### **Schedule**

Biweekly, from 7/29/2016 to 8/1/2016

## Technical Assistance Items

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

**G1.** All schools will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.

**G1.B3** Since the district has not provided quality tiered interventions on a system-wide basis, it is difficult for teachers to provide data driven differentiated instruction on a consistent basis.( Differentiated Instruction)

**G1.B3.S3** iReady will be purchased by the district to offer additional support for reading and math intervention and differentiation for grades K-6.

### PD Opportunity 1

Administrators will provide a schedule that will allow students to work in the iReady computerized differentiation program no less that 60 minutes per week. Administrators will have the opportunity to work collaboratively to develop the schedule with the Curriculum and Instruction department. This schedule will be turned into curriculum and instruction for verification.

#### Facilitator

Laura France

#### Participants

Administrators

#### Schedule

On 8/18/2014

### PD Opportunity 2

During the monthly coaches and principal meetings iReady implementation and best practices will be discussed. A continued focus of differentiation and remediation will be addressed throughout the year at these meetings.

#### Facilitator

Laura France

#### Participants

Principals, CRTs, ICC members

#### Schedule

Monthly, from 7/7/2014 to 6/15/2015

**G1.B4** The current behavioral and academic components of the district's Multi Tier System of Support (MTSS) process are not implemented correctly.

**G1.B4.S1** As part of a plan to align all district resources including personnel, curricular and policy to meet the needs of all students and maximize desired student outcome, the district hired a MTSS Coordinator to rewrite the district MTSS manual. In March of 2013, she began training school sites. Beginning the school year 2013-2014, school based teams were trained on the procedures and monitoring for fidelity began. Staff development on the MTSS Process and appropriate academic and behavioral interventions (including state training) have been provided for teams on an as needed ongoing basis.

### **PD Opportunity 1**

Ongoing individual training with school MTSS coordinator and leadership team to determine embedded academic and behavioral interventions that should be in place and scheduled at the beginning of the year.

#### **Facilitator**

Anne Mathews

#### **Participants**

Site Based Team and MTSS school level coordinator (Moseley)

#### **Schedule**

Monthly, from 8/1/2014 to 6/30/2017

### **PD Opportunity 2**

Ongoing individual training of the school MTSS coordinator to ensure a thorough understanding of the process to guide an effective School Based Team (SBT)

#### **Facilitator**

Anne Mathews

#### **Participants**

MTSS school level coordinator

#### **Schedule**

Monthly, from 8/11/2014 to 6/30/2017

**G2.** The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance and establishing collegiality and professionalism throughout the 2015-2016 school year. If we establish a district professional culture based on clearly communicated high expectations for instructional practice, then we will increase student achievement.

**G2.B2** Understanding the purpose of the lesson planning framework and the use of formative assessments is challenging, therefore resulting in a lack of improved core instruction and increased student mastery of grade level standards.

**G2.B2.S1** Professional development to include the Lesson Planning Framework will be delivered to all teachers. Monitoring and coaching will occur throughout the year to increase effectiveness.

### **PD Opportunity 1**

Administrators and coaches are provided tools and training for providing targeted feedback to teachers on the Lesson Planning Framework. The lesson Planning Framework has also been correlated to the Marzano observation system so that there is consistency throughout the district.

#### **Facilitator**

Jonathan Hinke, Cathy Oyster and Michelle Tucker

#### **Participants**

Administrators and coaches

#### **Schedule**

Every 6 Weeks, from 7/27/2015 to 6/30/2016

### **PD Opportunity 2**

The district will create and digitally distribute videos that will support understanding of the components of the Lesson Planning Framework. These will be used to support teachers and administrators in the implementation process.

#### **Facilitator**

Michelle Tucker, Cathy Oyster, Jonathan Hinke

#### **Participants**

Teachers and administrators

#### **Schedule**

On 1/8/2016

## **Budget**

<b>Budget Data</b>			
1	G1.B3.S3.A1	Funds from other computerized programs will be consolidated to allow for a district wide purchase of iReady for students in grades K-6.	\$0.00
2	G1.B3.S3.A2	iReady will conduct professional development for administrators and CRTs so that successful implementation can occur.	\$0.00
3	G1.B3.S3.A3	Administrators will provide a schedule that will allow students to work in the iReady computerized differentiation program no less that 60 minutes per week. Administrators will have the opportunity to work collaboratively to develop the schedule with the Curriculum and Instruction department. This schedule will be turned into curriculum and instruction for verification.	\$0.00
4	G1.B3.S3.A4	Ready Common Core or the Ready toolbox will be purchased for use by teachers for small group differentiation in reading and math.	\$0.00
5	G1.B3.S3.A5	Ready Common Core will provide professional development on how to use their materials for small group differentiation. Those who attend the training will be responsible for training the teachers of their site to use the materials effectively.	\$0.00
6	G1.B3.S3.A6	During the monthly coaches and principal meetings iReady implementation and best practices will be discussed. A continued focus of differentiation and remediation will be addressed throughout the year at these meetings.	\$0.00
7	G1.B3.S3.A7	Additional computers for iReady implementation.	\$0.00
8	G1.B3.S4.A1	Coaches and Administrators will receive training on scheduling students in intervention classes according to 6A-6.054	\$0.00
9	G1.B3.S4.A2	Coaches will ensure all Level 1 & Level 2 students are given the FAIR Maze test in grades 5-8 to determine the students who need further diagnostic testing	\$0.00
10	G1.B3.S4.A3	Students scoring below the 30th percentile on the FAIR will be given a diagnostic test from the FAIR 3-12 toolkit to determine whether or not they should be placed in an intervention class.	\$0.00
11	G1.B3.S4.A4	Additional READ 180 licenses will be purchased to ensure all students who need intervention will be served.	\$0.00
12	G1.B3.S4.A5	Training from READ 180 will be provided for new teachers or teachers unable to attend training in January	\$0.00
13	G1.B4.S1.A1	Staff development on the MTSS process will enhance teacher understanding about appropriate academic and behavioral interventions.	\$0.00
14	G1.B4.S1.A2	Ongoing individual training with school MTSS coordinator and leadership team to determine embedded academic and behavioral interventions that should be in place and scheduled at the beginning of the year.	\$0.00
15	G1.B4.S1.A3	Ongoing individual training of the school MTSS coordinator to ensure a thorough understanding of the process to guide an effective School Based Team (SBT)	\$0.00
16	G1.B4.S1.A4	Provide training for instructional personnel on implementing the MTSS Process with fidelity.	\$0.00
17	G1.B4.S4.A1	Schedule PBS training at the commencement of the year	\$0.00
18	G1.B4.S4.A2	Monitor school-wide implementation of PBS	\$0.00

## Budget Data

19	G1.B4.S6.A1	Members of the DA team and state MTSS support personnel will train school administrators and a lead team member from each school in the 8 step Problem Solving Process to support the development of their School Improvement Plan for 14-15.	\$0.00
20	G1.B4.S6.A2	As a follow up from Action Step 1, the Region II DA members and state MTSS staff will facilitate the 8 step problem solving process with a goal that the Principals and their leadership team (SIP) bring to work through at this technical assistance opportunity. This support should assist the schools to get a good start at developing a more complete SIP for next year, that incorporates the DIAP into their plan.	\$0.00
21	G1.B4.S6.A3	The Region II DA team will complete a Systems review to support alignment of all systems to support students achievement.	\$0.00
22	G1.B4.S6.A4	Any Focus and Priority schools will send a team to the DA Academy in the Summer of 2014.	\$0.00
23	G1.B4.S6.A5	The district will send a representative team, along with the participating school's leadership team, to the BSI training if awarded the SIG grant.	\$0.00
24	G1.B4.S6.A6	The Region II DA team will complete a Systems review to support alignment of all systems to support students achievement.	\$0.00
25	G1.B4.S6.A7	Any Focus and Priority schools will send a team to the DA Academy in the Summer of 2014.	\$0.00
26	G1.B4.S6.A8	The district will send a representative team, along with the participating school's leadership team, to the BSI training if awarded the SIG grant.	\$0.00
27	G2.B2.S1.A1	Professional development is provided during the summer (3 days each session). Teachers are informed of the model and then given time to begin collaborate planning with coaching support, utilizing the Lesson Planning Framework.	\$0.00
28	G2.B2.S1.A2	Coaches and the School Improvement Specialist will provide ongoing job embedded support based on needs through observations and Instructional Reviews.	\$0.00
29	G2.B2.S1.A3	Title I, II and VI funds will be used to provide release time through substitutes or stipends for teachers to participate in job embedded professional development after contract day/ year. This can occur at the school level or as a district PLC.	\$0.00
30	G2.B2.S1.A4	Administrators and coaches are provided tools and training for providing targeted feedback to teachers on the Lesson Planning Framework. The lesson Planning Framework has also been correlated to the Marzano observation system so that there is consistency throughout the district.	\$0.00
31	G2.B2.S1.A5	The district will create and digitally distribute videos that will support understanding of the components of the Lesson Planning Framework. These will be used to support teachers and administrators in the implementation process.	\$0.00
32	G2.B2.S1.A6		\$0.00
<b>Total:</b>			<b>\$0.00</b>