



Manny Diaz, Jr., Commissioner of Education

## 2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 54 - Putnam

Rick Surrency, Superintendent  
Cassandra Brusca, Northeast Executive Director

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## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

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

##### b. 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.

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

[http://www.putnamschools.org/UserFiles/Servers/Server\\_333117/Image/School%20Board/Strategic\\_Plan.pdf](http://www.putnamschools.org/UserFiles/Servers/Server_333117/Image/School%20Board/Strategic_Plan.pdf)

#### 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 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. Weekly, the Superintendent's leadership team meets to discuss the goals and action projects of the district. The agenda is set by the Superintendent and all members are able to report out departments under their supervision. During the meeting, concerns that the curriculum and instruction department may have regarding support to the targeted support and improvement schools can be addressed and resources allocated to the schools in need. The members of this team include the Superintendent, Assistant Superintendent of Support Services, Assistant Superintendent of Business and Finance, Assistant Superintendent of Curriculum and Instruction, Director of Human Resources and the Area Directors who also act as Principal Supervisors.

The Superintendent has created a leadership development plan that focuses on developing human capital within the district's administrative staff. The plan promotes building strong leaders by gaining experience through improving schools. Since 2011, 17 of the district and school leaders have retired or left the school district. For the 2016-17 School Year, there were 39 school based administrators and 21 district level administrators.

The Putnam County administrative staff for the 2016-17 school year has an average 7.54 years of experience as an administrator. Administrators have also experienced a number of transitions over the past 3 years. Since the 2014-15 school year, administrators have served an average of 3 years in

their current position. Over the next 5 years, it is projected that only 5 administrators will retire from the school district. Currently, there are 22 Aspiring School Leaders enlisted in the district's administrative pool.

Principals receive support from members of senior management assigned to supervise principals, called Area Directors, on a systematic basis and provide the district with a structure to closely monitor the progress in schools. Each Area Director is assigned specific schools and is expected to make at least 2 visits per month to each school. For schools implementing a TOP, the Area Director is expected to visit the school weekly to monitor classrooms and work with the lead team. Area Directors provide a summary of progress for their assigned area during the weekly meetings of the District Leadership Team.

Building relationships with stakeholders in each area is the responsibility of the Area Director. The Area Director and Principals will be involved when there are events or community activities taking place. The Superintendent will also attend events in all 3 of the areas of the district. Schools implementing a TOP plan will ensure that the Area Director is invited to all SAC and parent meetings.

The Superintendent has placed an emphasis on Principals implementing school based management. Principals, with the support of Area Directors are in the best position to make decisions that best meet the specific needs of his or her school. The Superintendent is very clear on establishing non-negotiable district goals for student achievement. Each Principal has the responsibility in leading his or her school towards meeting school based goals that align with the overarching goals of the district. Area Directors are expected to and will be held accountable for the success of schools in his or her assigned area.

During the 2016-17 school year, the district implemented a progress monitoring structure called District-Admin Data Conversations. At strategic points during the year, principals prepared and presented school and student level data presentations to their colleagues and district leadership. Academic progress monitoring data, behavior referrals, attendance, and graduation cohort status are examples of data included in the presentations. This progress monitoring structure will be continued during the 2017-18 school year with District-Admin Data Conversations occurring in September, November, January, and March. Additionally, principals of schools with TOPs will be required to submit data to the Superintendent at the end of each month. This data submission will include progress reports on EWS indicators for course performance, attendance, and behavior.

In addition to the role of the Area Director, TOPs Schools will be supported by the Director of School Improvement. The Director of School Improvement will provide support above and beyond what non-TOP schools receive in the areas of school improvement planning, instructional practice and feedback, data analysis, and instructional leadership.

As a TOP school, they will be supported by the following district specialists and coaches: site-based reading coach, secondary math specialist, science specialist, technology integration specialist, and a graduation coach. In June 2017, the district required all district specialists and coaches to attend the DA Coaching Academy in Daytona Beach. Coaching support will include a focus on improving instructional practice through coaching cycles with teachers who are identified as needing support based on student data, walkthroughs, and the instructional review process.

The Curriculum, Instruction and Assessment Leadership Team meets regularly. This team consists of the Assistant Superintendent of Curriculum and Instruction and directors of the following areas: Federal Programs, ESE, Elementary and Secondary Education, School Improvement, Career and Technical Education, Assessment and Accountability, and Special Programs. During these biweekly meetings the following actions occur as needed:

- Share and analyze financial data among the various departments and projects including: Title I, Part A; Title I, Part C Migrant; Title II; Title III; Title V; and Title X Homeless in an effort to ensure support and alignment of all district resources, particularly for the Differentiated Accountability schools.
- Discuss trends and concerns that need additional support from the district.
- Use school grade data and Differentiated Accountability status to develop levels of support for the school sites. The following indicators are used to rank schools that would enable us to tier supports: Student Achievement, Leadership, Supportive Environment, and Professional Capacity. Based on the school's placement within the tiers, specific support and monitoring is provided.
- Use a problem-solving process to analyze reading, writing, mathematics, and science through progress monitoring assessments to determine if and where additional supports are needed.
- Discuss the results of the participation of district level directors and specialists in the Instructional Reviews. During the Instructional Review process coaching plans are developed to support specific teachers and are monitored by school and district administration. At the conclusion of the IR a data chat occurs that identifies next steps for actionable improvement at the site in regards to the plans developed during the first visit.
- Review student formative and outcome performance data to assist with generating student outcome focus goals and priorities.

#### **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.

The Assistant Superintendent of Business and 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 Survey 2, Survey 3, 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.

District supports are enhanced for schools who are under Differentiated Accountability. These additional supports are identified through the Director of School Improvement and the Curriculum and Instruction Leadership Team.

#### **c. Modifications to System Policies and Practices**

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The district has worked with the Union to reach MOU's to address the teacher moves required by the Turnaround Option Plans. We have also moved leadership to match the schools in greatest need with the most effective principals based on historical data.

The district with the support of Title I, Title II and Title V, supports schools in Differentiated Accountability with School Improvement Specialists, Graduation Coaches, and PD Specialists that support school leadership teams and teachers.

We have focused on meeting the needs of individual schools and students through increased site-

based management and direct support from an Area Director. Area Directors meet frequently with their schools to support school improvement and collaboration with the district and community. One of the duties of the Area Director is to review the School Improvement Plan and the targets set for the year. The Area Director will strengthen the system of support to include procedures to guide the school-based teams in progress monitoring, data disaggregation, target setting, and data chats between stakeholders. The major strategies addressed in the SIP, specific progress monitoring data, and EWS data will be presented quarterly to the District Leadership Team and the Curriculum, Instruction and Assessment team members during a data review meeting with the principals. The Area Director will review the data and presentation prior to the meeting.

This year a District Managed Turnaround, Moseley Elementary School, will be supported at an increased rate beyond other TOP schools by a partnership with Learning Science International (LSI). This partnership will increase support to the principal, leadership team, and the teachers. The LSI partnership also has scheduled monthly Executive Action Team (EAT) meetings with the Superintendent and the Curriculum, Instruction and Assessment Team to review data and examine barriers that the team may be able to address to support the school's continuous improvement.

#### **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.

District operational flexibility is afforded to schools classified as "turnaround," "targeted support and improvement," and "comprehensive support and improvement." Areas of flexibility include, but are not limited to staffing, scheduling, differentiated pay, extended school day, and budgeting. Schools classified as turnaround have greater autonomy when implementing a SIG model such as District Managed Turnaround, than non-turnaround district schools.

### **3. Sustainability of Improvement**

**a.** Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

When the district's focus and priority schools improve, the district will use a risk factor analysis process, the Instructional Review process, and data analysis to provide supports necessary to maintain student performance. The Area Directors will continue to support their schools with school improvement initiatives.

District and school leaders will work collaboratively using both qualitative and quantitative data when determining points of strength and opportunities for growth at each school in the district. Together they will review end of year state, district, and school level data, excluding official school grades. Each year we will hold a meeting that will include reviewing the district's strategic plan performance targets, our graduation initiative, attendance data, 5Essentials data, and expectations for school improvement planning and target setting. The qualitative data our district uses for needs assessment is perception data from students and teachers gathered through the 5Essentials Survey. Quantitative data points include school grade components, chronic absenteeism rates, suspension rates, number of behavior referrals, graduation rates, and grade-level progress monitoring data from i-Ready and Performance Matters.

As school leadership teams develop their school improvement plans and targets, district staff will

provide support and tools for planning purposes. School grade goal setting spreadsheets will be provided with historical data so school teams can analyze trends and ensure they are setting rigorous targets for each school grade component. School leaders have access to interactive school grade monitoring spreadsheets throughout the school year to support constant monitoring of growth and adjust strategies as necessary.

## 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 Superintendent has created 3 Superintendent Advisory Councils (West, Central and South) that meet bi-monthly. Each of the councils is made up of parents and community leaders of that region of the district. Members of the area schools as well as district leadership attend the meetings. The purpose of the meeting is to have a forum where stakeholders are free to speak about their concerns, ask questions, develop future topics and receive updates on district projects.

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.

### **3. Engagement of School Leadership**

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

The district 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. Principals at those schools submitting TOP 2 forms participated in problem solving sessions to ensure they were in agreement with strategies submitted to the state.

## **C. Effective Leadership**

### **1. District Turnaround Lead**

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

Hinke, Jonathan, jhinke@my.putnamschools.org

#### **b. Employee's Title**

Director

#### **c. Employee's Phone Number**

(386) 329-0532

#### **d. Employee's Phone Extension**

#### **e. Supervisor's Name**

Laura France

#### **f. Supervisor's Title**

Assistant Superintendent

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

The Superintendent has hired a Director of School Improvement to act as the turnaround lead for the district. This lead manages the implementation of the SIG3 and SIG4 cohort grants and also supports the principals of the DMT schools. The director reports directly to the Assistant Superintendent of Curriculum and Instruction and also to the Superintendent for matters regarding the DMT and TOP Phase 1 and 2 sites. 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



TOP status by supplying district School Improvement Specialists and Curriculum Content Specialists as needed. The appointed lead acts as a contact to secure support from the departments above. The Director of School Improvement also supports the collaboration of the school-based leadership teams, the district curriculum content specialists, the curriculum and instruction directors, and the Northeast Region 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.

## 2. District Leadership Team:

<b>Burnett, Andrew, <a href="mailto:aburnett@my.putnamschools.org">aburnett@my.putnamschools.org</a></b>	
<b>Title</b>	Director
<b>Phone</b>	(386) 329-0528
<b>Supervisor's Name</b>	Laura France
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of ESE
<b>Decubellis, Debby, <a href="mailto:ddecubellis@my.putnamschools.org">ddecubellis@my.putnamschools.org</a></b>	
<b>Title</b>	Director
<b>Phone</b>	(386) 329-0532
<b>Supervisor's Name</b>	Laura France
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of Elementary and Secondary Education. Shall support Browning Pearce Elementary, Middleton Burney Elementary, Miller Middle, CL Overturf Sixth Grade Center, and Crescent City High School by acting as the main contact, or Area Director for the needs of the school. Bi-weekly the Area Director and the Principal will meet to discuss needs for school improvement and support the District Managed Turnaround at TOPS sites.
<b>Lands-Buckles, Debra, <a href="mailto:d2buckles@my.putnamschools.org">d2buckles@my.putnamschools.org</a></b>	
<b>Title</b>	Director
<b>Phone</b>	(386) 329-0532
<b>Supervisor's Name</b>	Laura France
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of Special Programs. Shall support Kelley Smith Elementary, James A Long Elementary, QI Roberts Jr. Sr. High, and EH Miller by acting as the main contact, or Area Director for the needs of the school. Bi-weekly the Area Director and the Principal will meet to discuss needs for school improvement.

**France, Laura, lfrance@my.putnamschools.org****Title** Assistant Superintendent**Phone** (386) 329-0532**Supervisor's Name** Rick Surrency**Supervisor's Title** Superintendent**Role and Responsibilities** Assistant Superintendent. Shall support Moseley Elementary, Mellon Elementary, Jenkins Middle and Palatka High School by acting as the main contact, or Area Director for the needs of the school and the SIG3/4Grant. Bi-weekly the Area Director and the Principal will meet to discuss needs for school improvement.**Whitehurst, Tonya, twhitehurst@my.putnamschools.org****Title** Director**Phone** (386) 329-0536**Supervisor's Name** Laura France**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of Human Resources .Shall support the District Managed Turnaround, Moseley Elementary School, by ensuring that any transfers that occur to or from the campus will include a review State and District VAM scores. Any vacancies that occur throughout the year will be posted and filled immediately. As Area Director she shall support Melrose Elementary, Ochwilla Elementary, Interlachen Elementary, Price Middle and Interlachen High School by acting as the main contact, or Area Director for the needs of the school. Bi-weekly the Area Director and the Principal will meet to discuss needs for school improvement.**Lamoreaux, Renee, rlamoreaux@my.putnamschools.org****Title** Director**Phone** (386) 329-0533**Supervisor's Name** Thomas Bolling**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of Accountability and Testing

**Hinke, Jonathan, jhinke@my.putnamschools.org****Title** Director**Phone** (386) 329-0544**Supervisor's Name** Laura France**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Turnaround Lead and Director for the School Improvement Department. Shall support the DMT by reviewing SIP and progress monitoring data, supporting the "turnaround principal" PLC, support of Instructional Review and follow-up activities, and support the facilitation of any additional PD needs the school may have. This is for all schools in Differentiated Accountability. Also oversees the SIG3, SIG4, and UniSIG grants.

**Hough, Renee, rhough@my.putnamschools.org****Title** Director**Phone** (386) 329-0536**Supervisor's Name** Laura France**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Director of CTE and the administrator of virtual education for the district. Dual Enrollment and AVID coordinator.

**Carter, Juli, j2carter@my.putnamschools.org****Title** Instructional Coach**Phone** (386) 329-0532**Supervisor's Name** Laura France**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** District Reading Coach. Shall support the DMT by providing additional support to the school-based coach.

**Zimmerman, Ryan, rzimmerman@my.putnamschools.org****Title** Instructional Coach**Phone** (386) 329-0532**Supervisor's Name** Laura France**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** District Science Coach. Shall support the DMT with professional development and coaching support to the teachers at the school.

**Brown, Pamela, pbrown@my.putnamschools.org****Title** Instructional Coach**Phone** (386) 329-0544**Supervisor's Name** Jonathan Hinke**Supervisor's Title** Director**Role and Responsibilities** Graduation Initiative Lead for the School Improvement Department**Gaboriau, Susan, sgaboriau@my.putnamschools.org****Title** Instructional Coach**Phone** (386) 329-0532**Supervisor's Name** Laura France**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** District Technology Integration Coach. Will support the DMT in technology integration.**Surrency, Rick, rsurrency@my.putnamschools.org****Title** Superintendent**Phone** 386 329-0604**Supervisor's Name****Supervisor's Title** Board Member**Role and Responsibilities****Champion, Vanessa , vchampion@my.putnamschools.org****Title** Instructional Coach**Phone** 386 329-0532**Supervisor's Name** Laura France**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Math Instructional Coach**3. Educator Quality****a. School Leadership Teams**

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

The District Leadership Team analyzed 5Essentials perception data along with the progress of each school in meeting SIP goals/targets and three years of school grade component cells prior to making decisions related to principal and assistant principal placement for the 2017-18 school year. Additional summative student achievement data was analyzed along with principal experiences and successes before making placement decisions in schools that were implementing or planning to implement a Turnaround Option Plan (TOP).

During the 2016-17 school year, the district implemented a progress monitoring structure called District-Admin Data Conversations. At strategic points during the year, principals prepared and presented school and student level data presentations to their colleagues and district leadership. Academic progress monitoring data, behavior referrals, attendance, and graduation cohort status are examples of data included in the presentations. This progress monitoring structure will be continued during the 2017-18 school year with District-Admin Data Conversations occurring in September, November, January, and March. Additionally, principals of schools with TOPs will be required to submit data to the Superintendent at the end of each month. This data submission will include progress reports on EWS indicators for course performance, attendance, and behavior.

#### **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.

District staff has worked to develop collaborative partnerships with colleges and universities in our local geographic region as one recruitment strategy for all schools. We work closely with Flagler College, St. Johns River State College, and Saint Leo University. Principals have autonomy to hire outside applicants and accept transfers from within the county. The district posts general teaching positions after the first semester to begin accepting applicants for the following year.

During the teacher transfer period, the district provides teacher evaluation and VAM data to principals, upon request, before they accept a transfer. The district also accommodates a very flexible transfer process and will work to remove instructional staff from schools when it is in the best interest of the school.

In an effort to actively monitor school staffing at all schools, our district created staffing spreadsheets that were updated daily from July 24 through August 24. The spreadsheets included allocated instructional positions, posted vacancies, teacher names, grade level/course assignments, and three-year VAM classifications from 2016 and 2017 as well as one-year 2017 VAM classifications.

After 2017 VAM data was released, district leadership developed three unsatisfactory and needs improvement VAM classification scenario groups and identified teachers within each group for all schools implementing a TOP.

### **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.**

Administrators are required to build in common planning time within the staff day. 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.

#### **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 provides schools in Differentiated Accountability with a reading coach. Priority and Focus schools are provided additional support from a district math and science coach as well as school improvement specialists. Site based coaches model effective lessons, analyze data, support PLCs, and provide professional development on Florida's standards. Coaches must keep a log of activities that support the coaching of teachers. The district level ELA coach leads site based ELA coaches each month in professional development.

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

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

Program Type	Core
School Type	Elementary School
Description	

##### HMH Collections

Program Type	Core
School Type	Middle School, High School
Description	

#### 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:

##### Engage NY

Program Type	Core, Supplemental
School Type	Elementary School, Middle School, High School
Description	Core for elementary school and supplemental for middle and high school.

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

<b>Program Type</b>	Supplemental, Intensive Intervention
<b>School Type</b>	Elementary School, Middle School
<b>Description</b>	Used at all elementary schools and selected middle school students.

**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>	Elementary School, Middle School
<b>Description</b>	Used at selected schools elementary schools and all middle schools in the district.

**Math Nation**

<b>Program Type</b>	Core
<b>School Type</b>	Middle School, High 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:

**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 at selected sites.



## 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 content and site based coaches monitor core instructional practices and intervention programs to ensure that they are being implemented as intended. The district's curriculum maps and pacing guides are built upon alignment with Florida Standards. Common formative assessment results are shared during the PLC process to determine the effectiveness of instruction. Standards Mastery assessments are available for each standard in grades 2-8 for reading and math.

### 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?

No

a. Link to Student Progression Plan

b. Provide the page numbers of the plan that address 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. The district has implemented a Freshman transition course for all 9th grade students and AVID at selected school sites.

### 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.

### Student Achievement

Baseline data from FLDOE indicates Putnam's overall state assessment scores as follows: 38% ELA achievement, 46% ELA learning gains, 40% ELA lowest quartile gains, 42% math achievement, 42% math learning gains, 32% math lowest quartile gains, 40% science achievement, 60% social studies achievement, 69% middle school participation in acceleration programming, 64% 2015-2016 graduation rate, and 42% college and career acceleration. The District grade is a C. The District grade for the prior three years was also a C.

#### Student Achievement Area of need

All core academic areas need to be strengthened academically both from an overall achievement perspective and in regards to learning gains. The overall achievement for the Lowest 25% is low for all core academic areas. Our student achievement gaps are similar to those in other counties across the state.

### Teacher/Principal Supply

The LEA reviewed FY17 survey 2 data for out of field teachers. Data indicated that every school in the district had teachers out of field. Particularly interesting were the trends of large numbers of teachers out of field for reading and ESOL at the elementary school level and Math and Science at the secondary school level. 82 teachers were out of field for ESOL, 8 teachers were out of field for reading, 12 teachers were out of field for math, and 7 teachers were out of field for science. Secondary math and science have been identified as hard to staff areas for the district. All principals have necessary state credentials.

#### Teacher/Principal Supply Area of Need

With 41% of teachers with a needs improvement or unsatisfactory state-assigned VAM, there is a need to increase teacher effectiveness and decrease the percent of teachers who are out of field.

### Teacher Effectiveness

In FY17, there were 200 teachers with a three-year aggregate VAM who taught a 1617 VAM-related subject. Of these 200 teachers, 15% were rated as highly effective, 45% were effective, 22% were needs improvement, and 19% were unsatisfactory. All principals in the LEA were categorized as effective or highly effective through the Marzano Evaluation system.

#### Teacher Effectiveness Area of Need

School-based personnel completed a professional learning needs survey in May of 2017. Results indicate that 29.96% of teachers believed that they need more professional development to increase their understanding of the Marzano evaluation system, 31.39% of teachers believed that they need more professional development to increase understanding of Florida standards, and 66.15% of teachers believe that they need more professional development to support the use of CPALMS.

### Principal Effectiveness

The FY17 Florida 5Essentials survey summarizes student and teacher perception data and identifies ways in which the school is organized for school improvement. The goal of district and school leaders is for each school to move toward strong and very strong organization to maximize the potential for sustainable improvement.

Student Response Rate 51.7%

Teacher Response Rate 73.9%

Essential 2016 2017

Ambitious Instruction Neutral (44) Weak (33)

Effective Leaders Neutral (55) Neutral (33)

Collaborative Teachers Neutral (49) Neutral (43)

Involved Families Neutral (49) Neutral (52)

Supportive Environment Very Weak (19) +Weak (29)

School-based personnel completed a professional learning needs survey in May of 2017. Results indicate that 63.5% of personnel believed that their principal's feedback helped them improve their instructional practice and 51.18% believed that working with resource teacher coaches helped them improve their instructional practice.

### Principal Effectiveness Area of Need

The low categorization of schools as it relates to ambitious instruction, effective leadership, collaborative teachers, involved families, and supportive environment points to a need for school leader training in the described areas.

Additional data was captured for principals and school leaders that tracks leaders with school grades for the previous 6 school years. There are 2 out of 19 principals who led a school to a school grade of A in FY17 and no schools with a grade of B for FY17.

### Teacher Recruitment/Training

There is a need for an increase in teacher recruitment and training. Based on the data provided in the Putnam HCMS Data Profile from NEFEC, the majority of our teachers had 0-5 years of experience and 6% of our teachers were on a temporary certificate.

## 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.

Using data from the schools' SAC teams and developed School Improvement Plans, seven main barriers were determined by school and district leaders using a variety of qualitative and quantitative data points.

- \* There is limited funding to provide wrap-around services for students and families.
- \* Some schools have limited funding to purchase supplemental resources and personnel for academic intervention and acceleration.
- \* There is a need for professional development that focuses on leadership and instructional practices required to achieve high academic standards.
- \* Student chronic absenteeism is a barrier to achievement.
- \* Many students come to school without the necessary background knowledge and experiences to fully access the curriculum.
- \* Additional funding is needed to support activities related to our Graduation Initiative and increasing graduation rates.
- \* There are challenges retaining effective and highly effective teachers and other instructional/non-instructional staff to work in turnaround schools.

These barriers are addressed in the DIAP as well as the UniSIG application.

## 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.** Putnam County Schools will be able to improve the quality of classroom instruction, increase student performance and growth, work towards closing the achievement gap, raise our district graduation rate, and maximize our return on investment if we leverage all available resources to strategically support the needs of students and teachers in DA schools.
- G2.** If we develop and implement a continuous Pre-Kindergarten through 12th grade system of targeted and sustained intervention, then we will be able to identify, support, and monitor students who are at-risk or accelerated, thus improving the likelihood that all students will matriculate and successfully graduate with the skills for post-secondary success.
- G3.** 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.

## 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.** Putnam County Schools will be able to improve the quality of classroom instruction, increase student performance and growth, work towards closing the achievement gap, raise our district graduation rate, and maximize our return on investment if we leverage all available resources to strategically support the needs of students and teachers in DA schools. **1a**

 G077833

### Targets Supported **1b**

Focus		Indicator	Year	Target
District-Wide	Attendance Below 90%		2017-18	20.0
District-Wide	District Grade - Percentage of Points Earned		2017-18	50.0
District-Wide	4-Year Grad Rate (Standard Diploma)		2016-17	66.0

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

- There are challenges retaining effective and highly effective teachers and other instructional/ non-instructional staff to work in turnaround schools.
- There is a need for professional development that focuses on leadership and instructional practices required to achieve high academic standards.
- Some schools have limited funding to purchase supplemental resources and personnel for academic intervention and acceleration.
- There is limited funding to provide wrap-around services for students and families.
- Student chronic absenteeism is a barrier to achievement.
- Many students come to school without the necessary background knowledge and experiences to fully access the curriculum.
- Additional funding is needed to support activities related to our Graduation Initiative and increasing graduation rates.

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

- School administrators
- Positive student-teacher relationships
- District content specialists and coaches
- District PLCs for courses with EOCs
- Many schools have 1:1 technology devices
- School-based coaches are very helpful and supportive
- New Teacher Summer Institute at the start of the school year
- District department staff
- School improvement support

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

Review monthly and quarterly data submissions as well as the mid-year and end-of-year data presentations from the District-Admin Data Conversations.

**Person Responsible**

Laura France

**Schedule**

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

**Evidence of Completion**

District and TOP data submissions and District-Admin Data Conversation Schedule.

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

Analyze school and district grade data for each achievement and gains component and by subgroup.

**Person Responsible**

Renee Lamoreaux

**Schedule**

On 8/31/2018

**Evidence of Completion**

District and school spreadsheets from school and district grade results with year over year comparison data.

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

Review and share EWS monitoring data for attendance, suspensions, course performance, and graduation status with school and district leaders.

**Person Responsible**

Jonathan Hinke

**Schedule**

Monthly, from 10/1/2017 to 5/31/2018

**Evidence of Completion**

EWS monitoring data reports for attendance, suspensions, course performance, and graduation status.

**G2.** If we develop and implement a continuous Pre-Kindergarten through 12th grade system of targeted and sustained intervention, then we will be able to identify, support, and monitor students who are at-risk or accelerated, thus improving the likelihood that all students will matriculate and successfully graduate with the skills for post-secondary success. **1a**

 G078727

### Targets Supported **1b**

Focus	Indicator	Year	Target
0301 - Palatka Jr Sr High School	4-Year Grad Rate (Standard Diploma)	2017-18	68.0
0301 - Palatka Jr Sr High School	FSA ELA Achievement	2017-18	35.0
0301 - Palatka Jr Sr High School	ELA/Reading Gains	2017-18	47.0
0301 - Palatka Jr Sr High School	ELA/Reading Lowest 25% Gains	2017-18	49.0
0301 - Palatka Jr Sr High School	FSA Mathematics Achievement	2017-18	40.0
0301 - Palatka Jr Sr High School	Math Gains	2017-18	50.0
0301 - Palatka Jr Sr High School	Math Lowest 25% Gains	2017-18	38.0
0171 - Robert H. Jenkins, Jr. Middle	FSA ELA Achievement	2017-18	30.0
0171 - Robert H. Jenkins, Jr. Middle	ELA/Reading Gains	2017-18	56.0
0171 - Robert H. Jenkins, Jr. Middle	ELA/Reading Lowest 25% Gains	2017-18	48.0
0171 - Robert H. Jenkins, Jr. Middle	FSA Mathematics Achievement	2017-18	32.0
0171 - Robert H. Jenkins, Jr. Middle	Math Gains	2017-18	44.0
0171 - Robert H. Jenkins, Jr. Middle	Math Lowest 25% Gains	2017-18	40.0
0091 - Mellon Elementary School	FSA ELA Achievement	2017-18	30.0
0091 - Mellon Elementary School	ELA/Reading Gains	2017-18	50.0
0091 - Mellon Elementary School	ELA/Reading Lowest 25% Gains	2017-18	55.0
0091 - Mellon Elementary School	FSA Mathematics Achievement	2017-18	25.0
0091 - Mellon Elementary School	Math Gains	2017-18	45.0
0091 - Mellon Elementary School	Math Lowest 25% Gains	2017-18	50.0

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

- We have a large number of students who are currently off-track/performing below grade level and insufficient funding to provide adequate intervention supports (personnel, materials, additional instructional time, transportation, etc.).
- We lack a comprehensive data review process and a system with personnel to support the efficient identification and monitoring of student performance and early warning indicators (academic, behavior, attendance, graduation status, etc.).

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

- Graduation coaches
- Skyward
- Reading coaches in every school
- A strong Pre-Kindergarten program
- i-Ready, Read 180, Performance Matters, Achieve 3000
- Freshman Transition Initiative
- AVID



- District content coaches (Reading, Math, Science, Technology)
- School Improvement Specialists
- Business partners
- Community non-profit partnerships
- FL CODE for supporting our Early Warning System

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

The district leadership team will review executive summaries created by the SIG4 Project Manager outlining school improvement efforts with an analysis of FSA, EOC, other statewide assessment data, and school grade components. The team will also review the 5Essentials Survey data and identify school and district trends.

**Person Responsible**

Laura France

**Schedule**

Annually, from 6/1/2018 to 7/31/2018

***Evidence of Completion***

An annual executive summary for each of the SIG4 implementation sites outlining the barriers, implemented strategies, and outcome data. The summary should include 5Essential Survey data, teacher effectiveness data, EWS data, and student outcome data including school grade results.

**G3.** 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	Students in kindergarten exhibiting two or more EWS indicators	2017-18	7.5
0351 - William D. Moseley Elementary School	FSA ELA Achievement	2017-18	16.0
0351 - William D. Moseley Elementary School	FSA Mathematics Achievement	2017-18	18.0
0351 - William D. Moseley Elementary School	Statewide Science Assessment Achievement	2017-18	35.0
0351 - William D. Moseley Elementary School	2+ Behavior Referrals	2017-18	12.5
0351 - William D. Moseley Elementary School	FSA ELA 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

### 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.
- Recruitment and retention of highly effective instructional staff for hard to staff schools..

### Resources Available to Help Reduce or Eliminate the Barriers **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.
- 

### Plan to Monitor Progress Toward G3. 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 G3. 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)

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

The district leadership team will review an executive summary created by the Director of School Improvement outlining school improvement efforts with an analysis of FSA and school grade components. The team will also review the 5Essentials Survey data and identify school and district trends.

**Person Responsible**

Laura France

**Schedule**

On 7/31/2018

***Evidence of Completion***

An annual executive summary outlining the barriers, implemented strategies, and outcome data. The summary should include 5Essential Survey data, teacher effectiveness data, EWS data, and student outcome data including school grade results.

## District Action Plan for Improvement


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy


 = Problem Solving Step

 S123456 = Quick Key

**G1.** Putnam County Schools will be able to improve the quality of classroom instruction, increase student performance and growth, work towards closing the achievement gap, raise our district graduation rate, and maximize our return on investment if we leverage all available resources to strategically support the needs of students and teachers in DA schools. **1**

 G077833

**G1.B1** There are challenges retaining effective and highly effective teachers and other instructional/non-instructional staff to work in turnaround schools. **2**

 B248649

**G1.B1.S1** Implement instructional/non-instructional retention actions specific to individual sites designed to recognize the challenges of working in turnaround schools. These actions will include bonuses for employees working during the 2017-18 school year as well as those who choose to remain at their schools for the 2018-19 school year. **4**

 S262065

### Strategy Rationale

If we can keep highly-motivated teachers and staff working in our schools and invest in quality professional learning, the cumulative improvement in instructional practices will mitigate the prevalence of poverty-related performance issues. Our return on investment will only be maximized if we are able to retain effective and highly effective teachers and staff in our turnaround schools.

### Action Step 1 **5**

Negotiate a memorandum of understanding with the PFT-U for Middleton-Burney Elementary to provide contractual language outlining bonuses within the grant period.

#### Person Responsible

Joe Theobald

#### Schedule

Semiannually, from 11/1/2017 to 8/31/2018

#### Evidence of Completion

List of bonus payouts and retention data

**Action Step 2** 5

Negotiate a memorandum of understanding with the PFT-U for George C. Miller Middle to provide contractual language outlining bonuses within the grant period.

**Person Responsible**

Tim Adams

**Schedule**

Semiannually, from 11/1/2017 to 8/31/2018

***Evidence of Completion***

List of bonus payouts and retention data

**Action Step 3** 5

Negotiate a memorandum of understanding with the PFT-U for Mellon Elementary to provide contractual language outlining bonuses within the grant period.

**Person Responsible**

Libby Weaver

**Schedule**

Semiannually, from 11/1/2017 to 8/31/2018

***Evidence of Completion***

List of bonus payouts and retention data

**Action Step 4** 5

Negotiate a memorandum of understanding with the PFT-U for Interlachen High to provide contractual language outlining bonuses within the grant period.

**Person Responsible**

Bryan Helms

**Schedule**

On 12/31/2017

***Evidence of Completion***

List of bonus payouts



**Action Step 5**

Negotiate a memorandum of understanding with the PFT-U for Jenkins Middle to provide contractual language outlining bonuses within the grant period.

**Person Responsible**

Randy Hedstrom

**Schedule**

Semiannually, from 11/1/2017 to 8/31/2018

***Evidence of Completion***

List of bonus payouts

**Action Step 6**

Negotiate a memorandum of understanding with the PFT-U for Moseley Elementary to provide contractual language outlining bonuses within the grant period.

**Person Responsible**

SaraJean McDaniel

**Schedule**

Semiannually, from 11/1/2017 to 8/31/2018

***Evidence of Completion***

List of bonus payouts

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

The Director of Staff Services will collect and review the MOUs for identified schools and follow up with payroll to ensure bonuses are paid as negotiated.

**Person Responsible**

Tonya Whitehurst

**Schedule**

On 12/15/2017

***Evidence of Completion***

Upload the MOUs for the six schools funding retention bonuses.

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

The Director of Staff Services will analyze allocation documents to calculate teacher retention rates from the 2017-18 school year to the start of the 2018-19 year.

**Person Responsible**

Tonya Whitehurst

**Schedule**

On 8/31/2018

***Evidence of Completion***

Upload document with retention rates for DA schools that provided bonuses and DA schools that did not provide bonuses using UniSIG funds.

**G1.B2** There is a need for professional development that focuses on leadership and instructional practices required to achieve high academic standards. **2**

 B204417

**G1.B2.S1** Provide professional learning opportunities that train leaders, coaches, teachers, and paraprofessionals with the skills and competencies they need to increase student performance and growth, close the achievement gap, and improve the overall success of their schools. **4**

 S262047

### **Strategy Rationale**

Federal and district funds for professional development are on the decline and schools are constantly retraining due to high staff turnover rates. UniSIG will provide schools with increased time for professional learning opportunities within the contract day, outside of contract hours, and during the summer. Funds will also be used in some schools to enhance instructional leadership training for administrators, coaches, and teacher leaders.

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

Teachers at Middleton-Burney Elementary will participate in monthly 1/2 day institute days to reflect on the PLC process, determine areas of opportunity and need, work on areas identified as barriers, problem solve collaboratively, plan for intervention/remediation/enrichment, and create formative and summative assessments.

#### **Person Responsible**

Joe Theobald

#### **Schedule**

On 8/31/2018

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

Agenda and notes from the MBES 1/2 day institutes

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

Provide increased time beyond the contract day at George C. Miller Middle for instructional staff to collaborate and plan.

#### **Person Responsible**

Tim Adams

#### **Schedule**

Monthly, from 10/1/2017 to 8/31/2018

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

Timesheets and agendas

**Action Step 3** 5

Develop and facilitate three days of Early Return for teachers at George C. Miller Middle prior to the contractual start of the 2018-19 school year.

**Person Responsible**

Tim Adams

**Schedule**

On 8/31/2018

***Evidence of Completion***

Agenda, sign in rosters, professional consultant contract for the Tough Kids presenter

**Action Step 4** 5

Post and hire one instructional coach for C. L. Overturf.

**Person Responsible**

Mike Tucker

**Schedule**

On 11/17/2017

***Evidence of Completion***

Personnel by position document

**Action Step 5** 5

Develop and facilitate one day of Early Return for teachers at C. L. Overturf prior to the contractual start of the 2018-19 school year.

**Person Responsible**

Mike Tucker

**Schedule**

On 8/31/2018

***Evidence of Completion***

Agenda and PD sign in roster

**Action Step 6** 5

Provide increased time within the contract day for teachers at C. L. Overturf to collaborate and plan.

**Person Responsible**

Mike Tucker

**Schedule**

Monthly, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

TDE and substitute teacher documentation

**Action Step 7** 5

Provide increased time beyond the contract day for teachers at Middleton-Burney Elementary to participate in professional development on standards, assessments, and instructional practice.

**Person Responsible**

Joe Theobald

**Schedule**

Every 2 Months, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

Sign in sheet rosters, agendas

**Action Step 8** 5

Partner with Solution Tree for contracted professional services to provide teachers and leaders at Middleton-Burney Elementary with on-site support for PLC at Work implementation.

**Person Responsible**

Joe Theobald

**Schedule**

Every 6 Weeks, from 11/1/2017 to 8/31/2018

***Evidence of Completion***

Professional services contract with Solution Tree

**Action Step 9** 5

Provide increased time beyond the contract day for instructional staff at Interlachen High to collaborate and plan.

**Person Responsible**

Bryan Helms

**Schedule**

Monthly, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

Timesheets and agendas

**Action Step 10** 5

Provide professional learning opportunities for teachers and leaders at Interlachen High that support research-based instructional practices in mathematics.

**Person Responsible**

Bryan Helms

**Schedule**

Monthly, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

Professional services contracts, agendas, sign-in rosters

**Action Step 11** 5

Partner with Learning Sciences International to provide site-based professional training on the Marzano framework for the leadership team at Interlachen High.

**Person Responsible**

Bryan Helms

**Schedule**

Quarterly, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

Professional services contract

**Action Step 12** 5

Develop and facilitate a one day Marzano Summer Institute at Interlachen High to provide professional development for teachers and leaders on the Marzano framework.

**Person Responsible**

Bryan Helms

**Schedule**

On 8/31/2018

***Evidence of Completion***

Sign in rosters, professional services contract

**Action Step 13** 5

Provide an out-of-district opportunity for the administrative team at Interlachen High to engage in professional learning that builds leadership skills by attending the International Center for Leadership in Education Model Schools Conference in June 2018.

**Person Responsible**

Bryan Helms

**Schedule**

On 7/31/2018

***Evidence of Completion***

Registration confirmation, travel reimbursement forms

**Action Step 14** 5

Provide increased time beyond the contract day at Price Middle for instructional staff to collaborate and plan.

**Person Responsible**

Mechele Higginbotham

**Schedule**

Monthly, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

Timesheets, agendas



**Action Step 15** 5

Develop and facilitate two days of Early Return for teachers at Price Middle prior to the contractual start of the 2018-19 school year.

**Person Responsible**

Mechele Higginbotham

**Schedule**

On 8/31/2018

***Evidence of Completion***

Sign in rosters, agenda

**Action Step 16** 5

Provide out of district opportunities for teachers and leaders at Price Middle to attend professional development that builds instructional practice and leadership skills.

**Person Responsible**

Mechele Higginbotham

**Schedule**

Annually, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

Registrations, agendas, travel reimbursement forms

**Action Step 17** 5

Provide increased time beyond the contract day at Browning-Pearce Elementary for instructional staff to collaborate and plan.

**Person Responsible**

Ashley McCool

**Schedule**

Monthly, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

Timesheets, agendas

**Action Step 18** 5

Develop and facilitate three days of Early Return for teachers at Browning-Pearce Elementary prior to the contractual start of the 2018-19 school year.

**Person Responsible**

Ashley McCool

**Schedule**

On 8/31/2018

***Evidence of Completion***

Agenda, Sign-in rosters

**Action Step 19** 5

Provide out of district opportunities for instructional staff at Browning-Pearce Elementary to engage in professional learning that builds expertise in instructional content and delivery, Professional Learning Communities, and instructional coaching.

**Person Responsible**

Ashley McCool

**Schedule**

Weekly, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

Timesheets, evidence of planning

**Action Step 20** 5

Partner with The University of Florida Lastinger Center to provide additional learning and support for the instructional coaches at Browning-Pearce Elementary.

**Person Responsible**

Ashley McCool

**Schedule**

Every 2 Months, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

Contract outlining services

**Action Step 21** 5

Partner with Learning Sciences International to provide intensive support at Moseley Elementary through leader coaching, side-by-side coaching, and professional development for teachers.

**Person Responsible**

SaraJean McDaniel

**Schedule**

On 8/31/2018

**Evidence of Completion**

Professional services contract with LSI, invoice for payment

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

Monitor the implementation of action steps by tracking timesheets and agendas from increased planning time and professional development at each school.

**Person Responsible**

Laura France

**Schedule**

Monthly, from 10/1/2017 to 8/31/2018

**Evidence of Completion**

Collect and track timesheets and agendas from each school and record increased time and professional development expenditure data in a table.

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

Match expenditures from increased planning time and professional development with student and school performance and growth data.

**Person Responsible**

Renee Lamoreaux

**Schedule**

Triannually, from 1/31/2018 to 1/31/2018

**Evidence of Completion**

Upload a document that matches expenditures from increased planning time and professional development with student and school performance and growth data.

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

Match expenditures from increased planning time and professional development with student and school performance and growth data.

**Person Responsible**

Renee Lamoreaux

**Schedule**

Triannually, from 4/30/2018 to 4/30/2018

***Evidence of Completion***

Upload a document that matches expenditures from increased planning time and professional development with student and school performance and growth data.

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

Match expenditures from increased planning time and professional development with student and school performance and growth data.

**Person Responsible**

Renee Lamoreaux


**Schedule**

Triannually, from 8/31/2018 to 8/31/2018

***Evidence of Completion***

Upload a document that matches expenditures from increased planning time and professional development with student and school performance and growth data.

**G1.B3** Some schools have limited funding to purchase supplemental resources and personnel for academic intervention and acceleration. **2**

 B248646

**G1.B3.S1** Implement supplemental resources and personnel to improve student access to intervention and acceleration curriculum and programs. **4**

 S262046

### Strategy Rationale

Our school leaders work to provide as many opportunities as possible using their district FTE allocations for teachers and staff, but often are not able to provide as many intensive courses, accelerated courses, and low student:teacher ratios as they would like to better meet student needs. Additionally, the district funds a limited number of instructional resources and materials to support academic programming. UniSIG funds will provide schools with opportunities to better meet student needs as they work to improve student achievement gaps.

### Action Step 1 **5**

Post and hire three additional paraprofessional positions at Middleton-Burney Elementary to support small group interventions.

#### Person Responsible

Joe Theobald

#### Schedule

On 8/31/2018

#### Evidence of Completion

Personnel by position documents, board approved changes on the allocation document

### Action Step 2 **5**

Purchase supplemental math manipulatives and science kits to create concrete math models and science labs for students at Middleton-Burney Elementary to support their conceptual understanding of grade level standards.

#### Person Responsible

Joe Theobald

#### Schedule

On 8/31/2018

#### Evidence of Completion

Purchase orders

**Action Step 3** 5

Purchase additional consumable supplies to support intervention in reading and math at George C. Miller Middle.

**Person Responsible**

Tim Adams

**Schedule**

On 8/31/2018

***Evidence of Completion***

Purchase orders

**Action Step 4** 5

Purchase supplemental math manipulatives and science lab materials to create concrete math models and science labs for students at George C. Miller Middle to support their conceptual understanding of grade level standards.

**Person Responsible**

Tim Adams

**Schedule**

On 8/31/2018

***Evidence of Completion***

Purchase orders

**Action Step 5** 5

Post and hire one additional paraprofessional position at George C. Miller Middle to support intervention classes.

**Person Responsible**

Tim Adams

**Schedule**

On 11/30/2017

***Evidence of Completion***

C-13 paperwork to identify who was hired as the paraprofessional to support intervention classes.

**Action Step 6** 5

Hire one intervention teacher at C. L. Overturf to support additional sections of intervention classes.

**Person Responsible**

Mike Tucker

**Schedule**

On 11/30/2017

***Evidence of Completion***

Personnel by position document

**Action Step 7** 5

Post and hire for contracted personnel to support the implementation of MTSS interventions at C. L. Overturf.

**Person Responsible**

Mike Tucker

**Schedule**

On 8/31/2018

***Evidence of Completion***

Board approval of professional services contract

**Action Step 8** 5

Purchase and implement Imagine Math at Interlachen High to support students in intervention and acceleration math courses. Computer hardware will also be purchased to increase student use of these programs.

**Person Responsible**

Bryan Helms

**Schedule**

On 8/31/2018

***Evidence of Completion***

Purchase order

**Action Step 9** 5

Provide funding for .25 FTE of a classroom teacher to support the LLI reading intervention lab at Mellon Elementary.

**Person Responsible**

Libby Weaver

**Schedule**

On 8/31/2018

***Evidence of Completion***

Personnel by position document

**Action Step 10** 5

Hire two additional paraprofessional positions at Mellon Elementary to support small group interventions.

**Person Responsible**

Libby Weaver

**Schedule**

On 11/30/2017

***Evidence of Completion***

Personnel by position document

**Action Step 11** 5

Hire two intervention teachers at Price Middle to support additional sections of intervention classes.

**Person Responsible**

Mechele Higginbotham

**Schedule**

On 10/31/2017

***Evidence of Completion***

Personnel by position document



**Action Step 12** 5

Post and hire one additional paraprofessional position at Price Middle to support intervention classes.

**Person Responsible**

Mechele Higginbotham

**Schedule**

On 11/30/2017

***Evidence of Completion***

Personnel by position document

**Action Step 13** 5

Purchase and implement new instructional programs and materials at Price Middle to support students in intervention and acceleration courses for ELA, intensive reading, and science.

**Person Responsible**

Mechele Higginbotham

**Schedule**

On 8/31/2018

***Evidence of Completion***

Purchase orders

**Action Step 14** 5

Hire two intervention teachers at Jenkins Middle to support additional sections of intervention classes.

**Person Responsible**

Randy Hedstrom

**Schedule**

On 11/30/2017

***Evidence of Completion***

Personnel by position document

**Action Step 15** 5

Purchase and implement supplemental instructional programs at Browning-Pearce Elementary that are research-based, vertically aligned from one grade to the next, and aligned with state academic standards. Computer hardware will also be purchased to increase student use of these programs.

**Person Responsible**

Ashley McCool

**Schedule**

On 8/31/2018

***Evidence of Completion***

Purchase orders

**Action Step 16** 5

Hire contracted personnel at Moseley Elementary to expand the implementation of the Leveled Literacy Intervention lab concept to another grade level.

**Person Responsible**

SaraJean McDaniel

**Schedule**

On 8/31/2018

***Evidence of Completion***

Personnel timesheets

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Collect purchase orders and expenditure data to ensure that supplemental resources are purchased and delivered.

**Person Responsible**

Debby Decubellis

**Schedule**

Monthly, from 11/1/2017 to 8/31/2018

***Evidence of Completion***

Purchase orders and expenditure data from supplemental resources purchased for each school.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Collect personnel by position documents to ensure that additional intervention support personnel are hired.

**Person Responsible**

Tonya Whitehurst

**Schedule**

On 12/15/2017

***Evidence of Completion***

Personnel by position documents for additional intervention support personnel hired with UniSIG funds.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Match expenditures from supplemental resources and personnel with student and school performance and growth data.

**Person Responsible**

Debby Decubellis

**Schedule**

Semiannually, from 1/31/2018 to 1/31/2018

***Evidence of Completion***

Upload a document that matches expenditures from supplemental resources and personnel with student and school performance and growth data.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Match expenditures from supplemental resources and personnel with student and school performance and growth data.

**Person Responsible**

Debby Decubellis

**Schedule**

Semiannually, from 8/31/2018 to 8/31/2018

***Evidence of Completion***

Upload a document that matches expenditures from supplemental resources and personnel with student and school performance and growth data.



**G1.B4** There is limited funding to provide wrap-around services for students and families. **2**

 B204411

**G1.B4.S1** Use UniSIG funds to provide wrap-around services for students and families within and outside of student school hours including support during the summer. **4**

 S262037

### **Strategy Rationale**

Students and families will benefit from tutoring opportunities, access to counseling, summer learning, social/character development, and community partnerships that improve quality of life and success in school.

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

Purchase and implement the social-emotional learning data platform from Panorama Education to use as a resource for Tier 1 instruction at Middleton-Burney Elementary.

#### **Person Responsible**

Yolanda Brady

#### **Schedule**

On 8/31/2018

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

Purchase order and license agreement.

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

Provide after school tutoring services by certified teachers for students at Interlachen High.

#### **Person Responsible**

Bryan Helms

#### **Schedule**

Weekly, from 10/1/2017 to 8/31/2018

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

Timesheets, student sign in sheets

**Action Step 3** 5

Provide after school tutoring services by certified teachers for students at Browning-Pearce Elementary.

**Person Responsible**

Ashley McCool

**Schedule**

Weekly, from 9/18/2017 to 8/31/2018

***Evidence of Completion***

Timesheets, student sign in sheets

**Action Step 4** 5

Provide a stipend for one paraprofessional to serve as a parent liaison during the 2017-18 school year outside of regular assigned duties at Moseley Elementary.

**Person Responsible**

SaraJean McDaniel

**Schedule**

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

***Evidence of Completion***

Stipend payout, log of parent liaison communication/activities

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

Request a report from identified schools outlining action steps implemented under this strategy and their anecdotal impact on each school.

**Person Responsible**

Jonathan Hinke

**Schedule**

On 8/31/2018

***Evidence of Completion***

Upload a report of the action steps implemented under this strategy and their anecdotal impact on each school.

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

Match expenditures from the implemented wrap-around services for each school with 5Essentials perception data for the school.

**Person Responsible**


Jonathan Hinke

**Schedule**

On 8/31/2018

***Evidence of Completion***

Upload a document that matches expenditures from the implemented wrap-around services for each school with 5Essentials perception data for the school.

**G1.B5** Student chronic absenteeism is a barrier to achievement. **2** B204419**G1.B5.S1** Use UniSIG funds to increase the monitoring, intervention, and overall support for students who are reaching the threshold for chronic absenteeism. **4** S262048**Strategy Rationale**

In 2016-17, around 30% of our students district-wide missed 19 or more days of school classifying them as chronically absent. Our district is making an effort to improve attendance this year with district and school initiatives. UniSIG will provide funds for DA schools to increase their implementation of site-specific school attendance plans.

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

Post and hire one additional paraprofessional at George C. Miller Middle to increase the focus on attendance monitoring and enhance communication with all stakeholders including students, parents, teachers, and leaders.

**Person Responsible**

Tim Adams

**Schedule**

On 11/30/2017

**Evidence of Completion**

Personnel by position document

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

Provide stipends for other support personnel at Interlachen High to work beyond the contracted day to improve and promote student attendance.

**Person Responsible**

Bryan Helms

**Schedule**

On 8/31/2018

**Evidence of Completion**

List of stipend payouts



**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Collect personnel by position documents and stipend payouts to ensure that the additional attendance support personnel are hired.

**Person Responsible**

Tonya Whitehurst

**Schedule**

On 12/15/2017

***Evidence of Completion***

Personnel by position documents and stipend payouts for additional attendance support personnel hired with UniSIG funds.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Run attendance reports with chronic absenteeism percentages for on-track, at-risk, and off-track status.

**Person Responsible**

Jonathan Hinke

**Schedule**

Monthly, from 9/29/2017 to 5/31/2018

***Evidence of Completion***

Attendance reports with chronic absenteeism percentages for on-track, at-risk, and off-track status.

**G1.B6** Many students come to school without the necessary background knowledge and experiences to fully access the curriculum. **2**

 B204415

**G1.B6.S1** Provide an increase in opportunities for students to develop background knowledge through field trips and exposure to learning outside of their regular academic environment. **4**

 S262049

### **Strategy Rationale**

Students at all grade levels often struggle to fully access the curriculum because of limited experiences that create background knowledge and learning outside of school. By increasing exposure to new experiences, students will be able to more fully engage in learning and improve their connections to the real world.

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

Provide opportunities for students at Middleton-Burney Elementary to explore art and music and enrich their experiences in the fine arts by purchasing art and music supplies/materials/instruments.

#### **Person Responsible**

Yolanda Brady

#### **Schedule**

On 8/31/2018

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

Purchase orders for art and music supplies/materials/instruments

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

Fund opportunities for K-5th grade students at Browning-Pearce Elementary to attend academic field trips to engage them in authentic learning experiences related to their grade level standards.

#### **Person Responsible**

Ashley McCool

#### **Schedule**

Quarterly, from 10/1/2017 to 8/31/2018

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

Field trip forms, transportation invoices

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Collect purchase orders and expenditure data to ensure that opportunities and experiences are purchased and implemented.

**Person Responsible**

Debby Decubellis

**Schedule**

Monthly, from 11/1/2017 to 8/31/2018

***Evidence of Completion***

Purchase orders and expenditure data from opportunities and experiences that develop background knowledge.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Match expenditures from opportunities and experiences that develop background knowledge for each school with 5Essentials perception data for the school.

**Person Responsible**

Jonathan Hinke


**Schedule**

On 8/31/2018


***Evidence of Completion***

Upload a document that matches expenditures from opportunities and experiences that develop background knowledge for each school with 5Essentials perception data for the school.

**G1.B7** Additional funding is needed to support activities related to our Graduation Initiative and increasing graduation rates. **2**

 B248648

**G1.B7.S1** Create school-wide plans to increase the number of activities that support the Graduation Initiative and improve our school and district graduation rates. These activities will include additional personnel and resources based on individual school needs. **4**

 S262064

### **Strategy Rationale**

In 2016, our district implemented a five year plan to increase graduation rates. As we work to implement the strategies we have been applying for grants and identifying new funding sources. UniSIG funds from the Graduation Rate Allocation will be used to provide necessary resources and personnel above and beyond current funding for our high schools.

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

Provide funding for .25 FTE of a graduation coach position at Crescent City High to support the monitoring and intervention for students who are off-track to graduate on time.

#### **Person Responsible**

John Shelby

#### **Schedule**

On 8/31/2018

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

Personnel by position document

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

Provide funding for .40 FTE of a graduation coach position at Palatka High to support the monitoring and intervention for students who are off-track to graduate on time.

#### **Person Responsible**

James Stout

#### **Schedule**

On 8/31/2018

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

Personnel by position document

**Action Step 3** 5

Fund opportunities for students at Palatka High to attend college and career focused field trips to support readiness and post-secondary success.

**Person Responsible**

James Stout

**Schedule**

Quarterly, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

Documentation of field trip applications and costs.

**Action Step 4** 5

Provide funding for .25 FTE of a graduation coach position at Interlachen High to support the monitoring and intervention for students who are off-track to graduate on time.

**Person Responsible**

Bryan Helms

**Schedule**

On 8/31/2018

***Evidence of Completion***

Personnel by position document

**Action Step 5** 5

Post and hire two intervention teachers at Interlachen High to support students who are off-track for graduation because of course performance barriers.

**Person Responsible**

Bryan Helms

**Schedule**

On 8/31/2018

***Evidence of Completion***

Personnel by position document

**Action Step 6** 5

Purchase supplemental textbooks and supplies at Crescent City High to improve college and career readiness by supporting students in accelerated ELA and mathematics courses.

**Person Responsible**

John Shelby

**Schedule**

On 8/31/2018

***Evidence of Completion***

Purchase orders

**Action Step 7** 5

Purchase the supplemental program Turnitin at Crescent City High to improve college and career readiness by focusing on student writing and original thinking.

**Person Responsible**

John Shelby

**Schedule**

On 8/31/2018

***Evidence of Completion***

Purchase order

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Collect purchase orders and expenditure data to ensure that graduation related activities and resources are purchased and delivered.

**Person Responsible**

Debby Decubellis

**Schedule**

Monthly, from 11/1/2017 to 8/31/2018

***Evidence of Completion***

Purchase orders and expenditure data from graduation related activities and resources purchased for each school.

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Collect personnel by position documents to ensure that additional graduation support personnel are hired.

**Person Responsible**

Tonya Whitehurst

**Schedule**

On 12/15/2017

***Evidence of Completion***

Personnel by position documents for additional graduation support personnel hired with UniSIG funds.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

Monitor on-track graduation status for each cohort at the three DA high schools.

**Person Responsible**

Pamela Brown

**Schedule**

Monthly, from 10/1/2017 to 8/31/2018


***Evidence of Completion***

Upload a document identifying on-track graduation status for each cohort at the three DA high schools.

**G2.** If we develop and implement a continuous Pre-Kindergarten through 12th grade system of targeted and sustained intervention, then we will be able to identify, support, and monitor students who are at-risk or accelerated, thus improving the likelihood that all students will matriculate and successfully graduate with the skills for post-secondary success. **1**

 G078727

**G2.B1** We have a large number of students who are currently off-track/performing below grade level and insufficient funding to provide adequate intervention supports (personnel, materials, additional instructional time, transportation, etc.). **2**

 B207174

**G2.B1.S5** The district will create a director level position to build district and school capacity to manage performance and implementation of School Improvement Grants 1003(g). This position will report to the Assistant Superintendent. **4**

 S225275

### **Strategy Rationale**

To ensure fidelity of implementation and build sustainability, the district requires a director level position focused on schools with competitive SIG 1003(g). The position responsibilities will include replication of lessons learned in an effort to improve individual school and overall district performance.

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

Develop and submit for School Board approval a Director of School Improvement job description.

#### **Person Responsible**

Laura France

#### **Schedule**

On 5/31/2017

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

Approved job description



**Action Step 2** 5

Post and hire for the Director of School Improvement position.

**Person Responsible**

Tonya Whitehurst

**Schedule**

On 8/15/2017

***Evidence of Completion***

Job posted within FastTrack

**Plan to Monitor Fidelity of Implementation of G2.B1.S5** 6

Collect the position control document for the Director of School Improvement position.

**Person Responsible**

Jonathan Hinke

**Schedule**

On 8/31/2017

***Evidence of Completion***

Position control document for the Director of School Improvement position.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S5** 7

Collect written reports from the Director of School Improvement outlining the status of implementation strategies and student progress monitoring data for SIG 1003(g) schools.

**Person Responsible**

Laura France

**Schedule**

Monthly, from 8/1/2017 to 3/31/2018

***Evidence of Completion***

Written reports from the Director of School Improvement outlining the status of implementation strategies and student progress monitoring data for SIG 1003(g) schools.

**G2.B2** We lack a comprehensive data review process and a system with personnel to support the efficient identification and monitoring of student performance and early warning indicators (academic, behavior, attendance, graduation status, etc.). **2**

 B207236

**G2.B2.S1** Allocate funds and hire district graduation coach positions to support the identification and monitoring of students who are performing below grade level, at-risk of dropping out, and/or off-track for on-time graduation with their cohort. **4**

 S220141

### Strategy Rationale

Providing graduation coaches will improve the ability of our schools to support and monitor students who are off-track. The graduation coaches will enhance the use of our district's Early Warning System to identify and support students with early warning indicators.

### Action Step 1 **5**

District graduation coaches will collaborate with school leadership teams to review and monitor early warning system indicators in order to determine on-track and off-track status for district-school data chats.

#### Person Responsible

Pamela Brown

#### Schedule

Monthly, from 8/1/2017 to 6/30/2018

#### Evidence of Completion

Graduation coach calendars, monitoring documents, meeting notes, etc.

### Action Step 2 **5**

District graduation coaches will build capacity in guidance counselors, teachers, and other identified staff to be able to monitor on-track, at-risk, and off-track status for students in identified cohorts.

#### Person Responsible

Pamela Brown

#### Schedule

Monthly, from 8/1/2017 to 6/30/2018

#### Evidence of Completion

Graduation coach calendars, monitoring documents, meeting notes, etc.

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

Collect the school support schedules from the district graduation coaches documenting the time spent supporting the SIG4 implementation sites.

**Person Responsible**

Jonathan Hinke

**Schedule**

Quarterly, from 8/1/2017 to 7/31/2018

***Evidence of Completion***

School support schedules from the district graduation coaches documenting the time spent supporting the SIG4 implementation sites.

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

Collect the school support schedules from the district graduation coaches documenting the time spent supporting the SIG4 implementation sites.

**Person Responsible**

Barbara Bryant

**Schedule**

Quarterly, from 8/1/2017 to 10/31/2017

***Evidence of Completion***

School support schedules from the district graduation coaches documenting the time spent supporting the SIG4 implementation sites.

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

Collect the school support schedules from the district graduation coaches documenting the time spent supporting the SIG4 implementation sites.

**Person Responsible**

Barbara Bryant

**Schedule**

Quarterly, from 11/1/2017 to 1/31/2018

***Evidence of Completion***

School support schedules from the district graduation coaches documenting the time spent supporting the SIG4 implementation sites.

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

Collect the school support schedules from the district graduation coaches documenting the time spent supporting the SIG4 implementation sites.

**Person Responsible**

Barbara Bryant

**Schedule**

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

***Evidence of Completion***

School support schedules from the district graduation coaches documenting the time spent supporting the SIG4 implementation sites.

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

Collect on-track, at-risk, and off-track status reports based on the district's EWS indicators for the SIG4 implementation sites.

**Person Responsible**

Jonathan Hinke


**Schedule**

Quarterly, from 8/1/2017 to 6/30/2018

***Evidence of Completion***

On-track, at-risk, and off-track status reports based on the district's EWS indicators for the SIG4 implementation sites.

**G2.B2.S2** Develop and implement a comprehensive data review process to ensure progress monitoring data chats are conducted between district administration and school leadership. **4**

 S223113

### Strategy Rationale

By implementing a comprehensive data review process, the district will be able to better support school leaders with identifying problems and implementing action plans to meet student needs. As part of the process, progress monitoring data will be disaggregated by subgroups and will include continuous monitoring of student data sets that are predictive of statewide outcomes.

### Action Step 1 **5**

Develop our district progress monitoring and state assessment calendar.

#### Person Responsible

Renee Lamoreaux

#### Schedule

On 8/31/2017

#### Evidence of Completion

FDOE Uniform Assessment Calendar

### Action Step 2 **5**

Update and share interactive progress monitoring spreadsheets for monitoring school grade component data.

#### Person Responsible

Jonathan Hinke

#### Schedule

On 8/31/2017

#### Evidence of Completion

Interactive spreadsheet accessible by school and district leaders

**Action Step 3** 5

Develop a data chat framework and presentation expectations for the District-School Data Conversations as scheduled by the Superintendent at strategic points throughout the school year.

**Person Responsible**

Jonathan Hinke

**Schedule**

Quarterly, from 8/15/2017 to 3/31/2018

***Evidence of Completion***

Data Conversation dates and presentation templates

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Collect the uniform assessment calendar.

**Person Responsible**

Jonathan Hinke

**Schedule**

On 9/15/2017

***Evidence of Completion***

Uniform assessment calendar as posted on the district website.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Collect a schedule of the District-School Data Conversation dates and times.

**Person Responsible**

Jonathan Hinke

**Schedule**

On 3/31/2018

***Evidence of Completion***

Schedule of the District-School Data Conversation dates and times.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Collect the Mid-Year Data Conversation presentations from the SIG4 implementation sites.

**Person Responsible**

Jonathan Hinke


**Schedule**

On 3/31/2018

***Evidence of Completion***


Mid-Year Data Conversation presentations from the SIG4 implementation sites.

**G3.** 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

**G3.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

**G3.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** 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** 5

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** 5

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 G3.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 G3.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.

**G3.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 G3.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 G3.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

**G3.B4** The current behavioral and academic components of the district's Multi Tier System of Support (MTSS) process are not implemented correctly. **2**

 B071259

**G3.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 G3.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 G3.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

**G3.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

**Action Step 3** 5

Provide ongoing professional development of CHAMPS.

**Person Responsible**

SaraJean McDaniel

**Schedule**

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

***Evidence of Completion***

Agendas and sign-in sheets

**Plan to Monitor Fidelity of Implementation of G3.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 6/30/2017

***Evidence of Completion***

Completed quarterly implementation checklist.

**Plan to Monitor Fidelity of Implementation of G3.B4.S4** 6

Collect agendas, sign-in sheets, and purchase orders from CHAMPS training.

**Person Responsible**

Jonathan Hinke

**Schedule**

On 12/15/2017

***Evidence of Completion***

Agendas, sign-in sheets, and purchase orders for CHAMPS training materials.

**Plan to Monitor Effectiveness of Implementation of G3.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.

**Plan to Monitor Effectiveness of Implementation of G3.B4.S4 7**

Conduct classroom walkthroughs for evidence of CHAMPS implementation.

**Person Responsible**

Jonathan Hinke

**Schedule**

Every 6 Weeks, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Walkthrough observation notes with evidence of CHAMPS implementation.

**Plan to Monitor Effectiveness of Implementation of G3.B4.S4 7**

Review student referral and suspension data with school leadership.

**Person Responsible**

Jonathan Hinke


**Schedule**

Quarterly, from 10/25/2017 to 3/30/2018

***Evidence of Completion***

Report including school-wide referral and suspension data.

**G3.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 G3.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 G3.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**

On 6/30/2017


***Evidence of Completion***

PD and TA logs



**G3.B5** Recruitment and retention of highly effective instructional staff for hard to staff schools.. **2** B083158

**G3.B5.S4** William D. Moseley Elementary School will retain highly effective instructional staff by focusing on mentoring novice teachers, providing collaborative planning outside of contract hours, and developing master teacher leaders. **4**

 S247919**Strategy Rationale**

Past efforts to increase teacher leadership and capacity have primarily focused on recruitment and the use of bonuses. District and school leadership identified a need for teacher mentoring and opportunities for current teachers at William D. Moseley to develop master teacher competencies.

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

Develop and submit for School Board approval a Novice Teacher Mentor job description.

**Person Responsible**

Laura France

**Schedule**

On 5/31/2017

***Evidence of Completion***

Approved job description

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

Post and hire for the Novice Teacher Mentor position.

**Person Responsible**

Tonya Whitehurst

**Schedule**

On 8/15/2017

***Evidence of Completion***

Job posted within FastTrack

### Action Step 3 5

Provide increased time beyond the contract day for instructional staff to collaborate and plan.

**Person Responsible**

SaraJean McDaniel

**Schedule**

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

***Evidence of Completion***

Agendas and timesheets

### Action Step 4 5

Provide out of district opportunities for instructional staff to engage in professional learning that builds master teacher competencies.

**Person Responsible**

SaraJean McDaniel

**Schedule**

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

***Evidence of Completion***

PD agendas, out of county travel receipts

### Action Step 5 5

Administer the 5Essentials Survey during the 2017-18 school year to gather teacher, student, and parent perception data.

**Person Responsible**

SaraJean McDaniel

**Schedule**

On 2/28/2018

***Evidence of Completion***

Teacher, student, and parent response rates

**Plan to Monitor Fidelity of Implementation of G3.B5.S4** 6

Collect the position control document for the Novice Teacher Mentor position.

**Person Responsible**

Jonathan Hinke

**Schedule**

On 8/15/2017

***Evidence of Completion***

Position control document for the Novice Teacher Mentor position.

**Plan to Monitor Fidelity of Implementation of G3.B5.S4** 6

Collect agendas, timesheets, and out of county travel receipts from the increased time for instructional staff to collaborate, plan, and engage in professional learning.

**Person Responsible**

Jonathan Hinke

**Schedule**

Quarterly, from 7/1/2017 to 5/25/2018

***Evidence of Completion***

Agendas, timesheets, and out of county travel receipts from the increased time for instructional staff to collaborate, plan, and engage in professional learning.

**Plan to Monitor Fidelity of Implementation of G3.B5.S4** 6

Collect the teacher, student, and parent response rates for the 5Essentials Survey.

**Person Responsible**

Jonathan Hinke

**Schedule**

Weekly, from 1/15/2018 to 2/28/2018

***Evidence of Completion***

Printout of the teacher, student, and parent response rates for the 5Essentials Survey.

**Plan to Monitor Effectiveness of Implementation of G3.B5.S4 7**

Collect the online support log for the Novice Teacher Mentor.

**Person Responsible**

Jonathan Hinke

**Schedule**

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

***Evidence of Completion***

Online support log for the Novice Teacher Mentor.

**Plan to Monitor Effectiveness of Implementation of G3.B5.S4 7**

Print and review school-wide iObservation data.

**Person Responsible**

Tonya Whitehurst

**Schedule**

Semiannually, from 1/1/2018 to 1/1/2018

***Evidence of Completion***

School-wide iObservation data for William D. Moseley Elementary School.

**Plan to Monitor Effectiveness of Implementation of G3.B5.S4 7**

Review the 5Essentials Survey School Report with the school leadership team.

**Person Responsible**

Jonathan Hinke

**Schedule**

On 5/25/2018

***Evidence of Completion***

5Essentials Survey School Report.

**Plan to Monitor Effectiveness of Implementation of G3.B5.S4** 7

Print and Review school-wide iObservation data

**Person Responsible**

Tonya Whitehurst

**Schedule**

Semiannually, from 1/1/2018 to 3/31/2018

***Evidence of Completion***

School-wide observation data for William D. Moseley Elementary

**G3.B5.S5** The district will create a director level position to build district and school capacity to manage performance and implementation of School Improvement Grants 1003(g). This position will report to the Assistant Superintendent. 4

 S247940

### Strategy Rationale

To ensure fidelity of implementation and build sustainability, the district requires a director level position focused on schools with competitive SIG 1003(g). The position responsibilities will include replication of lessons learned in an effort to improve individual school and overall district performance.

### Action Step 1 5

Develop and submit for School Board approval a Director of School Improvement job description.

#### Person Responsible

Laura France

#### Schedule

On 5/31/2017

#### Evidence of Completion

Approved job description

### Action Step 2 5

Post and hire for the Director of School Improvement position.

#### Person Responsible

Tonya Whitehurst

#### Schedule

On 7/31/2017

#### Evidence of Completion

Job posted within FastTrack

**Plan to Monitor Fidelity of Implementation of G3.B5.S5** 6

Collect the position control document for the Director of School Improvement position.

**Person Responsible**

Jonathan Hinke

**Schedule**

On 7/31/2017

***Evidence of Completion***

Position control document for the Director of School Improvement position.

**Plan to Monitor Effectiveness of Implementation of G3.B5.S5** 7

Collect written reports from the Director of School Improvement outlining the status of implementation strategies and student progress monitoring data for SIG 1003(g) schools.

**Person Responsible**

Laura France

**Schedule**

Monthly, from 7/1/2017 to 12/31/2017

***Evidence of Completion***

Written reports from the Director of School Improvement outlining the status of implementation strategies and student progress monitoring data for SIG 1003(g) schools.


















## 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>					
G3.B3.S4.A1 A100661	Coaches and Administrators will receive training on scheduling students in intervention classes...	Carter, Juli	4/1/2014	District-wide decision trees distributed to all schools based on 6A-6.054	4/7/2014 one-time
G3.B4.S6.A1 A101032	Members of the DA team and state MTSS support personnel will train school administrators and a lead...	France, Laura	4/7/2014	sign in sheets, principals will bring at least one main goal to work through during the next meeting.	4/7/2014 one-time
G3.B4.S6.A2 A101033	As a follow up from Action Step 1, the Region II DA members and state MTSS staff will facilitate...	France, Laura	4/22/2014	Completion of the 8 step problem solving process with a goal identified from the school.	5/1/2014 one-time
G3.B3.S4.A2 A100666	Coaches will ensure all Level 1 & Level 2 students are given the FAIR Maze test in grades 5-8 to...	Carter, Juli	4/30/2014	School missing data reports from PMRN	5/30/2014 one-time
G3.B4.S6.A3 A101034	The Region II DA team will complete a Systems review to support alignment of all systems to support...	France, Laura	5/27/2014	Systems review report to the superintendent	5/30/2014 one-time
G3.B4.S6.A6 A101037	The Region II DA team will complete a Systems review to support alignment of all systems to support...	France, Laura	5/27/2014	Systems review report to the superintendent	5/30/2014 one-time
G3.B4.S6.A5 A101036	The district will send a representative team, along with the participating school's leadership...	France, Laura	6/23/2014	rosters of attendance	6/26/2014 one-time
G3.B4.S6.A8 A101039	The district will send a representative team, along with the participating school's leadership...	France, Laura	6/23/2014	rosters of attendance	6/26/2014 one-time
G3.B4.S6.A4 A101035	Any Focus and Priority schools will send a team to the DA Academy in the Summer of 2014.	France, Laura	7/9/2014	roster of attendance	7/10/2014 one-time
G3.B4.S6.A7 A101038	Any Focus and Priority schools will send a team to the DA Academy in the Summer of 2014.	France, Laura	7/9/2014	roster of attendance	7/10/2014 one-time
G3.B3.S4.A3 A100670	Students scoring below the 30th percentile on the FAIR will be given a diagnostic test from the...	Carter, Juli	4/30/2014	Coaches will provide their spreadsheet showing which students tested into intervention class	7/15/2014 one-time
G3.B3.S4.A4 A100674	Additional READ 180 licenses will be purchased to ensure all students who need intervention will be...	Carter, Juli	7/16/2014	school spreadsheets, order forms, and purchase orders	7/31/2014 one-time
G3.B3.S3.A5 A101016	Ready Common Core will provide professional development on how to use their materials for small...	Muir, Helen	6/9/2014	professional development logs	8/8/2014 one-time
G3.B4.S1.A4 A099619	Provide training for instructional personnel on implementing the MTSS Process with fidelity.	Mathews, Anne	8/11/2014	Roster of attendance training.	8/11/2014 one-time
G3.B3.S3.A1 A101012	Funds from other computerized programs will be consolidated to allow for a district wide purchase...	Muir, Helen	8/11/2014	purchase order for iReady	8/11/2014 one-time
G3.B3.S3.A4 A101015	Ready Common Core or the Ready toolbox will be purchased for use by teachers for small group...	Muir, Helen	4/18/2014	Purchase of the materials,	8/11/2014 one-time
G3.B4.S1.MA1 M000096	Review of the professional development training and a survey of participants regarding the...	Muir, Helen	8/15/2014	Survey results will be shared with MTSS coordinator.	8/15/2014 one-time
G3.B3.S3.A3 A101014	Administrators will provide a schedule that will allow students to work in the iReady computerized...	France, Laura	7/14/2014	Schedules for iReady at each school.	8/18/2014 one-time



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S1.A1 A098912	Staff development on the MTSS process will enhance teacher understanding about appropriate academic...	Mathews, Anne	8/15/2013	Roster of attendance	8/20/2014 one-time
G3.B3.S4.A5 A100677	Training from READ 180 will be provided for new teachers or teachers unable to attend training in...	Carter, Juli	8/4/2014	Training artifacts; sign in	9/30/2014 one-time
G3.B4.S4.A1 A099620	Schedule PBS training at the commencement of the year	Muir, Helen	8/1/2014	Training rosters	10/31/2014 one-time
G3.B3.S3.A2 A101013	iReady will conduct professional development for administrators and CRTs so that successful...	Muir, Helen	10/7/2014	PD logs	12/19/2014 one-time
G3.B3.S4.MA2 M001387	The number of students scheduled for intervention classes should drop if the rule is understood and...	Muir, Helen	8/29/2014	Data on the number of students scheduled for intervention classes and increase in student achievement	5/29/2015 quarterly
G3.B3.S4.MA1 M001386	Administrators and coaches will conduct walk through observations that focus on the intervention...	Muir, Helen	8/29/2014	Anecdotal records or iobservation records	5/29/2015 weekly
G3.B3.S3.MA1 M000089	Data will be used to progress monitor the schools performance.	Muir, Helen	10/31/2014	iReady progress monitoring data compared with Performance Matters assessment data.	6/10/2015 quarterly
G3.B3.S3.A6 A101017	During the monthly coaches and principal meetings iReady implementation and best practices will be...	France, Laura	7/7/2014	agendas, sign in sheets, usage and data reports form iReady	6/15/2015 monthly
G3.B3.S3.MA1 M000088	iReady data and usage reports will be used to identify areas of weakness as well as areas to use as...	France, Laura	9/15/2014	iReady reports, agendas, meeting notes with administration	6/29/2015 quarterly
G3.B3.S3.A7 A101079	Additional computers for iReady implementation.	McCool, Ashley	8/3/2015	Computer purchase order	8/3/2015 one-time
G3.B4.S6.MA1 M001598	The district turnaround lead will, at least monthly, meet with the Region II Team Lead for Putnam...	France, Laura	4/9/2014	rosters of professional development conducted, emails regarding planning for district support	8/3/2015 monthly
G3.B4.S1.MA1 M000097	Administer mid-year teacher survey on MTSS process and aggregate results. Survey data should...	McInnis, Alice	2/2/2015	Teacher survey results	2/2/2017 annually
G3.B5.S4.A1 A323180	Develop and submit for School Board approval a Novice Teacher Mentor job description.	France, Laura	5/1/2017	Approved job description	5/31/2017 one-time
G2.B1.S5.A1 A323985	Develop and submit for School Board approval a Director of School Improvement job description.	France, Laura	5/1/2017	Approved job description	5/31/2017 one-time
G3.B5.S5.A1 A323173	Develop and submit for School Board approval a Director of School Improvement job description.	France, Laura	5/1/2017	Approved job description	5/31/2017 one-time
G3.MA1 M000071	Quarterly written progress monitoring reports will identify reading and math baseline data and...	McInnis, Alice	10/31/2014	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.	6/30/2017 quarterly
G3.MA2 M000755	MTSS Implementation checklist assessing the degree of implementation and fidelity to the process.	Mathews, Anne	9/1/2014	Monthly implementation checklist and suggestions for improving fidelity and implementation.(Moseley Only)	6/30/2017 monthly






Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S1.A2 A099617	Ongoing individual training with school MTSS coordinator and leadership team to determine embedded...	Mathews, Anne	8/1/2014	Rosters of attendance at meetings, notes, interventions in place.	6/30/2017 monthly
G3.B4.S1.A3 A099618	Ongoing individual training of the school MTSS coordinator to ensure a thorough understanding of...	Mathews, Anne	8/11/2014	calendar of meeting dates and topics discussed	6/30/2017 monthly
G3.B4.S4.MA2 M000760	School wide implementation of PBS reduces the number of percent of disciplinary referrals..	Mathews, Anne	8/25/2014	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.	6/30/2017 semiannually
G3.B4.S4.MA1 M000759	Implementation checklist will indicate the degree of fidelity to which PBS is implemented at the...	Mathews, Anne	8/25/2014	Completed quarterly implementation checklist.	6/30/2017 quarterly
G3.B4.S4.A2 A099621	Monitor school-wide implementation of PBS	Roach, Jim	8/25/2014	Implementation Checklist	6/30/2017 quarterly
G3.B4.S6.MA2 M001599	The TA and PD offered should become more fine tuned throughout the year. Instead of a systems...	France, Laura	4/15/2014	PD and TA logs	6/30/2017 one-time
G3.B5.S5.MA1 M336623	Collect the position control document for the Director of School Improvement position.	Hinke, Jonathan	7/1/2017	Position control document for the Director of School Improvement position.	7/31/2017 one-time
G3.B5.S5.A2 A323174	Post and hire for the Director of School Improvement position.	Whitehurst, Tonya	6/1/2017	Job posted within FastTrack	7/31/2017 one-time
G3.B5.S4.MA1 M336453	Collect the position control document for the Novice Teacher Mentor position.	Hinke, Jonathan	7/1/2017	Position control document for the Novice Teacher Mentor position.	8/15/2017 one-time
G3.B5.S4.A2 A323035	Post and hire for the Novice Teacher Mentor position.	Whitehurst, Tonya	7/1/2017	Job posted within FastTrack	8/15/2017 one-time
G2.B1.S5.A2 A285272	Post and hire for the Director of School Improvement position.	Whitehurst, Tonya	8/1/2017	Job posted within FastTrack	8/15/2017 one-time
G2.B2.S2.A1 A283145	Develop our district progress monitoring and state assessment calendar.	Lamoreaux, Renee	8/1/2017	FDOE Uniform Assessment Calendar	8/31/2017 one-time
G2.B2.S2.A2 A283149	Update and share interactive progress monitoring spreadsheets for monitoring school grade component...	Hinke, Jonathan	8/1/2017	Interactive spreadsheet accessible by school and district leaders	8/31/2017 one-time
G2.B1.S5.MA1 M285136	Collect the position control document for the Director of School Improvement position.	Hinke, Jonathan	8/31/2017	Position control document for the Director of School Improvement position.	8/31/2017 one-time
G2.B2.S2.MA1 M281465	Collect the uniform assessment calendar.	Hinke, Jonathan	9/15/2017	Uniform assessment calendar as posted on the district website.	9/15/2017 one-time
G2.B2.S1.MA2 M380460	Collect the school support schedules from the district graduation coaches documenting the time...	Bryant, Barbara	8/1/2017	School support schedules from the district graduation coaches documenting the time spent supporting the SIG4 implementation sites.	10/31/2017 quarterly
G1.B3.S1.A11 A353320	Hire two intervention teachers at Price Middle to support additional sections of intervention...	Higginbotham, Mechele	9/15/2017	Personnel by position document	10/31/2017 one-time
G1.B2.S1.A4 A352906	Post and hire one instructional coach for C. L. Overturf.	Tucker, Mike	10/1/2017	Personnel by position document	11/17/2017 one-time
G1.B3.S1.A5 A352641	Post and hire one additional paraprofessional position at George C. Miller Middle to support...	Adams, Tim	10/1/2017	C-13 paperwork to identify who was hired as the paraprofessional to support intervention classes.	11/30/2017 one-time
G1.B3.S1.A6 A352901	Hire one intervention teacher at C. L. Overturf to support additional sections of intervention...	Tucker, Mike	10/1/2017	Personnel by position document	11/30/2017 one-time




















Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A10  A353152	Hire two additional paraprofessional positions at Mellon Elementary to support small group...	Weaver, Libby	10/1/2017	Personnel by position document	11/30/2017 one-time
G1.B3.S1.A12  A353322	Post and hire one additional paraprofessional position at Price Middle to support intervention...	Higginbotham, Mechele	10/1/2017	Personnel by position document	11/30/2017 one-time
G1.B3.S1.A14  A353412	Hire two intervention teachers at Jenkins Middle to support additional sections of intervention...	Hedstrom, Randy	10/1/2017	Personnel by position document	11/30/2017 one-time
G1.B5.S1.A1  A352668	Post and hire one additional paraprofessional at George C. Miller Middle to increase the focus on...	Adams, Tim	10/1/2017	Personnel by position document	11/30/2017 one-time
G1.B3.S1.MA2  M377285	Collect personnel by position documents to ensure that additional intervention support personnel...	Whitehurst, Tonya	12/1/2017	Personnel by position documents for additional intervention support personnel hired with UniSIG funds.	12/15/2017 one-time
G1.B5.S1.MA1  M377290	Collect personnel by position documents and stipend payouts to ensure that the additional...	Whitehurst, Tonya	12/1/2017	Personnel by position documents and stipend payouts for additional attendance support personnel hired with UniSIG funds.	12/15/2017 one-time
G1.B7.S1.MA2  M377301	Collect personnel by position documents to ensure that additional graduation support personnel are...	Whitehurst, Tonya	12/1/2017	Personnel by position documents for additional graduation support personnel hired with UniSIG funds.	12/15/2017 one-time
G1.B1.S1.MA1  M377223	The Director of Staff Services will collect and review the MOUs for identified schools and follow...	Whitehurst, Tonya	11/1/2017	Upload the MOUs for the six schools funding retention bonuses.	12/15/2017 one-time
G3.B4.S4.MA3  M336449	Collect agendas, sign-in sheets, and purchase orders from CHAMPS training.	Hinke, Jonathan	12/15/2017	Agendas, sign-in sheets, and purchase orders for CHAMPS training materials.	12/15/2017 one-time
G1.B1.S1.A4  A353118	Negotiate a memorandum of understanding with the PFT-U for Interlachen High to provide contractual...	Helms, Bryan	11/1/2017	List of bonus payouts	12/31/2017 one-time
G3.B5.S5.MA1  M336624	Collect written reports from the Director of School Improvement outlining the status of...	France, Laura	7/1/2017	Written reports from the Director of School Improvement outlining the status of implementation strategies and student progress monitoring data for SIG 1003(g) schools.	12/31/2017 monthly
G3.B5.S4.MA4  M336456	Print and review school-wide iObservation data.	Whitehurst, Tonya	1/1/2018	School-wide iObservation data for William D. Moseley Elementary School.	1/1/2018 semiannually
G2.B2.S1.MA3  M380461	Collect the school support schedules from the district graduation coaches documenting the time...	Bryant, Barbara	11/1/2017	School support schedules from the district graduation coaches documenting the time spent supporting the SIG4 implementation sites.	1/31/2018 quarterly
G1.B3.S1.MA1  M377286	Match expenditures from supplemental resources and personnel with student and school performance...	Decubellis, Debby	1/31/2018	Upload a document that matches expenditures from supplemental resources and personnel with student and school performance and growth data.	1/31/2018 semiannually
G1.B2.S1.MA1  M377271	Match expenditures from increased planning time and professional development with student and...	Lamoreaux, Renee	1/31/2018	Upload a document that matches expenditures from increased planning time and professional development with student and school performance and growth data.	1/31/2018 triannually
G3.B5.S4.MA5  M336545	Collect the teacher, student, and parent response rates for the 5Essentials Survey.	Hinke, Jonathan	1/15/2018	Printout of the teacher, student, and parent response rates for the 5Essentials Survey.	2/28/2018 weekly
G3.B5.S4.A5  A323129	Administer the 5Essentials Survey during the 2017-18 school year to gather teacher, student, and...	McDaniel, SaraJean	1/1/2018	Teacher, student, and parent response rates	2/28/2018 one-time















Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S4.MA5 M336629	Review student referral and suspension data with school leadership.	Hinke, Jonathan	10/25/2017	Report including school-wide referral and suspension data.	3/30/2018 quarterly
G2.B2.S2.MA1 M281481	Collect the Mid-Year Data Conversation presentations from the SIG4 implementation sites.	Hinke, Jonathan	2/28/2018	Mid-Year Data Conversation presentations from the SIG4 implementation sites.	3/31/2018 one-time
G2.B2.S2.MA2 M281470	Collect a schedule of the District-School Data Conversation dates and times.	Hinke, Jonathan	3/31/2018	Schedule of the District-School Data Conversation dates and times.	3/31/2018 one-time
G2.B2.S2.A3 A283173	Develop a data chat framework and presentation expectations for the District-School Data...	Hinke, Jonathan	8/15/2017	Data Conversation dates and presentation templates	3/31/2018 quarterly
G3.B5.S4.MA7 M416542	Print and Review school-wide iObservation data	Whitehurst, Tonya	1/1/2018	School-wide observation data for William D. Moseley Elementary	3/31/2018 semiannually
G2.B1.S5.MA1 M285140	Collect written reports from the Director of School Improvement outlining the status of...	France, Laura	8/1/2017	Written reports from the Director of School Improvement outlining the status of implementation strategies and student progress monitoring data for SIG 1003(g) schools.	3/31/2018 monthly
G2.B2.S1.MA4 M380462	Collect the school support schedules from the district graduation coaches documenting the time...	Bryant, Barbara	2/1/2018	School support schedules from the district graduation coaches documenting the time spent supporting the SIG4 implementation sites.	4/30/2018 quarterly
G1.B2.S1.MA3 M377282	Match expenditures from increased planning time and professional development with student and...	Lamoreaux, Renee	4/30/2018	Upload a document that matches expenditures from increased planning time and professional development with student and school performance and growth data.	4/30/2018 triannually
G1.MA1 M274622	Review monthly and quarterly data submissions as well as the mid-year and end-of-year data...	France, Laura	10/1/2017	District and TOP data submissions and District-Admin Data Conversation Schedule.	5/25/2018 monthly
G1.B4.S1.A4 A353604	Provide a stipend for one paraprofessional to serve as a parent liaison during the 2017-18 school...	McDaniel, SaraJean	10/1/2017	Stipend payout, log of parent liaison communication/activities	5/25/2018 weekly
G3.B5.S4.MA6 M336546	Review the 5Essentials Survey School Report with the school leadership team.	Hinke, Jonathan	4/15/2018	5Essentials Survey School Report.	5/25/2018 one-time
G3.B5.S4.MA3 M336455	Collect agendas, timesheets, and out of county travel receipts from the increased time for...	Hinke, Jonathan	7/1/2017	Agendas, timesheets, and out of county travel receipts from the increased time for instructional staff to collaborate, plan, and engage in professional learning.	5/25/2018 quarterly
G1.MA3 M377263	Review and share EWS monitoring data for attendance, suspensions, course performance, and...	Hinke, Jonathan	10/1/2017	EWS monitoring data reports for attendance, suspensions, course performance, and graduation status.	5/31/2018 monthly
G1.B5.S1.MA1 M377291	Run attendance reports with chronic absenteeism percentages for on-track, at-risk, and off-track...	Hinke, Jonathan	9/29/2017	Attendance reports with chronic absenteeism percentages for on-track, at-risk, and off-track status.	5/31/2018 monthly
G3.B4.S4.MA4 M336450	Conduct classroom walkthroughs for evidence of CHAMPS implementation.	Hinke, Jonathan	8/1/2017	Walkthrough observation notes with evidence of CHAMPS implementation.	5/31/2018 every-6-weeks
G2.B2.S1.MA1 M285222	Collect on-track, at-risk, and off-track status reports based on the district's EWS indicators for...	Hinke, Jonathan	8/1/2017	On-track, at-risk, and off-track status reports based on the district's EWS indicators for the SIG4 implementation sites.	6/30/2018 quarterly
G2.B2.S1.A1 A285656	District graduation coaches will collaborate with school leadership teams to review and monitor...	Brown, Pamela	8/1/2017	Graduation coach calendars, monitoring documents, meeting notes, etc.	6/30/2018 monthly
G2.B2.S1.A2 A324005	District graduation coaches will build capacity in guidance counselors, teachers, and other...	Brown, Pamela	8/1/2017	Graduation coach calendars, monitoring documents, meeting notes, etc.	6/30/2018 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S4.A3 A323030	Provide ongoing professional development of CHAMPS.	McDaniel, SaraJean	7/1/2017	Agendas and sign-in sheets	6/30/2018 quarterly
G3.B5.S4.MA1 M336454	Collect the online support log for the Novice Teacher Mentor.	Hinke, Jonathan	8/10/2017	Online support log for the Novice Teacher Mentor.	6/30/2018 monthly
G3.B5.S4.A3 A323036	Provide increased time beyond the contract day for instructional staff to collaborate and plan.	McDaniel, SaraJean	7/1/2017	Agendas and timesheets	6/30/2018 monthly
G3.B5.S4.A4 A323177	Provide out of district opportunities for instructional staff to engage in professional learning...	McDaniel, SaraJean	7/1/2017	PD agendas, out of county travel receipts	6/30/2018 quarterly
G2.MA1 M281907	The district leadership team will review executive summaries created by the SIG4 Project Manager...	France, Laura	6/1/2018	An annual executive summary for each of the SIG4 implementation sites outlining the barriers, implemented strategies, and outcome data. The summary should include 5Essential Survey data, teacher effectiveness data, EWS data, and student outcome data including school grade results.	7/31/2018 annually
G3.MA3 M336639	The district leadership team will review an executive summary created by the Director of School...	France, Laura	6/1/2018	An annual executive summary outlining the barriers, implemented strategies, and outcome data. The summary should include 5Essential Survey data, teacher effectiveness data, EWS data, and student outcome data including school grade results.	7/31/2018 one-time
G2.B2.S1.MA1 M285221	Collect the school support schedules from the district graduation coaches documenting the time...	Hinke, Jonathan	8/1/2017	School support schedules from the district graduation coaches documenting the time spent supporting the SIG4 implementation sites.	7/31/2018 quarterly
G1.B2.S1.A13 A353125	Provide an out-of-district opportunity for the administrative team at Interlachen High to engage in...	Helms, Bryan	2/1/2018	Registration confirmation, travel reimbursement forms	7/31/2018 one-time
G1.MA2 M275131	Analyze school and district grade data for each achievement and gains component and by subgroup.	Lamoreaux, Renee	6/1/2018	District and school spreadsheets from school and district grade results with year over year comparison data.	8/31/2018 one-time
G1.B4.S1.MA1 M377289	Match expenditures from the implemented wrap-around services for each school with 5Essentials...	Hinke, Jonathan	7/1/2018	Upload a document that matches expenditures from the implemented wrap-around services for each school with 5Essentials perception data for the school.	8/31/2018 one-time
G1.B4.S1.MA1 M377288	Request a report from identified schools outlining action steps implemented under this strategy and...	Hinke, Jonathan	7/1/2018	Upload a report of the action steps implemented under this strategy and their anecdotal impact on each school.	8/31/2018 one-time
G1.B4.S1.A1 A345767	Purchase and implement the social-emotional learning data platform from Panorama Education to use...	Brady, Yolanda	9/1/2017	Purchase order and license agreement.	8/31/2018 one-time
G1.B4.S1.A2 A353131	Provide after school tutoring services by certified teachers for students at Interlachen High.	Helms, Bryan	10/1/2017	Timesheets, student sign in sheets	8/31/2018 weekly
G1.B4.S1.A3 A353515	Provide after school tutoring services by certified teachers for students at Browning-Pearce...	McCool, Ashley	9/18/2017	Timesheets, student sign in sheets	8/31/2018 weekly
G1.B3.S1.MA4 M377287	Match expenditures from supplemental resources and personnel with student and school performance...	Decubellis, Debby	8/31/2018	Upload a document that matches expenditures from supplemental resources and personnel with student and school performance and growth data.	8/31/2018 semiannually
G1.B3.S1.MA1 M377284	Collect purchase orders and expenditure data to ensure that supplemental resources are purchased...	Decubellis, Debby	11/1/2017	Purchase orders and expenditure data from supplemental resources purchased for each school.	8/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1  A351843	Post and hire three additional paraprofessional positions at Middleton-Burney Elementary to support...	Theobold, Joe	9/1/2017	Personnel by position documents, board approved changes on the allocation document	8/31/2018 one-time
G1.B3.S1.A2  A351868	Purchase supplemental math manipulatives and science kits to create concrete math models and...	Theobold, Joe	9/1/2017	Purchase orders	8/31/2018 one-time
G1.B3.S1.A3  A352639	Purchase additional consumable supplies to support intervention in reading and math at George C....	Adams, Tim	10/1/2017	Purchase orders	8/31/2018 one-time
G1.B3.S1.A4  A352640	Purchase supplemental math manipulatives and science lab materials to create concrete math models...	Adams, Tim	10/1/2017	Purchase orders	8/31/2018 one-time
G1.B3.S1.A7  A352905	Post and hire for contracted personnel to support the implementation of MTSS interventions at C. L....	Tucker, Mike	10/1/2017	Board approval of professional services contract	8/31/2018 one-time
G1.B3.S1.A8  A353119	Purchase and implement Imagine Math at Interlachen High to support students in intervention and...	Helms, Bryan	10/1/2017	Purchase order	8/31/2018 one-time
G1.B3.S1.A9  A353150	Provide funding for .25 FTE of a classroom teacher to support the LLI reading intervention lab at...	Weaver, Libby	10/1/2017	Personnel by position document	8/31/2018 one-time
G1.B3.S1.A13  A353323	Purchase and implement new instructional programs and materials at Price Middle to support students...	Higginbotham, Mechele	10/1/2017	Purchase orders	8/31/2018 one-time
G1.B3.S1.A15  A353415	Purchase and implement supplemental instructional programs at Browning-Pearce Elementary that are...	McCool, Ashley	10/1/2017	Purchase orders	8/31/2018 one-time
G1.B3.S1.A16  A353603	Hire contracted personnel at Moseley Elementary to expand the implementation of the Leveled...	McDaniel, SaraJean	10/1/2017	Personnel timesheets	8/31/2018 one-time
G1.B2.S1.MA4  M377283	Match expenditures from increased planning time and professional development with student and...	Lamoreaux, Renee	8/31/2018	Upload a document that matches expenditures from increased planning time and professional development with student and school performance and growth data.	8/31/2018 triannually
G1.B2.S1.MA1  M377270	Monitor the implementation of action steps by tracking timesheets and agendas from increased...	France, Laura	10/1/2017	Collect and track timesheets and agendas from each school and record increased time and professional development expenditure data in a table.	8/31/2018 monthly
G1.B2.S1.A1  A351588	Teachers at Middleton-Burney Elementary will participate in monthly 1/2 day institute days to...	Theobold, Joe	9/1/2017	Agenda and notes from the MBES 1/2 day institutes	8/31/2018 one-time
G1.B2.S1.A2  A352642	Provide increased time beyond the contract day at George C. Miller Middle for instructional staff...	Adams, Tim	10/1/2017	Timesheets and agendas	8/31/2018 monthly
G1.B2.S1.A3  A352643	Develop and facilitate three days of Early Return for teachers at George C. Miller Middle prior to...	Adams, Tim	6/1/2018	Agenda, sign in rosters, professional consultant contract for the Tough Kids presenter	8/31/2018 one-time
G1.B2.S1.A5  A352907	Develop and facilitate one day of Early Return for teachers at C. L. Overturf prior to the...	Tucker, Mike	6/1/2018	Agenda and PD sign in roster	8/31/2018 one-time
G1.B2.S1.A6  A352909	Provide increased time within the contract day for teachers at C. L. Overturf to collaborate and...	Tucker, Mike	10/1/2017	TDE and substitute teacher documentation	8/31/2018 monthly
G1.B2.S1.A7  A353019	Provide increased time beyond the contract day for teachers at Middleton-Burney Elementary to...	Theobold, Joe	10/1/2017	Sign in sheet rosters, agendas	8/31/2018 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A8  A353022	Partner with Solution Tree for contracted professional services to provide teachers and leaders at...	Theobold, Joe	11/1/2017	Professional services contract with Solution Tree	8/31/2018 every-6-weeks
G1.B2.S1.A9  A353120	Provide increased time beyond the contract day for instructional staff at Interlachen High to...	Helms, Bryan	10/1/2017	Timesheets and agendas	8/31/2018 monthly
G1.B2.S1.A10  A353121	Provide professional learning opportunities for teachers and leaders at Interlachen High that...	Helms, Bryan	10/1/2017	Professional services contracts, agendas, sign-in rosters	8/31/2018 monthly
G1.B2.S1.A11  A353122	Partner with Learning Sciences International to provide site-based professional training on the...	Helms, Bryan	10/1/2017	Professional services contract	8/31/2018 quarterly
G1.B2.S1.A12  A353123	Develop and facilitate a one day Marzano Summer Institute at Interlachen High to provide...	Helms, Bryan	5/1/2018	Sign in rosters, professional services contract	8/31/2018 one-time
G1.B2.S1.A14  A353325	Provide increased time beyond the contract day at Price Middle for instructional staff to...	Higginbotham, Mechele	10/1/2017	Timesheets, agendas	8/31/2018 monthly
G1.B2.S1.A15  A353328	Develop and facilitate two days of Early Return for teachers at Price Middle prior to the...	Higginbotham, Mechele	6/1/2018	Sign in rosters, agenda	8/31/2018 one-time
G1.B2.S1.A16  A353329	Provide out of district opportunities for teachers and leaders at Price Middle to attend...	Higginbotham, Mechele	10/1/2017	Registrations, agendas, travel reimbursement forms	8/31/2018 annually
G1.B2.S1.A17  A353420	Provide increased time beyond the contract day at Browning-Pearce Elementary for instructional...	McCool, Ashley	10/1/2017	Timesheets, agendas	8/31/2018 monthly
G1.B2.S1.A18  A353426	Develop and facilitate three days of Early Return for teachers at Browning-Pearce Elementary prior...	McCool, Ashley	6/1/2018	Agenda, Sign-in rosters	8/31/2018 one-time
G1.B2.S1.A19  A353513	Provide out of district opportunities for instructional staff at Browning-Pearce Elementary to...	McCool, Ashley	10/1/2017	Timesheets, evidence of planning	8/31/2018 weekly
G1.B2.S1.A20  A353514	Partner with The University of Florida Lastinger Center to provide additional learning and support...	McCool, Ashley	10/1/2017	Contract outlining services	8/31/2018 every-2-months
G1.B2.S1.A21  A353601	Partner with Learning Sciences International to provide intensive support at Moseley Elementary...	McDaniel, SaraJean	10/1/2017	Professional services contract with LSI, invoice for payment	8/31/2018 one-time
G1.B5.S1.A2  A353126	Provide stipends for other support personnel at Interlachen High to work beyond the contracted day...	Helms, Bryan	10/1/2017	List of stipend payouts	8/31/2018 one-time
G1.B6.S1.MA1  M377299	Match expenditures from opportunities and experiences that develop background knowledge for each...	Hinke, Jonathan	7/1/2018	Upload a document that matches expenditures from opportunities and experiences that develop background knowledge for each school with 5Essentials perception data for the school.	8/31/2018 one-time
G1.B6.S1.MA1  M377298	Collect purchase orders and expenditure data to ensure that opportunities and experiences are...	Decubellis, Debby	11/1/2017	Purchase orders and expenditure data from opportunities and experiences that develop background knowledge.	8/31/2018 monthly
G1.B6.S1.A1  A351997	Provide opportunities for students at Middleton-Burney Elementary to explore art and music and...	Brady, Yolanda	10/1/2017	Purchase orders for art and music supplies/materials/instruments	8/31/2018 one-time
G1.B6.S1.A2  A353516	Fund opportunities for K-5th grade students at Browning-Pearce Elementary to attend academic field...	McCool, Ashley	10/1/2017	Field trip forms, transportation invoices	8/31/2018 quarterly
G1.B7.S1.MA1  M377303	Monitor on-track graduation status for each cohort at the three DA high schools.	Brown, Pamela	10/1/2017	Upload a document identifying on-track graduation status for each cohort at the three DA high schools.	8/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B7.S1.MA1  M377300	Collect purchase orders and expenditure data to ensure that graduation related activities and...	Decubellis, Debby	11/1/2017	Purchase orders and expenditure data from graduation related activities and resources purchased for each school.	8/31/2018 monthly
G1.B7.S1.A1  A352729	Provide funding for .25 FTE of a graduation coach position at Crescent City High to support the...	Shelby, John	10/1/2017	Personnel by position document	8/31/2018 one-time
G1.B7.S1.A2  A352731	Provide funding for .40 FTE of a graduation coach position at Palatka High to support the...	Stout, James	10/1/2017	Personnel by position document	8/31/2018 one-time
G1.B7.S1.A3  A352756	Fund opportunities for students at Palatka High to attend college and career focused field trips to...	Stout, James	10/1/2017	Documentation of field trip applications and costs.	8/31/2018 quarterly
G1.B7.S1.A4  A353127	Provide funding for .25 FTE of a graduation coach position at Interlachen High to support the...	Helms, Bryan	10/1/2017	Personnel by position document	8/31/2018 one-time
G1.B7.S1.A5  A353130	Post and hire two intervention teachers at Interlachen High to support students who are off-track...	Helms, Bryan	10/1/2017	Personnel by position document	8/31/2018 one-time
G1.B7.S1.A6  A353254	Purchase supplemental textbooks and supplies at Crescent City High to improve college and career...	Shelby, John	10/1/2017	Purchase orders	8/31/2018 one-time
G1.B7.S1.A7  A353256	Purchase the supplemental program Turnitin at Crescent City High to improve college and career...	Shelby, John	10/1/2017	Purchase order	8/31/2018 one-time
G1.B1.S1.MA1  M377226	The Director of Staff Services will analyze allocation documents to calculate teacher retention...	Whitehurst, Tonya	8/1/2018	Upload document with retention rates for DA schools that provided bonuses and DA schools that did not provide bonuses using UniSIG funds.	8/31/2018 one-time
G1.B1.S1.A1  A352064	Negotiate a memorandum of understanding with the PFT-U for Middleton-Burney Elementary to provide...	Theobold, Joe	11/1/2017	List of bonus payouts and retention data	8/31/2018 semiannually
G1.B1.S1.A2  A352647	Negotiate a memorandum of understanding with the PFT-U for George C. Miller Middle to provide...	Adams, Tim	11/1/2017	List of bonus payouts and retention data	8/31/2018 semiannually
G1.B1.S1.A3  A352115	Negotiate a memorandum of understanding with the PFT-U for Mellon Elementary to provide contractual...	Weaver, Libby	11/1/2017	List of bonus payouts and retention data	8/31/2018 semiannually
G1.B1.S1.A5  A353409	Negotiate a memorandum of understanding with the PFT-U for Jenkins Middle to provide contractual...	Hedstrom, Randy	11/1/2017	List of bonus payouts	8/31/2018 semiannually
G1.B1.S1.A6  A353602	Negotiate a memorandum of understanding with the PFT-U for Moseley Elementary to provide...	McDaniel, SaraJean	11/1/2017	List of bonus payouts	8/31/2018 semiannually



## V. Professional Development Opportunities

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

**G1.** Putnam County Schools will be able to improve the quality of classroom instruction, increase student performance and growth, work towards closing the achievement gap, raise our district graduation rate, and maximize our return on investment if we leverage all available resources to strategically support the needs of students and teachers in DA schools.

**G1.B2** There is a need for professional development that focuses on leadership and instructional practices required to achieve high academic standards.

**G1.B2.S1** Provide professional learning opportunities that train leaders, coaches, teachers, and paraprofessionals with the skills and competencies they need to increase student performance and growth, close the achievement gap, and improve the overall success of their schools.

### PD Opportunity 1

Teachers at Middleton-Burney Elementary will participate in monthly 1/2 day institute days to reflect on the PLC process, determine areas of opportunity and need, work on areas identified as barriers, problem solve collaboratively, plan for intervention/remediation/enrichment, and create formative and summative assessments.

#### Facilitator

Members of the Middleton-Burney Elementary Leadership Team

#### Participants

Middleton-Burney Elementary teachers

#### Schedule

On 8/31/2018

### PD Opportunity 2

Develop and facilitate three days of Early Return for teachers at George C. Miller Middle prior to the contractual start of the 2018-19 school year.

#### Facilitator

Tough Kids/Practical Magic facilitators

#### Participants

George C. Miller Middle teachers and leaders

#### Schedule

On 8/31/2018

### **PD Opportunity 3**

Develop and facilitate one day of Early Return for teachers at C. L. Overturf prior to the contractual start of the 2018-19 school year.

#### **Facilitator**

Members of the C. L. Overturf Leadership Team

#### **Participants**

C. L. Overturf teachers

#### **Schedule**

On 8/31/2018

### **PD Opportunity 4**

Partner with Solution Tree for contracted professional services to provide teachers and leaders at Middleton-Burney Elementary with on-site support for PLC at Work implementation.

#### **Facilitator**

Solution Tree/PLC at Work facilitators

#### **Participants**

Middleton-Burney Elementary teachers and leaders

#### **Schedule**

Every 6 Weeks, from 11/1/2017 to 8/31/2018

### **PD Opportunity 5**

Provide professional learning opportunities for teachers and leaders at Interlachen High that support research-based instructional practices in mathematics.

#### **Facilitator**

Sarah Schaefer from Methodology

#### **Participants**

Interlachen High math teachers

#### **Schedule**

Monthly, from 10/1/2017 to 8/31/2018

### **PD Opportunity 6**

Partner with Learning Sciences International to provide site-based professional training on the Marzano framework for the leadership team at Interlachen High.

#### **Facilitator**

Learning Sciences International Marzano facilitators

#### **Participants**

Interlachen High teachers and leaders

#### **Schedule**

Quarterly, from 10/1/2017 to 8/31/2018

### **PD Opportunity 7**

Develop and facilitate a one day Marzano Summer Institute at Interlachen High to provide professional development for teachers and leaders on the Marzano framework.

#### **Facilitator**

Learning Sciences International Marzano facilitators

#### **Participants**

Interlachen High teachers and leaders

#### **Schedule**

On 8/31/2018

### **PD Opportunity 8**

Provide an out-of-district opportunity for the administrative team at Interlachen High to engage in professional learning that builds leadership skills by attending the International Center for Leadership in Education Model Schools Conference in June 2018.

#### **Facilitator**

International Center for Leadership in Education Model Schools Conference

#### **Participants**

Interlachen High administrators

#### **Schedule**

On 7/31/2018

### **PD Opportunity 9**

Develop and facilitate two days of Early Return for teachers at Price Middle prior to the contractual start of the 2018-19 school year.

#### **Facilitator**

Members of the Price Middle Leadership Team

#### **Participants**

Price Middle teachers

#### **Schedule**

On 8/31/2018

### **PD Opportunity 10**

Provide out of district opportunities for teachers and leaders at Price Middle to attend professional development that builds instructional practice and leadership skills.

#### **Facilitator**

UnboundEd Standards Institutes

#### **Participants**

Price Middle teachers

#### **Schedule**

Annually, from 10/1/2017 to 8/31/2018

### **PD Opportunity 11**

Develop and facilitate three days of Early Return for teachers at Browning-Pearce Elementary prior to the contractual start of the 2018-19 school year.

#### **Facilitator**

Members of the Browning-Pearce Elementary Leadership Team

#### **Participants**

Browning-Pearce teachers

#### **Schedule**

On 8/31/2018

### **PD Opportunity 12**

Provide out of district opportunities for instructional staff at Browning-Pearce Elementary to engage in professional learning that builds expertise in instructional content and delivery, Professional Learning Communities, and instructional coaching.

#### **Facilitator**

The University of Florida Lastinger Center

#### **Participants**

Browning-Pearce teachers

#### **Schedule**

Weekly, from 10/1/2017 to 8/31/2018

### **PD Opportunity 13**

Partner with The University of Florida Lastinger Center to provide additional learning and support for the instructional coaches at Browning-Pearce Elementary.

#### **Facilitator**

The University of Florida Lastinger Center

#### **Participants**

Browning-Pearce instructional coaches

#### **Schedule**

Every 2 Months, from 10/1/2017 to 8/31/2018

### **PD Opportunity 14**

Partner with Learning Sciences International to provide intensive support at Moseley Elementary through leader coaching, side-by-side coaching, and professional development for teachers.

#### **Facilitator**

Learning Sciences International facilitators

#### **Participants**

Moseley Elementary teachers, coaches, and leaders

#### **Schedule**

On 8/31/2018

**G3.** 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.

**G3.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)

**G3.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

**G3.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

**G3.B4** The current behavioral and academic components of the district's Multi Tier System of Support (MTSS) process are not implemented correctly.

**G3.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



## VI. Technical Assistance Items

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

**G3.** 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.

**G3.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)

**G3.B3.S3** iReady will be purchased by the district to offer additional support for reading and math intervention and differentiation for grades K-6.

### TA 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

### TA 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

**G3.B4** The current behavioral and academic components of the district's Multi Tier System of Support (MTSS) process are not implemented correctly.

**G3.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.

### TA 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

### TA 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

## VII. Budget

1	G1.B1.S1.A1	Negotiate a memorandum of understanding with the PFT-U for Middleton-Burney Elementary to provide contractual language outlining bonuses within the grant period.	\$0.00
2	G1.B1.S1.A2	Negotiate a memorandum of understanding with the PFT-U for George C. Miller Middle to provide contractual language outlining bonuses within the grant period.	\$0.00

3	G1.B1.S1.A3	Negotiate a memorandum of understanding with the PFT-U for Mellon Elementary to provide contractual language outlining bonuses within the grant period.	\$0.00
4	G1.B1.S1.A4	Negotiate a memorandum of understanding with the PFT-U for Interlachen High to provide contractual language outlining bonuses within the grant period.	\$0.00
5	G1.B1.S1.A5	Negotiate a memorandum of understanding with the PFT-U for Jenkins Middle to provide contractual language outlining bonuses within the grant period.	\$0.00
6	G1.B1.S1.A6	Negotiate a memorandum of understanding with the PFT-U for Moseley Elementary to provide contractual language outlining bonuses within the grant period.	\$0.00
7	G1.B2.S1.A1	Teachers at Middleton-Burney Elementary will participate in monthly 1/2 day institute days to reflect on the PLC process, determine areas of opportunity and need, work on areas identified as barriers, problem solve collaboratively, plan for intervention/remediation/enrichment, and create formative and summative assessments.	\$0.00
8	G1.B2.S1.A10	Provide professional learning opportunities for teachers and leaders at Interlachen High that support research-based instructional practices in mathematics.	\$0.00
9	G1.B2.S1.A11	Partner with Learning Sciences International to provide site-based professional training on the Marzano framework for the leadership team at Interlachen High.	\$0.00
10	G1.B2.S1.A12	Develop and facilitate a one day Marzano Summer Institute at Interlachen High to provide professional development for teachers and leaders on the Marzano framework.	\$0.00
11	G1.B2.S1.A13	Provide an out-of-district opportunity for the administrative team at Interlachen High to engage in professional learning that builds leadership skills by attending the International Center for Leadership in Education Model Schools Conference in June 2018.	\$0.00
12	G1.B2.S1.A14	Provide increased time beyond the contract day at Price Middle for instructional staff to collaborate and plan.	\$0.00
13	G1.B2.S1.A15	Develop and facilitate two days of Early Return for teachers at Price Middle prior to the contractual start of the 2018-19 school year.	\$0.00
14	G1.B2.S1.A16	Provide out of district opportunities for teachers and leaders at Price Middle to attend professional development that builds instructional practice and leadership skills.	\$0.00
15	G1.B2.S1.A17	Provide increased time beyond the contract day at Browning-Pearce Elementary for instructional staff to collaborate and plan.	\$0.00
16	G1.B2.S1.A18	Develop and facilitate three days of Early Return for teachers at Browning-Pearce Elementary prior to the contractual start of the 2018-19 school year.	\$0.00
17	G1.B2.S1.A19	Provide out of district opportunities for instructional staff at Browning-Pearce Elementary to engage in professional learning that builds expertise in instructional content and delivery, Professional Learning Communities, and instructional coaching.	\$0.00
18	G1.B2.S1.A2	Provide increased time beyond the contract day at George C. Miller Middle for instructional staff to collaborate and plan.	\$0.00
19	G1.B2.S1.A20	Partner with The University of Florida Lastinger Center to provide additional learning and support for the instructional coaches at Browning-Pearce Elementary.	\$0.00
20	G1.B2.S1.A21	Partner with Learning Sciences International to provide intensive support at Moseley Elementary through leader coaching, side-by-side coaching, and professional development for teachers.	\$0.00

21	G1.B2.S1.A3	Develop and facilitate three days of Early Return for teachers at George C. Miller Middle prior to the contractual start of the 2018-19 school year.	\$0.00
22	G1.B2.S1.A4	Post and hire one instructional coach for C. L. Overturf.	\$0.00
23	G1.B2.S1.A5	Develop and facilitate one day of Early Return for teachers at C. L. Overturf prior to the contractual start of the 2018-19 school year.	\$0.00
24	G1.B2.S1.A6	Provide increased time within the contract day for teachers at C. L. Overturf to collaborate and plan.	\$0.00
25	G1.B2.S1.A7	Provide increased time beyond the contract day for teachers at Middleton-Burney Elementary to participate in professional development on standards, assessments, and instructional practice.	\$0.00
26	G1.B2.S1.A8	Partner with Solution Tree for contracted professional services to provide teachers and leaders at Middleton-Burney Elementary with on-site support for PLC at Work implementation.	\$0.00
27	G1.B2.S1.A9	Provide increased time beyond the contract day for instructional staff at Interlachen High to collaborate and plan.	\$0.00
28	G1.B3.S1.A1	Post and hire three additional paraprofessional positions at Middleton-Burney Elementary to support small group interventions.	\$0.00
29	G1.B3.S1.A10	Hire two additional paraprofessional positions at Mellon Elementary to support small group interventions.	\$0.00
30	G1.B3.S1.A11	Hire two intervention teachers at Price Middle to support additional sections of intervention classes.	\$0.00
31	G1.B3.S1.A12	Post and hire one additional paraprofessional position at Price Middle to support intervention classes.	\$0.00
32	G1.B3.S1.A13	Purchase and implement new instructional programs and materials at Price Middle to support students in intervention and acceleration courses for ELA, intensive reading, and science.	\$0.00
33	G1.B3.S1.A14	Hire two intervention teachers at Jenkins Middle to support additional sections of intervention classes.	\$0.00
34	G1.B3.S1.A15	Purchase and implement supplemental instructional programs at Browning-Pearce Elementary that are research-based, vertically aligned from one grade to the next, and aligned with state academic standards. Computer hardware will also be purchased to increase student use of these programs.	\$0.00
35	G1.B3.S1.A16	Hire contracted personnel at Moseley Elementary to expand the implementation of the Leveled Literacy Intervention lab concept to another grade level.	\$0.00
36	G1.B3.S1.A2	Purchase supplemental math manipulatives and science kits to create concrete math models and science labs for students at Middleton-Burney Elementary to support their conceptual understanding of grade level standards.	\$0.00
37	G1.B3.S1.A3	Purchase additional consumable supplies to support intervention in reading and math at George C. Miller Middle.	\$0.00
38	G1.B3.S1.A4	Purchase supplemental math manipulatives and science lab materials to create concrete math models and science labs for students at George C. Miller Middle to support their conceptual understanding of grade level standards.	\$0.00

39	G1.B3.S1.A5	Post and hire one additional paraprofessional position at George C. Miller Middle to support intervention classes.	\$0.00
40	G1.B3.S1.A6	Hire one intervention teacher at C. L. Overturf to support additional sections of intervention classes.	\$0.00
41	G1.B3.S1.A7	Post and hire for contracted personnel to support the implementation of MTSS interventions at C. L. Overturf.	\$0.00
42	G1.B3.S1.A8	Purchase and implement Imagine Math at Interlachen High to support students in intervention and acceleration math courses. Computer hardware will also be purchased to increase student use of these programs.	\$0.00
43	G1.B3.S1.A9	Provide funding for .25 FTE of a classroom teacher to support the LLI reading intervention lab at Mellon Elementary.	\$0.00
44	G1.B4.S1.A1	Purchase and implement the social-emotional learning data platform from Panorama Education to use as a resource for Tier 1 instruction at Middleton-Burney Elementary.	\$0.00
45	G1.B4.S1.A2	Provide after school tutoring services by certified teachers for students at Interlachen High.	\$0.00
46	G1.B4.S1.A3	Provide after school tutoring services by certified teachers for students at Browning-Pearce Elementary.	\$0.00
47	G1.B4.S1.A4	Provide a stipend for one paraprofessional to serve as a parent liaison during the 2017-18 school year outside of regular assigned duties at Moseley Elementary.	\$0.00
48	G1.B5.S1.A1	Post and hire one additional paraprofessional at George C. Miller Middle to increase the focus on attendance monitoring and enhance communication with all stakeholders including students, parents, teachers, and leaders.	\$0.00
49	G1.B5.S1.A2	Provide stipends for other support personnel at Interlachen High to work beyond the contracted day to improve and promote student attendance.	\$0.00
50	G1.B6.S1.A1	Provide opportunities for students at Middleton-Burney Elementary to explore art and music and enrich their experiences in the fine arts by purchasing art and music supplies/materials/instruments.	\$0.00
51	G1.B6.S1.A2	Fund opportunities for K-5th grade students at Browning-Pearce Elementary to attend academic field trips to engage them in authentic learning experiences related to their grade level standards.	\$0.00
52	G1.B7.S1.A1	Provide funding for .25 FTE of a graduation coach position at Crescent City High to support the monitoring and intervention for students who are off-track to graduate on time.	\$0.00
53	G1.B7.S1.A2	Provide funding for .40 FTE of a graduation coach position at Palatka High to support the monitoring and intervention for students who are off-track to graduate on time.	\$0.00
54	G1.B7.S1.A3	Fund opportunities for students at Palatka High to attend college and career focused field trips to support readiness and post-secondary success.	\$0.00
55	G1.B7.S1.A4	Provide funding for .25 FTE of a graduation coach position at Interlachen High to support the monitoring and intervention for students who are off-track to graduate on time.	\$0.00
56	G1.B7.S1.A5	Post and hire two intervention teachers at Interlachen High to support students who are off-track for graduation because of course performance barriers.	\$0.00

57	G1.B7.S1.A6	Purchase supplemental textbooks and supplies at Crescent City High to improve college and career readiness by supporting students in accelerated ELA and mathematics courses.	\$0.00
58	G1.B7.S1.A7	Purchase the supplemental program Turnitin at Crescent City High to improve college and career readiness by focusing on student writing and original thinking.	\$0.00
59	G2.B1.S5.A1	Develop and submit for School Board approval a Director of School Improvement job description.	\$0.00
60	G2.B1.S5.A2	Post and hire for the Director of School Improvement position.	\$0.00
61	G2.B2.S1.A1	District graduation coaches will collaborate with school leadership teams to review and monitor early warning system indicators in order to determine on-track and off-track status for district-school data chats.	\$0.00
62	G2.B2.S1.A2	District graduation coaches will build capacity in guidance counselors, teachers, and other identified staff to be able to monitor on-track, at-risk, and off-track status for students in identified cohorts.	\$0.00
63	G2.B2.S2.A1	Develop our district progress monitoring and state assessment calendar.	\$0.00
64	G2.B2.S2.A2	Update and share interactive progress monitoring spreadsheets for monitoring school grade component data.	\$0.00
65	G2.B2.S2.A3	Develop a data chat framework and presentation expectations for the District-School Data Conversations as scheduled by the Superintendent at strategic points throughout the school year.	\$0.00
66	G3.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
67	G3.B3.S3.A2	iReady will conduct professional development for administrators and CRTs so that successful implementation can occur.	\$0.00
68	G3.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
69	G3.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
70	G3.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
71	G3.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
72	G3.B3.S3.A7	Additional computers for iReady implementation.	\$0.00
73	G3.B3.S4.A1	Coaches and Administrators will receive training on scheduling students in intervention classes according to 6A-6.054	\$0.00
74	G3.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



75	G3.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
76	G3.B3.S4.A4	Additional READ 180 licenses will be purchased to ensure all students who need intervention will be served.	\$0.00
77	G3.B3.S4.A5	Training from READ 180 will be provided for new teachers or teachers unable to attend training in January	\$0.00
78	G3.B4.S1.A1	Staff development on the MTSS process will enhance teacher understanding about appropriate academic and behavioral interventions.	\$0.00
79	G3.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
80	G3.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
81	G3.B4.S1.A4	Provide training for instructional personnel on implementing the MTSS Process with fidelity.	\$0.00
82	G3.B4.S4.A1	Schedule PBS training at the commencement of the year	\$0.00
83	G3.B4.S4.A2	Monitor school-wide implementation of PBS	\$0.00
84	G3.B4.S4.A3	Provide ongoing professional development of CHAMPS.	\$0.00
85	G3.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
86	G3.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
87	G3.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
88	G3.B4.S6.A4	Any Focus and Priority schools will send a team to the DA Academy in the Summer of 2014.	\$0.00
89	G3.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
90	G3.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
91	G3.B4.S6.A7	Any Focus and Priority schools will send a team to the DA Academy in the Summer of 2014.	\$0.00
92	G3.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
93	G3.B5.S4.A1	Develop and submit for School Board approval a Novice Teacher Mentor job description.	\$0.00
94	G3.B5.S4.A2	Post and hire for the Novice Teacher Mentor position.	\$0.00

95	G3.B5.S4.A3	Provide increased time beyond the contract day for instructional staff to collaborate and plan.	\$0.00
96	G3.B5.S4.A4	Provide out of district opportunities for instructional staff to engage in professional learning that builds master teacher competencies.	\$0.00
97	G3.B5.S4.A5	Administer the 5Essentials Survey during the 2017-18 school year to gather teacher, student, and parent perception data.	\$0.00
98	G3.B5.S5.A1	Develop and submit for School Board approval a Director of School Improvement job description.	\$0.00
99	G3.B5.S5.A2	Post and hire for the Director of School Improvement position.	\$0.00
Total:			\$0.00