



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

40 - Madison

Shirley Joseph, Superintendent
Rachel Heide, Northwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

To educate all students in a safe, quality learning environment that ensures student success.

b. District Vision Statement

Provide a safe, supportive environment that will meet the individual needs of all students in their quest for academic achievement.

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

<http://images.pcmac.org/Uploads/MadisonCountySchools/MadisonCountySchools/Divisions/DocumentsCategories/Documents/strategic%20plan.docx>

2. Supports for School Improvement

a. Alignment of Resources

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

The District leadership has developed a process to facilitate the sharing of information between all stakeholders which builds district-wide consensus to support the MTSS structures. This process identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) to ensure a Multi Tiered System of Support is available to Leadership, Teachers, and Students. This process is designed to meet the needs of all students and maximize desired student outcomes; monitor whether instructional and intervention programs are implemented as intended (i.e., “with fidelity”) and whether they are effective; and allocate resources to schools. The roles of the members of the district leadership team are as follows: To ensure that district policies and procedures are supportive of this improvement process; To ensure that the schools are using their SIP plans and to monitor its implementation; To clearly identify areas of responsibility and implement checkpoint for accountability; To ensure that needed support is provided to support their school improvement efforts.

The District Based Leadership Team (DBLT) reviews data elements (assessment results, grade distributions attendance, discipline data) and uses the 8-step problem solving process to determine barriers, strengths, and other areas of need for the students. The district leadership team also uses the 8 step problem solving process to identify any organizational issues at the district and school that may be impacting district goals. An Early Warning System (EWS) is used throughout the District to monitor students as well as faculty (attendance). With the periodic review of data targeted issues can be addressed early using the appropriate interventions from a compiled list for Tier II and Tier III available interventions.

The District will participate in monitoring of the schools through Data Chats with the School Administrative/Leadership Team, monthly meeting with the School Administrative/Leadership, scheduled classroom walkthroughs and observations.

The purpose of MTSS/RTI is to ensure high quality instruction and/or which are matched to student

needs. Teachers are to use students' performance levels and learning rates over time to make data-based decisions to guide instruction. The MTSS/RTI team at the school will review school wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high-performing students. The major goal is to achieve progress and improve other long-term outcomes (behavior, attendance, etc.). The problem solving model will be used and decisions will be guided by the analysis and review of student data.

The MTSS/RTI team, comprised of School Leadership, MTSS/RTI Facilitator, Counselor, and Teachers) meet regularly to discuss issues concerning struggling students. The information will be then shared through team leader meetings and literacy committee meetings. The information will be used to determine scheduling needs, curriculum materials, and interventions resources based on identified needs derived from data analysis. In addition, the team members are responsible for developing solutions for system problems identified and plans for professional development that may be necessary for leadership and/or teachers,

The Principal functions as a school overseer of MTSS/RTI. The Principal will be responsible for attending the Student Intervention Team (SIT) meetings as schedule permits and providing the team with overall guidance while addressing system level issues. An Administrator is also responsible for revisiting and proposing changes to SIP to ensure the document is ongoing and relevant to the school's operation of programs.

The MTSS/RTI Facilitator is responsible for facilitating SIT meetings, gathering system level data for presentation and housing folders for students involved in the SIT process. The Facilitator networks students with community and social resources to assist behaviorally, academically, emotionally, and physically when necessary.

The District Leadership Team will be responsible for communicating and revisiting with the faculty/staff the goals of the SIP and changes that need to be made. The School Leadership Team meets regularly to discuss school concerns/issues and or changes/adaptations that need to be made. During the weekly meetings, the District Leadership Team (DLT) also reflects on the School Improvement to ensure the operation of school correlates with the SIP objectives and goals. The fidelity will be monitored by the Principal by asking for reports from meetings and updates on student progress.

The School Leadership Team will work with teachers on disaggregating and analyzing data. Teachers then use this data to identify the Reading, Math, and/or Science Standards where students are struggling. Teachers will receive additional Professional Development using Performance Matters to develop reports and sort data for the grade level and for individual students.

The SIT will disaggregate, analyze, and discuss system level data and individual student data. In addition, the team meets with students and parents and develops intervention plans for individual student success. During this meeting time Intervention Plans are developed for students who have been identified through Early Warning data or teacher referrals as struggling learners.

The leadership identifies and aligns all district instructional and curricular resources in order to meet the needs of all students and maximize desired student outcomes in the following subject areas for the different grade levels.

The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

These levels, or tiers, are used to describe the intensity of the instruction and interventions provided, not categories of students. The three tiers are outlined below.

Tier 1 is the core universal instruction and supports designed and differentiated for all students in all settings.

Tier 2 is the targeted supplemental interventions and supports some students receive in addition to and aligned with the core academic and behavior curriculum and instruction.

Tier 3 is the intensive individualized interventions and supports few students receive in addition to and aligned with the core academic and behavior curriculum and instruction.

Tier 1: Whole Group Instruction (Standards Based Instruction)

Materials: Journey Core Reading Program

Tier 2: Small group Instruction:

Materials: Journeys Intervention materials and iReady Teacher Toolbox Interventions

Students rotate through centers that include: a teacher led group, iReady computerized instruction; iReady intervention materials; Dolch sight words and Fry High-Frequency Word lists, reading fluency checks, running records; FCCR materials.

Tier 3: Individualized instruction

Materials for automoticity/fluency practice, repeated reading, phonics, syllabication, base/root words and prefixes/suffixes.

Assessment: Diagnostic using iReady. Students are assessed on foundation skills: Students score "At or Above" or "Below" grade level based on stated criteria. Students scoring Below Grade Level are automatically assigned remedial instruction. Student progress is monitored quarterly through iReady diagnostic testing.

Core Curriculum in Mathematics - Eureka

Kindergarten through eighth grades

The Eureka Core Program uses the researched-based Universal Design for Learning (UDL) for its structure to meet the needs of diverse learners.

Many resources are used to supplement interventions for struggling students. These include: federal, state and local funds, services and programs (e.g., Title I, Part A, including 1003(a); Title I, Part C Migrant; Title II; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction; and other sources, as applicable to the district) to align to interventions in Madison County Central School. Responsible District Coordinators meet regularly to address funding and allocation of funding and resources to schools. Funding is allocated for staff and curriculum/interventions necessary to implement MTSS in the schools.

Title I, Part A – provides supplemental materials and supplies for students and teachers. It also provides additional teachers to reduce student: teacher ratios. It provides technology in the classrooms for the students. Title I, Part A also provides services to ensure students requiring additional remediation are assisted through the availability of resource teachers, software remediation, and required hardware, and afterschool tutoring. Title I, Part A also provides a 1% set aside for parent involvement activities to include workshops, technical assistance, and materials and supplies.

Title I, School Improvement Initiative 1003(a): MCCC qualified for the Title I, School Improvement Initiative 1003(a) funds this year. They are using these funds to provide afterschool tutoring and transportation for struggling students in the areas of Reading and Math.

Title I, Part C Migrant – Provides social services coordination for migrant parents and their children, translation services for migrants, and materials and supplies. Also provides a summer enrichment program for Migrant students. The Migrant Education Program's goal is to link migrant families to

services and programs that support the well being and education of their children. The Migrant Services staff coordinates with Title I, Part A and other programs to ensure student needs are met. The Migrant Coordinator provides services and support to students and parents. Requirements are to coordinate with other programs to ensure student needs are met.

Title II, Part A – provides Professional Development in the areas identified by the school. It helps pay individual mentors for beginning teachers or teachers in need of improvement. Funds are used to provide professional development activities for teachers, principals and paraprofessionals to meet the mandates of becoming highly qualified under NCLB and to provide training in areas that caused the school not to meet AMOs.

Title V: Rural and Low-Income Schools Program - provides supplemental curriculum and professional development in the core content areas.

Title X Homeless: Funds provide school supplies and uniforms to students who qualify as well as personnel to assist homeless families with education related services.

Supplemental Academic Instruction (SAI) – is used to pay extra personnel at the school. It is also used to provide teachers for summer school for Level 1 third grade students. SAI funds are also used to provide remediation as needed during the regular school year.

IDEA Part B – Individuals with Disabilities Education Act – provides funds for the excess costs of providing special education and related services for students with disabilities.

IDEA Part B – Pre K - Individuals with Disabilities Education Act – provides funds for the excess costs of providing special education and related services for Pre K students with disabilities.

PreK funds will be blended with VPK funds to provide additional educational services for preschool students.

Career and Technical Education (Carl D. Perkins) – these funds are used to provide Middle Grades Students with Introduction to Career Planning course through 7th grade Civics and 8th grade History. The students also work with the School Guidance Department on developing Career plans.

Each program has a District Coordinator which works with a School-based staff member to ensure the resources are maintained and the funds are used to provide services with the highest impact to students, teachers, and leadership.

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.

Within a MTSS, resources are allocated in direct proportion to student needs. To ensure efficient use of resources, the District begins with the identification of trends and patterns using school-wide and grade-level data. The Superintendent will meet with the Chief Financial Officer and all school Principals. Resources in both personnel and intervention are provided to the schools through the MTSS Coordinator and every year in the spring after Survey 3. Staffing resources are allocated according to the FTE at each school and supplemented with Federal Programs, according to the needs of the students.

The Chief Financial Officer and staff are responsible for the weekly processing and monitoring of Purchase Order requests submitted by each school and department. Purchase order expenditures, as well as any additional expenditure, are reviewed based on the prepared budget and approved by the Chief Financial Officer and/or Superintendent. Monthly reviews of each school and department budget are conducted to ensure compliance and accuracy. Budget amendments for revenues and/or expenditures are completed monthly and reported to the Board.

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.

At the direction of the Superintendent of Schools, all Madison County School District policies and procedures are reviewed regularly.

All other policies are under review to ensure alignment with school improvement objectives.

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.

Madison County School District assures operational flexibility to Madison County Central School through greater autonomy in decision-making in the areas of staffing, scheduling and budgeting to the school in order to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district recognizes this may require providing waivers or exemptions from traditional district policies for MCCS. This operational flexibility will give MCCS the flexibility to redesign the master schedule to provide common planning time for data-based decision making within the problem-solving process, job-embedded professional development through Instructional Coaching and other knowledgeable experts, and Professional Learning Communities (PLCs). It will also provide MCCS the flexibility to utilize funding to best staff the school with effective, highly qualified teachers for each classroom (and other necessary staff), to provide continuous, comprehensive professional development to build sustainable capacity, and support all learning environments with technology so the whole school becomes student centered, focused on student achievement.

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.

Sustainability of the improvements that result from this plan is crucial to continuous improvement. This strengthens the potential impact of school improvement because it affects the whole district. Each action and resource developed for SIG purposes has been examined from the perspective of sustainability. Those actions or resources deemed to be unsustainable have been either eliminated from potential inclusion or included only to enhance an action or resource that is sustainable. For instance, professional development activities included in the SIG may not be sustainable in the general fund budget at the same robust level that SIG funds would facilitate. However, the professional development would have a significant long-term impact on the school and district. At conclusion of SIG funding, subsequent professional development funded from the District would build upon professional development funded by the SIG.

The District is directing resources to increasing parent and community engagement. SIG funding will greatly enhance efforts to interact with parents. In community forums and surveys, parents have clearly requested more assistance from the District to provide them with ideas and activities to share the educational experience with their children. They have been engaged throughout the whole

decision-making process of the SIG. They will also be part of the monitoring of the SIG throughout the three year process. MCCS is the largest school in the District. Parent engagement activities developed and implemented at MCCS should have a direct impact on student achievement in that school as well as a significant influence on subsequent student achievement at MCHS. Lessons learned in the parent engagement effort can guide processes at all other schools in the District.

Community engagement is crucial to the success of the schools. The District has been characterized by a 'culture of mediocrity'. Low expectations and a persistent belief that our schools are incapable of being excellent have facilitated the culture. Engaging community businesses, industry, and organizations in a wide variety of educational partnerships with our schools is vitally important to making progress in our journey to significant school improvement. SIG funding will be utilized to facilitate greater levels of community engagement. Once developed and implemented, these partnerships can be continued long after SIG funding is exhausted. In particular, SIG funding may be utilized to develop STEAM projects that entail student and community partnerships in robust learning projects that are mutually beneficial. The possibilities are virtually unlimited.

Sustainability is a key factor in the initial planning of this SIG reform. During the planning, school leaders communicated the need for the reform, and conveyed to the school community the appropriateness and the effectiveness of the (research-based) efforts. Changes in personnel were anticipated, changes in resources, and revisions of current policy and attitudes that might result in improved achievement were considered, and contingencies to respond were discussed. From the beginning, the purpose and workings of this reform plan was understood by and had the support of school faculty and of the community and its leaders, and the school board. Engaging this wide array of the community in the planning process was our first step to ensure long-term sustainability of the project. During the planning process, it was noted that behavioral change would be the key to school improvement sustainability. Research tells us that to be fully realized and lasting, reform efforts must be accompanied by a fundamental cultural shift throughout the local education community, a shift that results in a new mindsets and accompanying behaviors among administrators, teachers, and students (Redding, 2007). Research helped us see that for school improvement efforts to be successful, the principal's role must change from that of a top-down supervisor to that of an instructional leader, coach, and strategic teacher (Senge, 1990). Therefore, to sustain these SIG efforts at Madison County Central School, the Principal and Assistant Principals will be provided with significant professional development and mentoring from FDOE, the Superintendent, the District Project Manager -Turnaround Leader and outside experts. The District Based Leadership Team (DBLT) will maintain connection with the school administration and will become instructional support for the school, not just an evaluator. These SIG funds will provide teachers and staff with intensive, professional development in classroom techniques and skills to improve student achievement and how to implement research-based curriculum with fidelity. Sustainability is ensured when teachers have internalized this professional development; when they are following the curriculum alignment scope and sequence; when teachers begin working as cohesive units completing units developed during their Lesson Study planning process; when they are in collaboration; not isolation. We recognize, even after this change takes place, that Madison County Central School will still have some academically disadvantaged students and the educational environment will always have some flux in leadership, teachers, staff, students, state-mandated academic standards, school and community demographics, and/or availability of community resources. However, to sustain the systemic change effort at Madison County Central School, a collaborative system will be put into place that ensures these changes continue and do not result in a reduction in student achievement.

To summarize, SIG funds will facilitate a variety of projects and activities from which the District can learn. Those things that work will be continued. Those that do not will either be terminated or 'tweaked' to greater effectiveness. The District looked carefully at things that may hinder future implementation of strategies for improvement (e.g., personnel turnover, funding) and has already made some changes at the District level that will build capacity for and sustainability of

improvements. The lessons learned will be incorporated into sustainable plans, goals, objectives and strategies, all of which can be measured and documented.

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.

Madison County School District uses a wide array of mechanisms to engage families and community members in school improvement efforts. First of all, the engagement begins at the schools. The Principals and school leadership schedule monthly School Advisory Committees which participate in writing the School Improvement Plan for each school. The SAC is reflective of the demographics of each school. District level representatives, school administrators, teachers, parents, community representatives, and students meet several times to discuss ways to improve student achievement, parental involvement, and professional development. Brainstorming leads to discussion of interventions for each subgroup and barriers that keep the subgroups from meeting the AMOs and other ways the district could improve student achievement. District representatives then meet with each school to discuss individual efforts for student achievement. District representatives also attend the School Advisory Council meetings, faculty meetings, and in-service meetings for teachers to discuss plans for school improvement. The School Improvement Plan (SIP) is then written to include how parents, school staff, and others would work as a team to improve student achievement.

The following are different ways the district and schools ensure that parents are involved: Hosting a Community Information Day; Posting notices of SAC meetings, Providing minutes of the SAC meetings upon request, Providing information concerning the SAC meetings/decisions through a newsletter and/or newspaper article, and encouraging parents to participate in annual school climate surveys. Also, the district and schools use parent school climate surveys or feedback surveys on school improvement activities. Some schools have a Parent Communications Committee whose role is to provide important information concerning school improvement activities to parents. The Title 1 Parent Involvement Plan incorporates parent training activities for the elementary and middle school parents. The Title 1 Parent Resource Room is stocked with resources for elementary and middle school parents. At Madison County High School, teachers call parents of 9-12 grade students to communicate messages regarding student attendance, academic requirements, and announcements of important activities such as parent conferences. Counselors conduct 9 – 12 parent meetings concerning scholarships, college entrance tests, college campus visits.

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 involved MCCS's school leadership in every step of the development and implementation of the turnaround plans and other school-level interventions. Mr. David Chambers, MCCS Principal, is leading the School leadership team through the 8-step problem solving process to identify goals, barriers, and strategies that will address the achievement of students. The District attended several focus groups devoted to the development and implementation of the turnaround plans at the school throughout the year.

The faculty and staff were surveyed to identify barriers and prioritize these areas of focus. The students were then surveyed, and a gap analysis was done to determine gaps in perceptions between faculty and students on supportive learning environment and the quality of instruction in the classroom. The community was also surveyed and a gap analysis was done to determine gaps in perception between

faculty and parents in shared responsibility of student learning.

Teachers and staff identified three goals they feel should be addressed in the turnaround efforts of the school. These three goals are 1) Establish Standards Based Instruction, 2) Establish a safe and supportive school environment, and 3) Enhance parent and community involvement. They also identified resources available to support these goals, and barriers that would prevent them from reaching these goals. They continued with identifying actions that will be put into place, the person responsible for monitoring the action, target dates or complete the action steps, and the evidence that the action had been completed.

This is an ongoing process with weekly meetings with both the faculty and leadership team.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Ward, Linda, linda.ward@mcsbfl.us

b. Employee's Title

Administrator

c. Employee's Phone Number

(850) 973-5192

d. Employee's Phone Extension

NA

e. Supervisor's Name

Dr. Karen Pickles

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

- Manifest a professional code of ethics and values.
- Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
- Develop and provide services and support in the Transformation Model as required by state and federal regulations for school improvement as the Turnaround Leader prescribed in state guidance.
- Apply knowledge and understanding of applicable federal and state accountability requirements to district and school actions.
- Provide instructional leadership to coordinate, collaborate, and assist district efforts in implementation of Differentiated Accountability interventions and the Danielson Framework for Teaching and Learning.
- Assist targeted low-performing school(s) in their program planning, implementation, and audit requirements for the school improvement Transformation Model.
- Assist in the development of school improvement grant budgets in the Title I funding acquired through legislative action to achieve district priorities through strategic planning and to produce a return on investment to move student achievement as a result of effective and accountable budget planning and expenditures.
- Demonstrate the ability to plan and implement effective staff development for district staff, school staff, parents, and the community.
- Direct, supervise, and evaluate department staff in terms of their performance responsibilities and productivity in achieving the district's priorities and results, and hold them accountable for services

consistent with the district's decentralized organization and management philosophy and systems

- Plan and direct a system of feedback and assessment through the Plan of Involvement process to determine school needs and school improvement progress toward increased student achievement.
- Develop and communicate processes for complying with critical federal requirements and monitoring those processes for compliance.
- Keep the Superintendent informed of current critical issues and incidents about which they should be aware.
- Follow the district's policies and procedures
- Develop leadership in subordinates.
- Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.
- Responsible for self development and keeping up to date on current research, trends and best practices relevant to the area of responsibility.
- Perform other duties and responsibilities as assigned by the supervisor.

2. District Leadership Team:

Newman, Lori, newmanl@mcaa.academy	
Title	Director
Phone	850-973-1562
Supervisor's Name	Dr. Karen Pickles
Supervisor's Title	Administrator
Role and Responsibilities	<p>Coordinate the planning and supervision of the ESE program and other staffing services; Facilitate and act as chairperson when conducting meetings at eligibility, placement, dismissal and revision of IEP staffings; Review and coordinate activities with other state exceptional initiatives; Provide overall leadership and appropriate resources for the Exceptional Student Education and for District-wide curriculum development, implementation and evaluation as well as instructional methodology improvements; Assist in the planning, initiating, conducting and evaluating activities related to technical assistance in ESE in the district; Coordinate the development and implementation of performance standards in the ESE program; Work effectively through collaboration and coordination with district personnel, other agencies, and other appropriate persons; Assist in the development of policies for all the ESE programs; Provide leadership for purposeful articulation among all instructional levels as well as between basic and special programs; Provide district with current, relevant information and research related to ESE; Provide technical assistance in programming and mandates for curriculum development and program development; Assist with the purchasing of materials and develop programs appropriate to service delivery and other needs; Assist with interpretations and implementation of all aspects regarding educational services to children and families with disabilities; Coordinate the writing of projects for funding of educational programs; Coordinate in the collection and reporting of various types of statistical information required by the School Board, Department of Education and Federal Agencies; Serve as consultants in the selection of materials and equipment for assigned curricular areas; Implement procedural safe guards and represent the district in student due processing hearings, mediations and resolution meetings; Maintain a close working relationship with school personnel to ensure information exchange, coordination of efforts and general support for the decision-making process; Coordinate in the collection and reporting of various types of statistical information required by the School Board, Department of Education and Federal Agencies; Work with principals, department heads, grade level chairs, subject matter specialists, and other stakeholders in developing the general philosophy and goals of the total school curriculum; Report on the status of ESE programs and services at the request of the Superintendent; Direct and coordinate program planning to involve District and school personnel, community representatives and students when appropriate; Serve as contact to the Department of Education in assigned areas; Maintain contact with other school districts in Florida and other states to share and receive information on effective programs and practices; Maintain good public relations with parents and community groups for dissemination of information and feedback; Assist in interpreting the programs, philosophy and policies of the District to staff, students and the community; Maintain liaison with social, professional, civic, volunteer and other community agencies and groups having an interest in the schools; Provide assistance to principals, assistant principals and teachers in all areas related to curriculum and instruction; Serve as District-based representative on the appropriate boards, committees and projects; Keep abreast of all</p>

developments in their fields, and disseminate information about them regularly to the teachers in assigned curriculum and grade level areas; Coordinate and conduct training activities related to ESE and school improvement issues; Facilitate, present, and plan workshops; and attend state conferences and meetings relative to ESE; Keep well informed about current trends and best practices in basic, exceptional and vocational education; Promote and support professional development for self and others; Attend meetings and conferences which promote professional growth and will benefit the District; Coordinate, monitor and evaluate the pre-Kindergarten and Head-start programs; Recommend ESE budgets for each school site; Assist in the development of educational specifications for new facilities and equipment; Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action; Prepare or supervise the preparation of all required reports and the maintenance of all appropriate records; Perform such other duties as may be assigned by the Superintendent or supervisor; Recommend additions, deletions, and alternations in ESE curriculum as seem advisable; Assist in the development of administrative guidelines for instructional services; Assist in the development of policies for ESE services; Assist schools in resolving problems and satisfactorily addressing complaints; Model and maintain high standards of professional conduct; Demonstrate initiative in recognizing needs or potential for improvement and take appropriate action; Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment; Facilitate problem-solving by groups or individuals.

Stalnaker, Sam, sam.stalnaker@madison.k12.fl.us**Title** Administrator**Phone** (850) 973-XXXX**Supervisor's Name** Dr. Karen Pickles**Supervisor's Title** Superintendent**Role and Responsibilities**

Serves as the Chief Human Capital Officer for Madison County School District. Develops goals, objectives and policies for Human Resources, Safety, Risk Management, Information Technology and Food Service which facilitate and support improved learning and achievement for all students enrolled in the School District of Madison County. Ensures the development of procedures and processes related to compliance with local, state and federal laws, regulations and policies relative to Human Resources, Safety, Risk Management, Information Technology and Food Service. Regularly evaluates program effectiveness utilizing stakeholder feedback to improve service delivery. Monitors departmental budgets and ensures alignment with the District's Strategic Plan. Monitors and implements legislative actions/ changes, as appropriate. Develops goals, objectives and policies for Human Resources management which facilitate improved learning and achievement for all students enrolled in the School District of Madison County. Oversees personnel to recruit, identify, employ and assign competent, certified, administrative and classified personnel. Provides a system for new employees to acquire appropriate information, support, and training necessary for success on the job. Maintains procedures to facilitate the reassignment or transfer of employees to maintain appropriate staff balance within the District. Represents the Superintendent in grievance procedures; in services and guides District grievance administrators through the grievance procedure. Develops and implements training as needed for the leadership and collective bargaining teams, as directed by legal counsel. Maintains regular liaison with Department of Education officials and other state agencies concerned with labor relations, including the Florida School Board Association, Florida Association of School Administrators, Florida Education Negotiators, Florida Association of School Personnel Administrators and Florida Association of District School Superintendents, Florida Educational Risk Managers and Florida School Labor Relations Service.

Hill, Robin, robin.hill@mcsbfl.us**Title** Administrator**Phone** 850-973-5022**Supervisor's Name** Dr. Karen Pickles**Supervisor's Title** Superintendent**Role and Responsibilities**

Joseph, Shirley, shirley.joseph@madison.k12.fl.us	
Title	Administrator
Phone	850-973-1555
Supervisor's Name	Dr, Karen Pickles
Supervisor's Title	Superintendent
Role and Responsibilities	<p>Coordinates and supervises all district-wide standardized state, national and local assessments testing including FSA, FSAA, WIDA, EOC exams, and other assessments authorized by the Florida Department of Education; Manage district-wide Progress Monitoring; Coordinates and supervises national assessments (i.e., PSAT, SAT); Recommends policies and procedures relative to district-wide assessment and testing; Coordinates the district's school accountability program; Coordinates the development and implementation of student performance standards; Coordinates, supervises, and reports measures of student performance standards; Coordinates, supervises, and reports measures of student performance as required; Provide student performance data to superintendent as needed for evaluation of principals as relates to school-wide assessment; Coordinates and supervises development of school improvement plans; Manage Madison District Virtual School; District's Charter School Liaison. District's Information Officer; Coordinates and supervises development of the district improvement plan; Serves as liaison to the Southern Association of Colleges and Schools AdvancEd accreditation agency; coordinates accreditation activities as required; Assists in the development of training and professional development related to assessment and testing; Facilitates alignment of assessment and testing instruments with curriculum and instruction; Assists in development of district budget; Maintains a close working relationship with school-site personnel to ensure information exchange, coordination of efforts and general support for decision-making processes; Serves as district contact to the Florida Department of Education in assigned areas; Maintains contact with other school districts in Florida and other states to share and receive information relative to effective programs and practices; Assists in completion of projects as directed by the Superintendent of Schools; Provides parents and community groups with important information regarding area of responsibility; Serves as district-based representative to appropriate boards, committees, and projects; Stays well-informed in areas of responsibility; Promotes and supports professional development for self and others; Attends meetings and conferences to promote professional growth for self and district; Assists in development of facilities as pertains to areas of responsibility; Assists superintendent in organizational planning and development; Assists in preparation of School Board agendas by providing items pertaining to areas of responsibility in a timely fashion; Other duties as assigned by superintendent; Serves as member of Superintendent's Executive Leadership Team; Models and maintains high levels of professional conduct; Demonstrates initiative in recognizing needs or potential for improvement; takes appropriate action; Demonstrates teamwork in participation and completion of district projects.</p>

Pickles, Karen, karen.pickles@madison.k12.fl.us

Title	Superintendent
Phone	850-973-1555

Supervisor's Name

Supervisor's Title

Role and Responsibilities

3. Educator Quality

a. School Leadership Teams

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

Each Focus and Priority school is staffed with a leadership team that has a history of satisfactory performance and/or engineering school turnaround. A principal and/or assistant principals have three (3) years to improve a school that has been rated as Focus or Priority.

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.

Teachers at Focus or Priority school who are rated as "Needs Improvement" or "Unsatisfactory" are given one (1) year to improve.

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.

Through the district's staffing allocation table, Focus and Priority schools are provided with sufficient staff to allow either common planning time at the grade-level (PreK through grade five) or subject-area (grade six through grade 12).

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.

Through the district's staffing plan, each Priority school is provided with a part-time instructional coach. The district monitors coaching activities through monthly reviews of agendas, sign-in sheets, and follow-up activities related to Professional Learning Communities (PLCs) and coaching cycle opportunities.

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/madison?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:

Journeys - Florida (Houghton Mifflin Harcourt)

Program Type

Core

School Type

Elementary School

Description

The writing part is included in this reading program. With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K–6 reading program with rigorous Florida Standards instructional design. The remarkable vocabulary instruction builds better readers and writers while also providing intervention for struggling students. Easy organization, proven instruction and exceptional differentiation have set Journeys Florida Standards apart as the Florida Standards reading program of choice for educators in Florida.

SpringBoard ELA - Florida (College Board)

Program Type

Core

School Type

Middle School, High School

Description

SpringBoard provides a customizable pathway for rigorous instruction in print and online by integrating a variety of proven teaching and learning strategies, relevant and increasingly complex content, and innovative methods that engage students on multiple levels. Within SpringBoard Florida, writing instruction is integrated through text-related assignments in argumentative, informative, and narrative modes.

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:

Eureka Math

Program Type Core

School Type Elementary School, Middle School

Description Grades Prek - 8. Eureka was selected to address the need for a standards-based math curriculum. Particular attention was given to providing support for teachers as they transition to a focused, rigorous curriculum. These efforts are apparent in the ways lessons begin with context-based situations and progress toward more abstract problems.

SpringBoard Mathematics - Florida (College Board)

Program Type Core

School Type Middle School, High School

Description SpringBoard students are savvy, active learners who take responsibility for their education. They work toward clear learning targets and know why the skills they're developing matter. The program is characterized by focused instructional design: Based on the "Understanding by Design" model, SpringBoard's scaffolded instruction is built around embedded assessments that are back-mapped to specific standards and learning targets; an emphasis on learning strategies: Students learn how to use a methodical approach to learning new content. They are equipped with a range of strategies and can choose the one most suited to a particular task and their learning style; connections to Advanced Placement®: Aligned with the skills and knowledge identified in AP course descriptions, SpringBoard helps students prepare for college-level work. Many of SpringBoard's writers teach both AP and SpringBoard courses; interactive professional learning: SpringBoard partners with districts to help them build capacity by providing educators at every level with active learning opportunities.

Intermediate Algebra with Applications (Houghton Mifflin)

Program Type Core

School Type High School

Description Intended for developmental math courses in intermediate algebra, this text retains the hallmark features that have made the Aufmann texts market leaders: an interactive approach in an objective-based framework: a clear writing style, and an emphasis on problem-solving strategies. The acclaimed Aufmann Interactive Method, allows students to try a skill as it is introduced with matched-pair examples, offering students immediate feedback, reinforcing the concept, identifying problem areas, and, overall, promoting student success.

Mathematics for College Readiness (Pearson Prentice Hall)

Program Type	Core
School Type	High School
Description	

Prep for Success: PERT Study Guide (Track@Success)

Program Type	Supplemental
School Type	High School
Description	Prep for Success: Mastering Florida's Postsecondary Education Readiness Test Math teaches skills crucial to obtaining a good score on the PERT. The PERT is a placement test used by colleges, universities and other educational institutions in Florida to determine the appropriate course level of newly enrolled students.

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:

ScienceFusion (Houghton Mifflin Harcourt)

Program Type	Core
School Type	Elementary School
Description	ScienceFusion is a state-of-the-art science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on a laptop, a tablet, or using a science textbook. The digital curriculum, virtual labs and hands-on activities, and write-in science textbook develops important critical thinking skills that prepare students for success in future science courses and in the workplace.

Science for the New Millenium (Paradigm Publishing)

Program Type Core, Supplemental

School Type High School

The new edition of Biotechnology: Science for the New Millennium is the perfect textbook and lab manual combination program for your classroom! Designed for introductory courses, this complete program teaches the concepts and hands-on lab procedures required for entry-level careers in the rapidly growing biotechnology industry. The textbook and lab manual can be used together or separately, depending on the desired course format.

- Thorough coverage of the concepts and processes of biotechnology research and manufacturing in the areas of pharmaceuticals, agriculture, industrial products, and instrumentation.

Description

- Extensive discussion of genomics, microarrays, and proteomics.
- Exciting information on biotechnological advances in drug discovery, gene therapy, plant-based pharmaceuticals, forensics, and horticulture.
- Thought-provoking sidebars on bioethics, current events, regulations, emergent trends, recent advances, and research techniques.
- Substantial presentation of the business side of biotechnology, including opportunities and careers in academic, industrial, and regulatory biotechnology.
- Includes new and improved sections, projects, and lab activities that address current scientific methods and developments in the biotechnology industry!
- Updated statistics, figures, and photos.

Essentials of Human Anatomy & Physiology (Pearson)

Program Type Core

School Type Middle School, High School

Now in its Tenth Edition, Essentials of Human Anatomy & Physiology continues to set the standard for short-course A&P texts. Its dramatically updated art program, more streamlined presentation of material, and integration of chapter objectives will help allied health students better visualize and understand the structure and function of the human body. Elaine Marieb's clear and friendly writing style emphasizes the relevance of anatomy & physiology to students' lives and future careers. The book clarifies concepts, defines key terms, and offers just the right balance of anatomy,

Description physiology, and clinical coverage to make the content complete without being overwhelming. While many authors merely condense a two-semester text to meet a one-semester need, Elaine Marieb wrote this book specifically for the one-semester course and continues to carefully select a range of material that proves just right for the shorter course. New information on hot topics like the HPV Vaccine, Infantile Polycystic Kidney disease, and Sudden Infant Death Syndrome (SIDS) draws students into the material, while a flexible topic structure allows instructors to choose a chapter sequence to meet virtually any need.

Integrated iScience (McGraw-Hill Education)

Program Type Core

School Type Middle School

Description iScience is built on the philosophy that the hallmarks of an effective science curriculum are interactive lessons, inquiry-based learning strategies, inspired student curiosity, and invention of solutions to real-world problems by applying scientific understanding. iScience meets students where they are through engaging graphic novel-style features and thought-provoking questions that encourage them to relate the science concepts to the world around them. The inquiry-based 5E lesson cycle provides active, hands-on explorations of the concepts. The Student Edition is available both as a textbook and as an interactive digital e-book, providing today's digital natives with the resources they need in whatever format they want to use. Because the true key to student success is the teacher, we created the next generation in teacher support, the Teacher Edition 2.0 Professional. Effective questioning strategies are the foundation of sound science instruction. From Page Keeley Science Probes that inform instruction to insightful, scaffolded Guiding Questions and Visual Literacy Strategies, we provide you with the support you need to do what you do best: focus on your students.

Miller and Levine Biology (Pearson)

Program Type Core

School Type Middle School, High School

Description A science as exciting, adaptive, and challenging as biology can't be reenacted in an ordinary textbook. It needs a bold, fearless approach—one that puts the power of a new program and new ways of thinking directly into the hands of you and your students. Miller & Levine Biology allows you to communicate your love of science to your students in a way that will engage them and offer support for every type of learner.

Agriscience Fundamentals and Applications (Cengage)

Program Type	Core, Supplemental
School Type	Middle School, High School

Description Agriscience Fundamentals and Applications, 5th edition is an introductory applied science textbook intended for use in high school agriculture programs. The text provides a broad-spectrum overview of the agricultural industry and the industry-based sciences, including basic principles of science as they apply to plants, animals, soils and foods. Agriscience Fundamentals and Applications, 5th edition contents includes chapters that detail the information age, natural resources, integrated pest management, plant sciences (including botany, crops, & ornamentals), animal science, food science, and communication and management. Each chapter includes visual aids such as color photos, sketches, diagrams, and tables. Agriscience Fundamentals and Applications, 5th edition, also identifies chapter objectives, evaluation materials, suggested class activities, key terms, and internet key words to guide student's in-depth study.

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 Leadership Team meets regularly to reflect and review data in order to adjust MTSS plans and supports for students. The District Coordinator responsible for MTSS meets with each MTSS contact from the schools at least two times per school year to address the MTSS process and procedures and what changes need to be made or addressed at the district and school level. The district coordinator or a representative also attends the schools' MTSS/School Intervention Team or Data meetings at least monthly to verify fidelity with core instruction and interventions implementation. The district coordinator and representatives work closely with each school on an individual case-by-case basis to provide research based interventions and monitor the progress of students during implementation. The MTSS Intervention data base in Performance Matters is maintained and updated at regular intervals to assist the schools with planning Tier 2 and Tier 3 interventions.

Progress monitoring is key. District Leadership monitors each school's formative and summative assessments in Tier 1 review. Universal screenings are a second tool used to assess the health of Tier 1 (Core) district-wide. Working in concert with the Coordinator of Student Services, the school-based administrators will annually determine the specific tools and specific schedule of screening administration. At a minimum, standardized instruments for Universal Screenings will be administered two times per school year. In addition to the summative assessments and universal screenings, each site will incorporate indicators of student engagement organized as an Early Warning System (EWS) to identify systemic issues contributing to non-proficient students as well as specific students who are in jeopardy of "falling behind".

Assessments used at Tier 1 should be able to answer specific questions in order to help guide problem solving efforts at Tier 1 and should align with evidence-based instructional practices and instructional standards that students are expected to meet. Some of those questions are (but not

limited to):

- 1) What percent of students are meeting grade level expectations and/or are “on-track” for promotion/graduation?
- 2) Is Tier 1 instruction for each grade level content or subject area effective (i.e., approximately 80% or more students are proficient or making significant growth)?
- 3) How effective have improvement plans (i.e., SIP) been at increasing the growth of all students in addition to reaching higher percentages of students reaching proficiency in content and subject areas?
- 4) Which students demonstrate significant gaps between their current performance on Tier 1 assessments in relation to grade level expectations of performance for a given point in time?
- 5) What is the relationship between Tier 1 formative classroom assessments or benchmark assessments and performance on summative measures (e.g., FCAT, end-of-course exams, etc.)

Data analysis, progress monitoring, evaluation of progress toward DIAP and SIP goals is accomplished through the 8 Step Problem-Solving Process and monitored through the District Action Planning and Problem Solving (DAPPS). The ESE Coordinator will serve as a monitor of fidelity to the problem-solving process.

The District uses several data sources to generate student outcome –focused goals and priorities. All these data sources are entered into the FOCUS MIS system and then uploaded into Performance Matters which gives a summary of all the students’ assessment.

b. Supports for Student Transitions

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

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

Yes

a. Link to Student Progression Plan

<http://bit.ly/1vG8wBW>

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

22, 26, 40

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.

Assessment data from the 2016-17 school year shows students in the district scored extremely low in the areas of science and math. Only 23.3% of 5th Graders were proficient in science while 5.9% were proficient in 8th grade general science. Seventy one percent of 8th graders who took the Biology EOC were proficient.

When analyzing math data, 4th and 5th grade stood out as major areas of concern. Thirteen percent of 4th graders scored proficient while only 12% of 5th graders were proficient. Even more concerning was the learning gains for 4th and 5th grades. In 4th grade 27% of the students made learning gains and in 5th grade only 26% made learning gains.

Fourth, fifth and sixth grades had the lowest percentage of students who scored proficient on the FSA ELA in 2016-17. Fifteen percent of 5th graders, 21% of 6th graders and 23% of 4th graders were proficient. The highest percentage of MCCS students who scored proficient was 46% for 3rd grade. No other grade level scored above 33%. The school percentage of students demonstrating proficiency was 29%.

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.

Recruiting and retaining qualified staff is a continuing area of concern. The school overall had a 47% turnover rate from 2016-17 to 2017-18.

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.** Ensure sustainable district improvement by providing rigorous instruction to all students at all grade levels to ensure college and career readiness.

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. Ensure sustainable district improvement by providing rigorous instruction to all students at all grade levels to ensure college and career readiness. 1a

G058783

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)	2017-18	90.0
District-Wide	ELA/Reading Lowest 25% Gains	2017-18	50.0
0041 - Madison County Central School	Statewide Science Assessment Achievement	2017-18	32.0
District-Wide	Math Lowest 25% Gains	2017-18	50.0
0041 - Madison County Central School	FSA Mathematics Achievement	2017-18	34.0
District-Wide	College Readiness Reading	2017-18	40.0
0041 - Madison County Central School	FSA ELA Achievement	2017-18	37.0
District-Wide	FSA ELA Achievement	2017-18	55.0
District-Wide	FSA Mathematics Achievement	2017-18	55.0

Targeted Barriers to Achieving the Goal 3

- Need for high quality instructional strategies
- Need for instruction to be based on Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Leadership Team (DLT)
- Differentiated Accountability (DA) School Improvement Team
- North East Florida Education Consortium
- Florida Diagnostic & Learning Resources System (FDLRS) - provides support through professional development for leaders and teachers related to classroom management and student achievement.
- Florida Inclusion Network (FIN) - provides support through professional development and technical assistance for leaders and teachers related to inclusion of student with disabilities within the regular education classroom.
- Title I, Part A - provides the District supplemental materials and supplies for students and teachers. It also provides additional teachers to reduce student: teacher ratios. It provides technology in the classrooms for the students. Title I, Part A also provides services to ensure students requiring additional remediation are assisted through the availability of resource teachers, software remediation, and required hardware, and after-school tutoring. Title I, Part A also provides a 1% set aside for parent involvement activities to include workshops, technical assistance, and materials and supplies.
- Title I, Part C Migrant Education Program- Provides social services coordination for migrant parents and their children, translation services for migrants, and materials and supplies.
- Title I, Part D - provides and upgrades technology in classrooms. Professional development activities include the implementation of technology to enhance student engagement and motivation.
- Title II, Part A - provides Professional Development in the areas identified by the school.

- Title VI, Part B - Rural and Low-Income Schools Program (REAP) - provides funds to support field experiences for students in the areas of science and social studies.
- Title X Homeless Education - School supplies for homeless students, and social services referrals for students identified as homeless under the McKinney –Vento Act to eliminate barriers for a free and appropriate education.
- Supplemental Academic Instruction (SAI) - is used to pay extra personnel at the school. It is also used to provide teachers for summer school for Level 1 third grade students. SAI funds are also used to provide remediation as needed during the regular school year.
- IDEA Part B -Individuals with Disabilities Education Act – provides funds for the excess costs of providing special education and related services for students with disabilities.
- IDEA Part B - Pre K - – provides funds for the excess costs of providing special education and related services for Pre K students with disabilities.
- Head Start -funds will be blended with VPK funds to provide additional educational services for preschool students.
- County Agencies: Health Department, Sheriff's Office
- State Agencies: Department of Juvenile Justice, Apalachee Mental Health Services
- School Advisory Council
- Parent Teacher Organization
- Madison County Foundation for Excellence in Education (MCFEE)
- Florida Problem Solving and RtI Project (PS/RtI) - provides technical assistance
- Florida Positive Behavior Support: MTSS Project - provides technical assistance for implementing Positive Behavior Support.
- Reading Allocation -
- Digital Classroom Allocation -
- SIG(g) for Madison County Central School -
- Instructional Materials Allocation

Plan to Monitor Progress Toward G1. 8

School leaders will meet with the DLT to review student progress and implementation of standards-based instruction.

Person Responsible

Shirley Joseph

Schedule

Quarterly, from 9/6/2017 to 5/29/2018

Evidence of Completion

Meeting notes; data reports


District Action Plan for Improvement

Problem Solving Key

G = Goal B =
 Barrier S = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. Ensure sustainable district improvement by providing rigorous instruction to all students at all grade levels to ensure college and career readiness. **1**

 G058783

G1.B1 Need for high quality instructional strategies **2**

 B149649

G1.B1.S1 Teachers will use differentiated instruction daily. **4**

 S216403

Strategy Rationale

Differentiated instruction is a philosophy of teaching that is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests and learning profiles. Students who receive appropriate accommodations are more successful.

Action Step 1 **5**

An alternate core instructional program (It's About Time) for 8th grade science will be purchased and implemented to support instruction.

Person Responsible

David Chambers

Schedule

On 5/25/2018

Evidence of Completion

Purchase Orders/Invoices

Action Step 2 **5**

Provide professional development in content literacy in science to enhance the quality of teaching and learning

Person Responsible

Beth Moore

Schedule

On 12/21/2017

Evidence of Completion

Coaching logs w references to teachers being coached/provided professional learning

Action Step 3 5

Provide ongoing professional development through the use of consultants in content literacy to enhance teaching and learning.

Person Responsible

Robin Hill

Schedule

Monthly, from 9/25/2017 to 12/21/2017

Evidence of Completion

sign in sheets

Action Step 4 5

Provide materials and supplies to support the implementation of effective instructional strategies and student learning in science.

Person Responsible

David Chambers

Schedule

Quarterly, from 10/2/2017 to 8/31/2018

Evidence of Completion

Purchase orders and invoices

Action Step 5 5

Science Saturdays will be provided to supplement science instruction and reinforce tested science standards.

Person Responsible

Robin Hill

Schedule

Monthly, from 1/20/2018 to 4/14/2018

Evidence of Completion

Student attendance records, Photos, Activity Descriptions

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

District leadership team will meet formally with school leadership monthly to review MCCS data.

Person Responsible

Shirley Joseph

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Sample agendas and notes from meeting (e.g., may include progress monitoring data)

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

District MTSS coordinators will review data as a group monthly.

Person Responsible

Lori Newman

Schedule

Quarterly, from 9/6/2017 to 5/25/2018

Evidence of Completion

RTI/MTSS Meeting Agenda (including review of student data reports, when applicable)

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

District leadership team will meet formally with school leadership monthly to review data.

Person Responsible

Shirley Joseph

Schedule

Monthly, from 9/6/2017 to 5/25/2018

Evidence of Completion

Sample agendas, notes, and/or data reports (e.g., may include progress monitoring data)

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

District MTSS coordinators will review data as a group monthly.

Person Responsible

Lori Newman


Schedule

Quarterly, from 9/6/2017 to 5/25/2018

Evidence of Completion

Sample RTI/MTSS Meeting Agendas (including review of student data reports, when applicable)

G1.B1.S2 Paraprofessionals will be available to support small group and individual interventions for struggling students. 4

 S262687

Strategy Rationale

One-on-one or small group instruction provides intensity as students have more opportunities to practice and respond. One-on-one instruction includes giving students feedback based on their individual responses, teaching students to mastery based on individual learning progress, and planning instruction with materials and an instructional sequence that meets individual student needs.

Action Step 1 5

Paraprofessionals will be hired to provide small group and individual interventions for struggling students.

Person Responsible

Karen Pickles

Schedule

On 12/22/2017

Evidence of Completion

School Board minutes reflecting approval of paraprofessional hirings.

Action Step 2 5

Paraprofessionals will provide small group and individual interventions for struggling students in math and ELA.

Person Responsible

David Chambers

Schedule

Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Paraprofessional intervention logs

Action Step 3 5

Provide extra pay for teachers to provide individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students to increase their achievement in core content areas.

Person Responsible

Sam Stalnaker

Schedule

Monthly, from 11/27/2017 to 5/11/2018

Evidence of Completion

Time sheets, Description of intervention services

Action Step 4 5

Provide materials, supplies, and research-supported textbooks/workbooks to support differentiated instruction/interventions for after-school instructional program.

Person Responsible

Beth Moore

Schedule

Quarterly, from 10/23/2017 to 5/11/2018

Evidence of Completion

purchase orders/invoices

Action Step 5 5

Provide after-school remedial instruction/interventions to Tier 2 and Tier 3 (bubble) students identified by teachers (based on performance data) to increase achievement in core content areas.

Person Responsible

David Chambers

Schedule

Monthly, from 11/27/2017 to 5/11/2018

Evidence of Completion

After-school session attendance records, description of intervention services

Action Step 6 5

Provide extra pay for paraprofessionals to provide support and supervision for teachers and students during after-school instructional program which focuses on providing individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students.

Person Responsible

Sam Stalnaker

Schedule

Monthly, from 11/27/2017 to 5/11/2018

Evidence of Completion

Time Sheets, Schedule for After-School Program Paraprofessionals

Action Step 7 5

Paraprofessionals will participate in training for providing high quality interventions in small groups.

Person Responsible

Lori Newman

Schedule

Quarterly, from 10/17/2017 to 12/21/2017

Evidence of Completion

Sign in sheets

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

Paraprofessional logs will be turned in monthly to the Continuous Improvement Director

Person Responsible

Linda Ward

Schedule

Monthly, from 10/30/2017 to 8/31/2018

Evidence of Completion

Paraprofessional Logs

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

Student data will be reviewed in monthly Rodeo Roundup meetings.

Person Responsible

Kelli Minter

Schedule

Monthly, from 9/12/2017 to 5/25/2018

Evidence of Completion

Tracking data for Tier 2 and 3 students

G1.B1.S3 The school will provide high quality extended learning opportunities after school and on Saturdays. **4**

 S267846

Strategy Rationale

Expanding access to afterschool and other extended learning programs which engage and build upon daily instruction will lead to increased content mastery.

Action Step 1 **5**

Provide after-school remedial instruction/interventions to Tier 2 and Tier 3 (bubble) students identified by teachers (based on performance data) to increase achievement in core content areas.

Person Responsible

David Chambers

Schedule

Weekly, from 10/23/2017 to 4/27/2018

Evidence of Completion

After-school session attendance records, intervention plans

Action Step 2 **5**

Provide materials, supplies, and research-supported textbooks/workbooks to support differentiated instruction/interventions for after-school instructional program.

Person Responsible

Beth Moore

Schedule

Quarterly, from 10/23/2017 to 5/11/2018

Evidence of Completion

purchase orders/invoices

Action Step 3 5

Provide extra pay for teachers to provide individual or small group remedial instruction/ interventions after the regular school day for Tier 2 and Tier 3 (bubble) students to increase their achievement in core content areas.

Person Responsible

Sam Stalnaker

Schedule

Weekly, from 10/23/2017 to 4/27/2018

Evidence of Completion

Time sheets, Intervention plans

Action Step 4 5

Provide extra pay for paraprofessionals to provide support and supervision for teachers and students during after-school instructional program which focuses on providing individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students. [copy]

Person Responsible

Sam Stalnaker

Schedule

Weekly, from 10/23/2017 to 4/27/2018

Evidence of Completion

Time Sheets, Schedule for After-School Program Paraprofessionals

Action Step 5 5

Science Saturdays will be provided to supplement science instruction and reinforce tested science standards. [copy]

Person Responsible

Robin Hill


Schedule

Monthly, from 1/20/2018 to 4/14/2018


Evidence of Completion

Student attendance records, Photos, Activity Descriptions

G1.B2 Need for instruction to be based on Florida Standards **2**

 B149653

G1.B2.S1 Instructional activities will be based on standards-based instruction. **4**

 S161539

Strategy Rationale

Standards-based instruction provides an ongoing teaching/learning cycle that ensures all students learn and can demonstrate proficiency in their state's adopted content standards and associated benchmark concepts and skills.

Action Step 1 **5**

Eureka Math will be purchased and used to support the implementation of a math standards-based curriculum.

Person Responsible

Robin Hill

Schedule

On 8/10/2017

Evidence of Completion

Instructional materials-invoice

Action Step 2 **5**

District and school leaders will attend state training on curriculum aligned to standards.

Person Responsible

Karen Pickles

Schedule

On 7/12/2017

Evidence of Completion

Conference Agenda

Action Step 3 5

Provide Standards-Based Instruction training

Person Responsible

Robin Hill

Schedule

Monthly, from 9/20/2017 to 12/21/2017

Evidence of Completion

Sign in Sheets

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

Teachers' lesson plans will document the standards to be covered daily; standards will be posted and reviewed with students.

Person Responsible

Robin Hill

Schedule

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

Evidence of Completion

Sample Lesson Plans and Walk-through observations (Note: Administrators' walk-through observation comments are recorded through Performance Matters North Logic; this information has not been uploaded but observation notes are available through the administrators.)

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

Teachers will utilize the core standards-based instructional and supplemental programs that have been purchased by the district.

Person Responsible

Robin Hill

Schedule

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

Evidence of Completion

Sample lesson plans showing use of the core and supplemental programs; walk-through observations (Note: Additional evidence attachments [lesson plan samples] are uploaded in M147845.) (Note: Administrators' walk-through observation comments are recorded through Performance Matters North Logic; this information has not been uploaded but observation notes are available through administrators.)

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

Administrators will meet with leadership teams monthly to review data and discuss walk through trends.

Person Responsible

Karen Pickles



















Schedule











Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Meeting Notes (Examples)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A2  A189241	District and school leaders will attend state training on curriculum aligned to standards.	Pickles, Karen	7/10/2017	Conference Agenda	7/12/2017 one-time
G1.B2.S1.A1  A189275	Eureka Math will be purchased and used to support the implementation of a math standards-based...	Hill, Robin	7/24/2017	Instructional materials-invoice	8/10/2017 one-time
G1.B2.S1.A3  A346470	Provide Standards-Based Instruction training	Hill, Robin	9/20/2017	Sign in Sheets	12/21/2017 monthly
G1.B1.S1.A2  A352661	Provide professional development in content literacy in science to enhance the quality of teaching...	Moore, Beth	10/2/2017	Coaching logs w references to teachers being coached/provided professional learning	12/21/2017 one-time
G1.B1.S1.A3  A352680	Provide ongoing professional development through the use of consultants in content literacy to...	Hill, Robin	9/25/2017	sign in sheets	12/21/2017 monthly
G1.B1.S2.A7  A356419	Paraprofessionals will participate in training for providing high quality interventions in small...	Newman, Lori	10/17/2017	Sign in sheets	12/21/2017 quarterly
G1.B1.S2.A1  A346744	Paraprofessionals will be hired to provide small group and individual interventions for struggling...	Pickles, Karen	10/2/2017	School Board minutes reflecting approval of paraprofessional hirings.	12/22/2017 one-time
G1.B1.S1.A5  A356276	Science Saturdays will be provided to supplement science instruction and reinforce tested science...	Hill, Robin	1/20/2018	Student attendance records, Photos, Activity Descriptions	4/14/2018 monthly
G1.B1.S3.A5  A356417	Science Saturdays will be provided to supplement science instruction and reinforce tested science...	Hill, Robin	1/20/2018	Student attendance records, Photos, Activity Descriptions	4/14/2018 monthly
G1.B1.S3.A1  A356414	Provide after-school remedial instruction/interventions to Tier 2 and Tier 3 (bubble) students...	Chambers, David	10/23/2017	After-school session attendance records, intervention plans	4/27/2018 weekly
G1.B1.S3.A3  A356411	Provide extra pay for teachers to provide individual or small group remedial...	Stalnaker, Sam	10/23/2017	Time sheets, Intervention plans	4/27/2018 weekly
G1.B1.S3.A4  A356415	Provide extra pay for paraprofessionals to provide support and supervision for teachers and...	Stalnaker, Sam	10/23/2017	Time Sheets, Schedule for After-School Program Paraprofessionals	4/27/2018 weekly
G1.B1.S2.A3  A353146	Provide extra pay for teachers to provide individual or small group remedial...	Stalnaker, Sam	11/27/2017	Time sheets, Description of intervention services	5/11/2018 monthly
G1.B1.S2.A4  A353170	Provide materials, supplies, and research-supported textbooks/ workbooks to support differentiated...	Moore, Beth	10/23/2017	purchase orders/invoices	5/11/2018 quarterly
G1.B1.S2.A5  A353171	Provide after-school remedial instruction/interventions to Tier 2 and Tier 3 (bubble) students...	Chambers, David	11/27/2017	After-school session attendance records, description of intervention services	5/11/2018 monthly
G1.B1.S2.A6  A355115	Provide extra pay for paraprofessionals to provide support and supervision for teachers and...	Stalnaker, Sam	11/27/2017	Time Sheets, Schedule for After-School Program Paraprofessionals	5/11/2018 monthly
G1.B1.S3.A2  A356413	Provide materials, supplies, and research-supported textbooks/ workbooks to support differentiated...	Moore, Beth	10/23/2017	purchase orders/invoices	5/11/2018 quarterly
G1.B2.S1.MA1  M368201	Administrators will meet with leadership teams monthly to review data and discuss walk through...	Pickles, Karen	8/28/2017	Meeting Notes (Examples)	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1  M147845	Teachers' lesson plans will document the standards to be covered daily; standards will be posted...	Hill, Robin	8/10/2017	Sample Lesson Plans and Walk-through observations (Note: Administrators' walk-through observation comments are recorded through Performance Matters North Logic; this information has not been uploaded but observation notes are available through the administrators.)	5/25/2018 daily
G1.B2.S1.MA2  M147846	Teachers will utilize the core standards-based instructional and supplemental programs that have...	Hill, Robin	8/10/2017	Sample lesson plans showing use of the core and supplemental programs; walk-through observations (Note: Additional evidence attachments [lesson plan samples] are uploaded in M147845.) (Note: Administrators' walk-through observation comments are recorded through Performance Matters North Logic; this information has not been uploaded but observation notes are available through administrators.)	5/25/2018 daily
G1.B1.S1.MA1  M266529	District leadership team will meet formally with school leadership monthly to review data.	Joseph, Shirley	9/6/2017	Sample agendas, notes, and/or data reports (e.g., may include progress monitoring data)	5/25/2018 monthly
G1.B1.S1.MA4  M367855	District MTSS coordinators will review data as a group monthly.	Newman, Lori	9/6/2017	Sample RTI/MTSS Meeting Agendas (including review of student data reports, when applicable)	5/25/2018 quarterly
G1.B1.S1.MA1  M266528	District leadership team will meet formally with school leadership monthly to review MCCA data.	Joseph, Shirley	9/5/2017	Sample agendas and notes from meeting (e.g., may include progress monitoring data)	5/25/2018 monthly
G1.B1.S1.MA3  M367854	District MTSS coordinators will review data as a group monthly.	Newman, Lori	9/6/2017	RTI/MTSS Meeting Agenda (including review of student data reports, when applicable)	5/25/2018 quarterly
G1.B1.S1.A1  A352660	An alternate core instructional program (It's About Time) for 8th grade science will be purchased...	Chambers, David	10/2/2017	Purchase Orders/Invoices	5/25/2018 one-time
G1.B1.S2.MA1  M381072	Student data will be reviewed in monthly Rodeo Roundup meetings.	Minter, Kelli	9/12/2017	Tracking data for Tier 2 and 3 students	5/25/2018 monthly
G1.B1.S2.A2  A346748	Paraprofessionals will provide small group and individual interventions for struggling students in...	Chambers, David	10/2/2017	Paraprofessional intervention logs	5/25/2018 weekly
G1.MA1  M147689	School leaders will meet with the DLT to review student progress and implementation of standards...	Joseph, Shirley	9/6/2017	Meeting notes; data reports	5/29/2018 quarterly
G1.B1.S1.A4  A356273	Provide materials and supplies to support the implementation of effective instructional strategies...	Chambers, David	10/2/2017	Purchase orders and invoices	8/31/2018 quarterly
G1.B1.S2.MA1  M379021	Paraprofessional logs will be turned in monthly to the Continuous Improvement Director	Ward, Linda	10/30/2017	Paraprofessional Logs	8/31/2018 monthly

V. Professional Development Opportunities

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

G1. Ensure sustainable district improvement by providing rigorous instruction to all students at all grade levels to ensure college and career readiness.

G1.B1 Need for high quality instructional strategies

G1.B1.S1 Teachers will use differentiated instruction daily.

PD Opportunity 1

Provide ongoing professional development through the use of consultants in content literacy to enhance teaching and learning.

Facilitator

April Johnson, Beth Mims

Participants

K-8 content area teachers

Schedule

Monthly, from 9/25/2017 to 12/21/2017

G1.B1.S2 Paraprofessionals will be available to support small group and individual interventions for struggling students.

PD Opportunity 1

Paraprofessionals will participate in training for providing high quality interventions in small groups.

Facilitator

FDLRS

Participants

All classroom paraprofessionals

Schedule

Quarterly, from 10/17/2017 to 12/21/2017

G1.B2 Need for instruction to be based on Florida Standards

G1.B2.S1 Instructional activities will be based on standards-based instruction.

PD Opportunity 1

District and school leaders will attend state training on curriculum aligned to standards.

Facilitator

FLDOE

Participants

District leaders, school leaders

Schedule

On 7/12/2017

PD Opportunity 2

Provide Standards-Based Instruction training

Facilitator

Beth Mims, Consultant

Participants

K-8th grade teachers

Schedule

Monthly, from 9/20/2017 to 12/21/2017

VI. Technical Assistance Items

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

G1. Ensure sustainable district improvement by providing rigorous instruction to all students at all grade levels to ensure college and career readiness.

G1.B1 Need for high quality instructional strategies

G1.B1.S1 Teachers will use differentiated instruction daily.

TA Opportunity 1

Provide materials and supplies to support the implementation of effective instructional strategies and student learning in science.

Facilitator

Participants

Schedule

Quarterly, from 10/2/2017 to 8/31/2018

VII. Budget

1	G1.B1.S1.A1	An alternate core instructional program (It's About Time) for 8th grade science will be purchased and implemented to support instruction.	\$0.00
2	G1.B1.S1.A2	Provide professional development in content literacy in science to enhance the quality of teaching and learning	\$0.00
3	G1.B1.S1.A3	Provide ongoing professional development through the use of consultants in content literacy to enhance teaching and learning.	\$0.00
4	G1.B1.S1.A4	Provide materials and supplies to support the implementation of effective instructional strategies and student learning in science.	\$0.00
5	G1.B1.S1.A5	Science Saturdays will be provided to supplement science instruction and reinforce tested science standards.	\$0.00
6	G1.B1.S2.A1	Paraprofessionals will be hired to provide small group and individual interventions for struggling students.	\$0.00
7	G1.B1.S2.A2	Paraprofessionals will provide small group and individual interventions for struggling students in math and ELA.	\$0.00
8	G1.B1.S2.A3	Provide extra pay for teachers to provide individual or small group remedial instruction/ interventions after the regular school day for Tier 2 and Tier 3 (bubble) students to increase their achievement in core content areas.	\$0.00
9	G1.B1.S2.A4	Provide materials, supplies, and research-supported textbooks/workbooks to support differentiated instruction/interventions for after-school instructional program.	\$0.00

10	G1.B1.S2.A5	Provide after-school remedial instruction/interventions to Tier 2 and Tier 3 (bubble) students identified by teachers (based on performance data) to increase achievement in core content areas.	\$0.00
11	G1.B1.S2.A6	Provide extra pay for paraprofessionals to provide support and supervision for teachers and students during after-school instructional program which focuses on providing individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students.	\$0.00
12	G1.B1.S2.A7	Paraprofessionals will participate in training for providing high quality interventions in small groups.	\$0.00
13	G1.B1.S3.A1	Provide after-school remedial instruction/interventions to Tier 2 and Tier 3 (bubble) students identified by teachers (based on performance data) to increase achievement in core content areas.	\$0.00
14	G1.B1.S3.A2	Provide materials, supplies, and research-supported textbooks/workbooks to support differentiated instruction/interventions for after-school instructional program.	\$0.00
15	G1.B1.S3.A3	Provide extra pay for teachers to provide individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students to increase their achievement in core content areas.	\$0.00
16	G1.B1.S3.A4	Provide extra pay for paraprofessionals to provide support and supervision for teachers and students during after-school instructional program which focuses on providing individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students. [copy]	\$0.00
17	G1.B1.S3.A5	Science Saturdays will be provided to supplement science instruction and reinforce tested science standards. [copy]	\$0.00
18	G1.B2.S1.A1	Eureka Math will be purchased and used to support the implementation of a math standards-based curriculum.	\$0.00
19	G1.B2.S1.A2	District and school leaders will attend state training on curriculum aligned to standards.	\$0.00
20	G1.B2.S1.A3	Provide Standards-Based Instruction training	\$0.00
Total:			\$0.00