



DESOTO

*County School District*  
530 Lasolona Ave. • Arcadia, Florida 34266

## **Small-district Structures, Systems, and Tools to Support Improvement & Sustainability**

Dr. Jake Reynolds, Assistant Superintendent  
Kristie Joens, Director of Instructional Services

# Goals for this session.

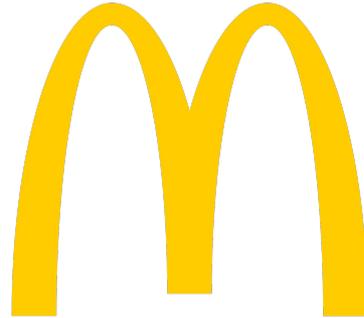
- Share.
- Learn from each other.
- Develop a network of support.

## Agenda

- Welcome (2 mins)
- Warm-up Discussion (3 mins)
- 2022-present Journey (5 mins)
- District Focus (5 mins)
- Structures (10 mins)
- Discussion (10 mins)
- Systems (10 mins)
- Discussion (10 mins)
- Measurement Tools (5minutes)
- Discussion (10 mins)
- Onboarding/Professional Learning (5 mins)
- Thank you/ Index Card Drop Box



If all the stores listed below were closing, except ONE.  
Which one would you choose? Why?



Think of two adjectives to describe your choice.



# DeSoto County School District

## Schools

- Memorial Elementary School
- Nocatee Elementary School
- West Elementary School
- DeSoto Middle School
- DeSoto High School
- DeSoto Secondary School



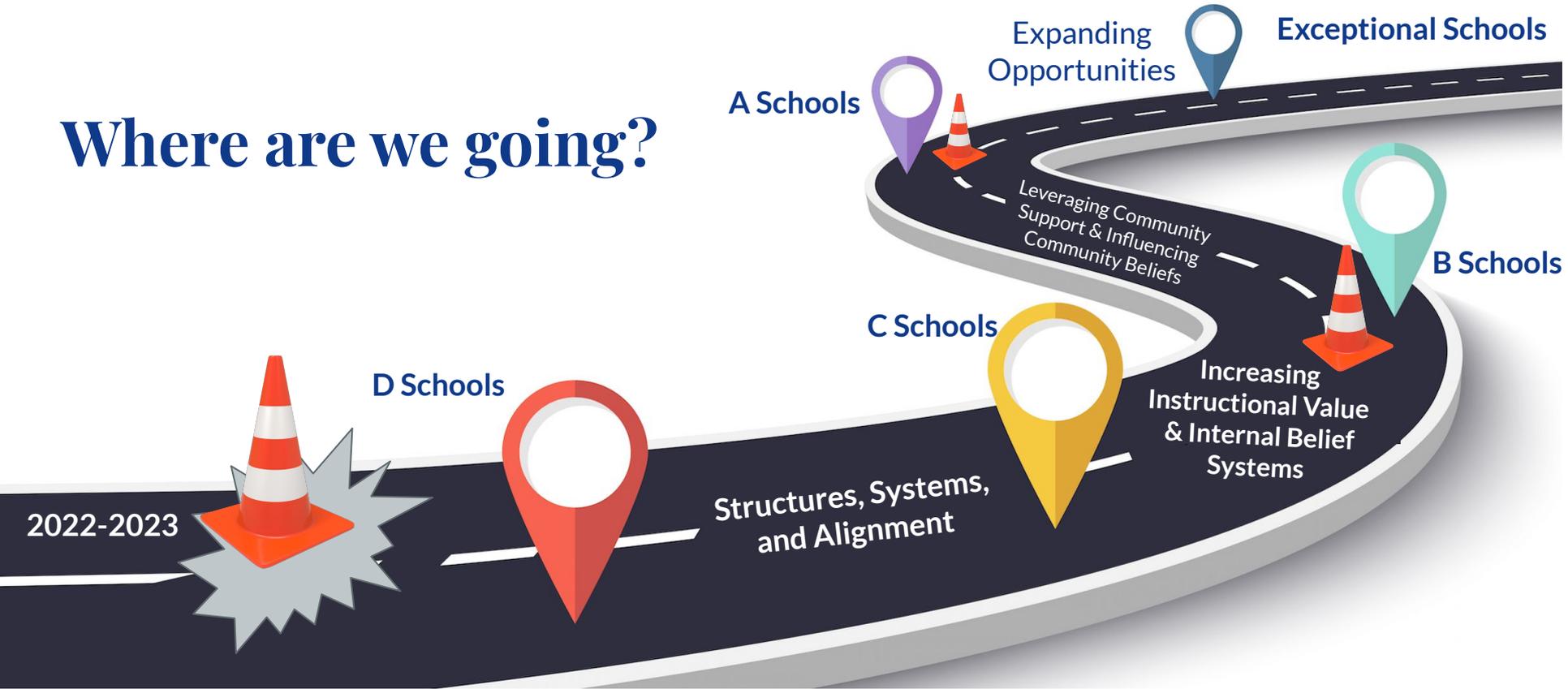
We are #OneDeSoto, all for kids.



School District  
*of DeSoto County*

The road ahead.

# Where are we going?



School District  
of DeSoto County

# Areas of Focus in Year 1

Alignment to State Standards

Curriculum Structures & Systems

Professional Learning



# Areas of Focus in Year 1

Alignment to State Standards

*CURRICULUM ORGANIZATION  
INSTRUCTIONAL FRAMEWORKS  
CYCLICAL DATA ANALYSIS*

Curriculum Structures & Systems

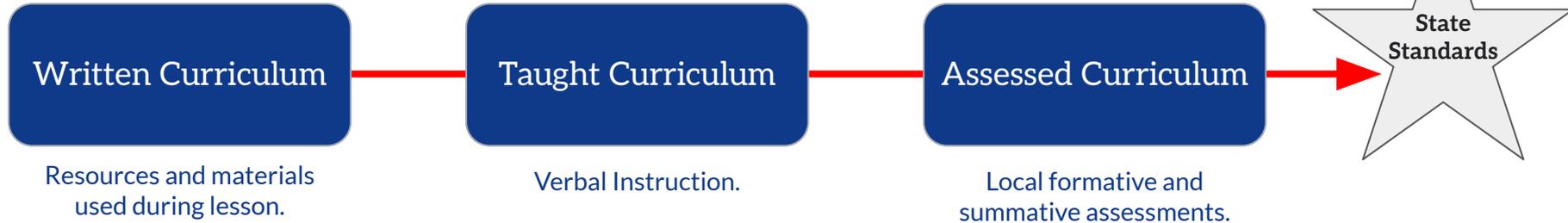
Professional Learning

*ALIGNMENT TO STATE STANDARDS  
PLANNING PROTOCOL  
INSTRUCTIONAL FRAMEWORKS  
SMALL GROUP INSTRUCTION  
STRUCTURED LITERACY  
CRA MATHEMATICS*

# Areas of Focus

## Alignment to State Standards

Our written, taught, and assessed curriculum **matches or exceeds** the **content and cognitive level** of the **state standards** provided by the Florida Department of Education (FLDOE).



# Areas of Focus

## Alignment to State Standards

Our written, taught, and assessed curriculum **matches or exceeds** the **content and cognitive level** of the **state standards** provided by the Florida Department of Education (FLDOE).

Written Curriculum

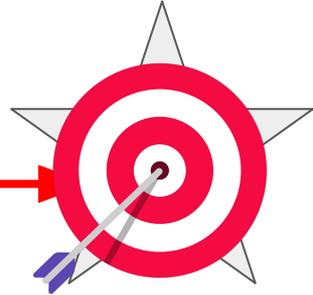
Resources and materials  
used during lesson.

Taught Curriculum

Verbal Instruction.

Assessed Curriculum

Local formative and  
summative assessments.



# Structures

*Written, Taught, and Assessed Curriculum.*

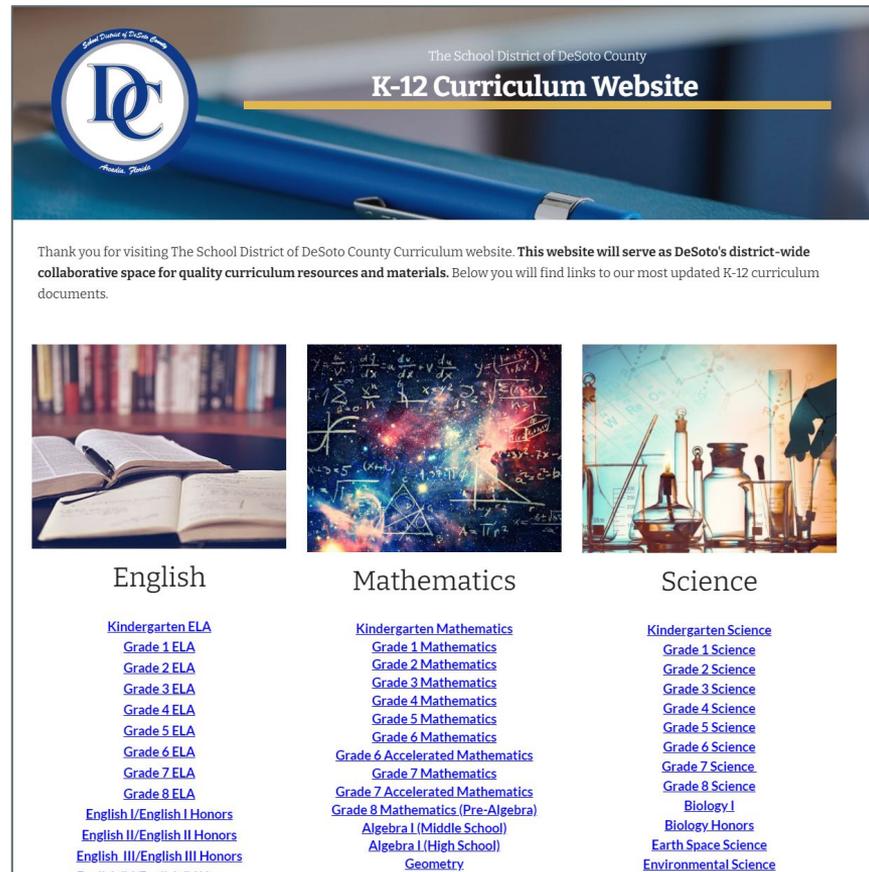
# Structure for Written Curriculum

## District Curriculum Website

- Year-at-a-Glance Guides
- Curriculum Guides

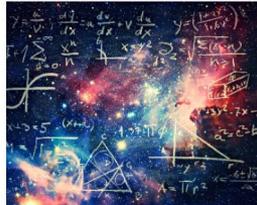
Collaborative platform. Easy for staff to find **aligned** resources and materials.

[DeSoto K12 Curriculum Website](#)



The School District of DeSoto County  
**K-12 Curriculum Website**

Thank you for visiting The School District of DeSoto County Curriculum website. **This website will serve as DeSoto's district-wide collaborative space for quality curriculum resources and materials.** Below you will find links to our most updated K-12 curriculum documents.

		
English	Mathematics	Science
<a href="#">Kindergarten ELA</a> <a href="#">Grade 1 ELA</a> <a href="#">Grade 2 ELA</a> <a href="#">Grade 3 ELA</a> <a href="#">Grade 4 ELA</a> <a href="#">Grade 5 ELA</a> <a href="#">Grade 6 ELA</a> <a href="#">Grade 7 ELA</a> <a href="#">Grade 8 ELA</a> <a href="#">English I/English I Honors</a> <a href="#">English II/English II Honors</a> <a href="#">English III/English III Honors</a>	<a href="#">Kindergarten Mathematics</a> <a href="#">Grade 1 Mathematics</a> <a href="#">Grade 2 Mathematics</a> <a href="#">Grade 3 Mathematics</a> <a href="#">Grade 4 Mathematics</a> <a href="#">Grade 5 Mathematics</a> <a href="#">Grade 6 Mathematics</a> <a href="#">Grade 6 Accelerated Mathematics</a> <a href="#">Grade 7 Mathematics</a> <a href="#">Grade 7 Accelerated Mathematics</a> <a href="#">Grade 8 Mathematics (Pre-Algebra)</a> <a href="#">Algebra I (Middle School)</a> <a href="#">Algebra I (High School)</a> <a href="#">Geometry</a>	<a href="#">Kindergarten Science</a> <a href="#">Grade 1 Science</a> <a href="#">Grade 2 Science</a> <a href="#">Grade 3 Science</a> <a href="#">Grade 4 Science</a> <a href="#">Grade 5 Science</a> <a href="#">Grade 6 Science</a> <a href="#">Grade 7 Science</a> <a href="#">Grade 8 Science</a> <a href="#">Biology I</a> <a href="#">Biology Honors</a> <a href="#">Earth Space Science</a> <a href="#">Environmental Science</a>

# Structure for Written Curriculum



## The School District of DeSoto County

Year at a Glance

### Grade 7 Math

[K-12 DeSoto Curriculum Website](#) | 
 [Curriculum Framework](#) | 
 [CPalms Website](#) | 
 [FLDOE Website](#)

Pacing	Standards	Instructional Unit
1st Quarter / Semester		
3 Days		DMS Welcome Back Activities
5 Days	<a href="#">MA.7.NSO.1.2</a>	Introduce Rational Numbers
5 Days	<a href="#">MA.7.NSO.1.2</a> <a href="#">MA.7.NSO.2.2</a> <a href="#">MA.7.NSO.2.3</a>	Add and Subtract Rational Numbers
5 Days	<a href="#">MA.7.NSO.2.1</a> <a href="#">MA.7.NSO.2.2</a> <a href="#">MA.7.NSO.2.3</a>	Multiply and Divide Rational Numbers
5 Days	<a href="#">MA.7.NSO.1.1</a>	Exponential Expressions
5 Days	<a href="#">MA.7.NSO.2.1</a> <a href="#">MA.7.NSO.2.2</a> <a href="#">MA.7.NSO.2.3</a>	Solve Problems with Rational Numbers
5 Days	<a href="#">MA.7.AR.3.2</a> <a href="#">MA.7.AR.4.1</a> <a href="#">MA.7.AR.4.2</a>	Proportional Relationships Equivalent Ratios Constant of Proportionality
5 Days	<a href="#">MA.7.AR.3.2</a> <a href="#">MA.7.AR.4.1</a>	Proportional Relationships Graphing



## The School District of DeSoto County

Curriculum Guide

### Math 7: Add and Subtract Rational Numbers

Targeted Learning Outcomes	
Standards	
ACCESS Standards	Assessments
Essential Knowledge and Skills	Resources & Materials
Vertical Articulation	Literature Connections
Prior Standards (Quick Check)	Literature
Post Standards	Writing Prompts
	Teacher Notes

# Expectations for All Courses.



The School District of DeSoto County  
Year at a Glance

Grade 2: Social Studies

[K-12 DeSoto Curriculum Website](#) Curriculum Framework [CPalms Website](#)

Pacing	Standards	Instructional Unit
1st Quarter / Semester		
ongoing	SS.2.A.1.1	Examine Primary and Second
ongoing	SS.2.A.1.2	Use Resources to Locate Inf
1 Week	SS.2.C.3.2	American Symbols
1 Week	SS.2.G.1.1 SS.2.G.1.2 SS.2.G.1.3 SS.2.G.1.4	Florida on the Map
2 Weeks	SS.2.C.1.2 SS.2.C.2.2 SS.2.C.2.3 SS.2.C.2.4	Good Citizens, Rules a
1 Week	SS.2.A.2.7 SS.2.C.2.2 SS.2.C.2.4	Coming Together: U
	SS.2.A.3.1	History and Chro



The School District of DeSoto County  
Year at a Glance

Spanish II

[K-12 DeSoto Curriculum Website](#) Curriculum Framework [CPalms Website](#)

Pacing	Standards	Instructional Unit
1st Quarter / Semester		
7 blocks	WL.K12.IL.3.1 WL.K12.IL.8.1 WL.K12.NH.1.2 WL.K12.NM.1.1 WL.K12.NM.2.1 WL.K12.NM.3.1 WL.K12.NM.3.4 WL.K12.NM.4.3 WL.K12.NM.4.4 WL.K12.NM.7.1	Leccion Preliminar
10 blocks	WL.K12.IL.3.3 WL.K12.IM.3.5 WL.K12.IM.6.1 WL.K12.IM.8.2 WL.K12.NM.4.3 WL.K12.NH.5.6	En el consultorio
9 blocks	WL.K12.NH.4.1 WL.K12.NH.6.4 WL.K12.NH.1.2 WL.K12.NH.1.3	La tecnologia



The School District of DeSoto County  
Year at a Glance

2D Studio Art

[K-12 DeSoto Curriculum Website](#) Curriculum Framework [CPalms Website](#) [FLDOE Website](#)

Pacing	Standards	Instructional Unit
1st Quarter / Semester		
5 Day	lan VA.912.0.2.1 VA.912.0.3.1 VA.912.H.1.10 VA.912.S.3.7 MAFS.K12.M.P.6.1	Because of lan, Element of Art: Color Monochromatic Painting, Digital Mosaic, and watercolor has been replaced with Sleeping Child picture, Uplifting Graffiti
5 Days	VA.912.0.2.1 VA.912.0.3.1 VA.912.H.1.10 VA.912.S.3.7	Elements of Art Line: shape
5 Days	VA.912.0.2.1 VA.912.0.3.1 VA.912.H.1.10 VA.912.S.3.7	Elements of Art: Form Toilet Paper Roll Sculpture
1 Day	VA.912.0.2.1 VA.912.0.3.1 VA.912.H.1.10 VA.912.S.3.7	Elements Art: Form Kaleidocycle
3 Days	VA.912.S.3.8	Elements of Art: Space Positive/n
5 Days	VA.912.S.3.1	Elements of Art: Space Positive/n

# Structure for Taught Curriculum

## District Instructional Frameworks

- Grade K English/Language Arts
- Grades 1-2 English/Language Arts
- Grades 3-5 English/Language Arts
- Grades 6-12 English/Language Arts
- Grades K-1 Mathematics
- Grades 2 - 12 Mathematics

Provide expectations and guidance on instructional delivery.



DeSoto County School District  
Mathematics Instructional Framework (Grades 2-12)

**Number Sense Routines / Spiral Warm Up:** 5-10 minutes max

Number Talks (★ [Elementary](#) / ★ [Secondary](#)); Automaticity Practice; Productive Struggle

**Direct Instruction (I Do):** 10-15 minutes (2nd-5th); 10-12 minutes (Middle) 15-20 minutes (High)

### Teacher Moves

- Reviews learning targets and success criteria
- Creating Anchor Chart with student input
- Explicitly teaching processes/procedures to solve problems
- Think aloud
- Use a model to demonstrate a concept
- Model Problem-Solving Strategies

### Student Moves

- Note Taking
- Active Listening
- Asking Questions
- Understanding Patterns
- Forming Hypothesis

**Guided Instruction (We Do It Together):** 10-15 minutes (2nd-5th); 10-12 minutes (Middle) 10-15 minutes (High)

- Facilitates instruction based on students' needs
- Provides students' with explicit feedback
- Asks questions to promote student understanding  
[Adding Rigor](#)
- Checks for understanding/Formative Assessment - ongoing to determine understanding of all students (e.g. use of whiteboard to gauge all student learning)
- Provides immediate support and clarification

- Practices Examples Using Strategies
- Asks Questions
- Explains Thought Process
- Demonstrates Understanding Through [C-R-A Process](#) (students may be at different places in the process) ★ [C-R-A Small Group](#)
- Seeks for Clarification

**Collaborative Practice (You Do It Together):** 10-15 minutes (2nd-5th); 10-12 minutes (Middle), 10-15 minutes (High)

- Strategic/scaffolded small group instruction
- Corrects Misconceptions
- Ask students to demonstrate thinking
- Facilitate cooperative learning  
[How to Teach Group Work](#)

- Work in small groups
- Collaborative problem solving
- Explain thinking



School District  
of DeSoto County

# Structure for Taught Curriculum

## DeSoto County School District English/Language Arts Framework (K-1)

The sequence of comprehension, foundational instruction, small group, and intervention schedule. To maximize the schedules of support personnel, this order may differ by building principal.

### Whole Group Comprehension

- When Introducing New Texts:**
- **Preview Text:** Discuss Unit focus, purpose of reading
  - **Picture Walk**
  - **Predictions**
  - Pre Teach **Vocabulary:** Introduce New Words- Pronunciation/Meaning/ Context
  - Point out **Spelling Pattern**
  - Point out **Irregular Words**
  - Reviewing, **Predicting, Summarizing, Retelling**
  - Instruction on Focus Standard

### When Re-Reading Text

- Review Text
- Re-Visit Predictions
- Vocabulary: sentence/ Spelling
- Review: Spelling
- Review: Irregular Words
- Reviewing
- Instruction

### Whole Group Foundational Skills

- **Phonemic Awareness** (2 minutes)
- **Visual Drill** (3 minutes)
  - Show the letters, and students say the sound—if there they would say each sound.
- **Auditory Drill** (5 minutes)
  - Call out a sound, students can write, trace, or point to
- **Blending Drill** (5 minutes)
  - For whole group only, open the **UFLI blending board**
  - right-hand corner to add letters that will be needed
  - Change word chains and have students read—change
- **Teach/Review New Concept** (5-15 minutes)
  - Follow the script in the teacher manual. Use picture
- **Word Work** (6 minutes)
  - For whole group only, open the UFLI Word Work
  - Have students use the UFLI app in Classlink to
  - If using white boards, have students write the be
  - Model how to segment each sound before



## DeSoto County School District Mathematics Instructional Framework (Grades K-1)

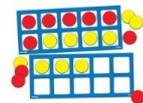
### Number Sense Routines / Spiral Warm Up: 10-15 minutes (K and 1st)

#### Daily Routines for Kindergarten

- **Elementary Number Talk** (Which One Doesn't Belong, Notice & Wonder, etc.)
- **Counting** - Using a 120s chart, point to numbers as students rote count (forward and/or backwards) or skip count
- Flash cards for number identification and **subitizing**
- Use of **10-frames for day of the month** (e.g. 23rd, discuss two full 10-frames, and one with 3)
- Use **day of the year for grouping and place value exercise** (straws or base-10 magnetic blocks)
- [Read a mathematics literature connection](#)
- Kindergarten addition and subtraction fluency in 2nd semester

#### Daily Routines for First Grade

- **Elementary Number Talk** (Which One Doesn't Belong, Notice & Wonder, etc.)
- Counting - Using a 120s chart for skip counting
- Addition/Subtraction w. Number Bonds, 10-frames, number line
- Use day of the year for place value exercise (straws or base-10 magnetic blocks) & 10 more/less
- [Read a mathematics literature connection](#)
- Build addition and subtraction automaticity



### Direct Instruction (I Do): 10-15 minutes (K and 1st)

#### Teacher Moves

- Reviews learning targets and success criteria
- Creating Anchor Chart with student input
- Explicitly teaching processes/procedures to solve problems
- Think aloud
- Use a model to demonstrate a concept
- Model Problem-Solving Strategies

#### Student Moves

- Active Listening
- Asking Questions
- Understanding Patterns
- Forming Hypothesis

### Guided Instruction (We Do It Together): 5 - 10 minutes (K and 1st)

- Facilitates instruction based on students' needs
- Provides students' with explicit feedback
- Asks questions to promote student understanding
- Practices Examples Using Strategies
- Asks Questions
- Explains Thought Process



## DeSoto County School District English/Language Arts Framework (Grades 3-5)

and intervention is determined by the school schedule. To maximize the order may differ by classroom with approval by the building principal.

### Learning Target/ Objective

- Set the purpose for the lesson
- Moves from known to unknown/ reflect continuum of skills
- Connect to previously learned skill/ concept
- **I Do- Teacher Models**
- Demonstrates Skill
- Engages Students
- Checks for understanding

intermittently, not every 5 minutes

### Vocabulary

### Learning Target/ Objective

- Set the purpose for the lesson
- Moves from known to unknown/ reflect continuum of skills
- Connect to previously learned skill/ concept
- **I Do- Teacher Models**
- Demonstrates Skill
- Engages Students
- Checks for understanding
- **We Do-We Do- Everyone Practices**
- Provides guided practice/ repeated opportunities for practices
- Students repeat teacher model
- Provides specific feedback

25-30 minutes, following district-created guides.

# Thought card.

Side 1	Side 2
What is <b>similar or different</b> to something you have in place to support curriculum and instruction?	Write a <b>question or suggestion.</b>



# Structure for Assessed Curriculum

## District Benchmarks

- **Assessment Development Training** - *understanding alignment and how to utilize the Test Item Specs for assessment development*
- **Development Protocol** - *collaboration with curriculum leads and Office of Instructional Services.*



A	B	C	D	E	F	G
A						
Test ID	Alignment Check	Test Name	# Items	Assessment Notes	Reviewed by Teacher/Teacher Teams	Released
<b>Mathematics</b>						
<b>Quarter 1</b>						
2624574	YES	DS GRADE K MATH 2023 - Quarter 1 (spiral)	11	Some changes were made to the paper copy due to PM not having a fill in the blank option - coaches have a copy - suggested to place box around answer choices to distinguish them	MES, NES	x
2631019	YES	DS GRADE 1 MATH 2023 - Quarter 1 (spiral)	11	Some changes were made to the paper copy due to PM not having a fill in the blank option - coaches have a copy - subtraction to 20 questions were to be removed as not until Q2	MES, NES	x
2624667	YES	DS GRADE 2 MATH 2023 - Quarter 1 (spiral)	15		MES	x
2624209	YES	DS GRADE 3 MATH 2023 - Quarter 1 (spiral)	25	Concerns about #16 - says round up to 600 - concerns about drag and drop were expressed - grids used are not consistent - can we replace with state consistent grid	NES	x
2631148 New	YES	DS GRADE 4 MATH 2023 - Quarter 1 (spiral)	24	concerns raised about length	MES, NES	x
2624501	YES	DS GRADE 5 MATH 2023 - Quarter 1 (spiral)	24	need to add x1/10 and/or x10 - not just move decimals to right or left (will add for next time)	MES, NES	x
2612121	YES	DS DHS GEOMETRY 2023 - Quarter 1	25		DHS Geo	x
2616992	YES	DS DMS GEOMETRY 2023 - Quarter 1	25	This is the same benchmark used by DHS.	DMS	x
2613046	YES	DS DHS ALGEBRA 1 2023 - Quarter 1	22		DHS Alg	x
2619854	YES	DS DHS ALGEBRA 1A 2023 - Quarter 1	20			x
2620204	YES	DS GRADE 6 MATH 2023 - Quarter 1	20		DMS 6TH	
2620438	YES	DS GRADE 7 MATH 2023 - Quarter 1	20		DMS 7TH	
2620441	YES	DS GRADE 8 MATH 2023 - Quarter 1	25		DMS 8TH	

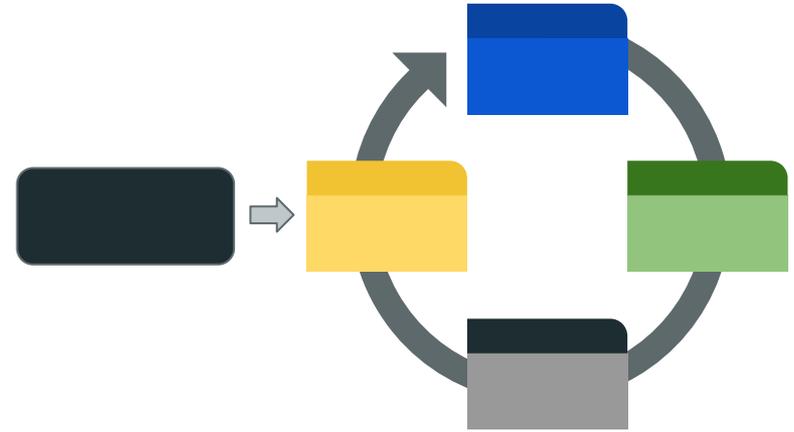


# Systems for Improvement

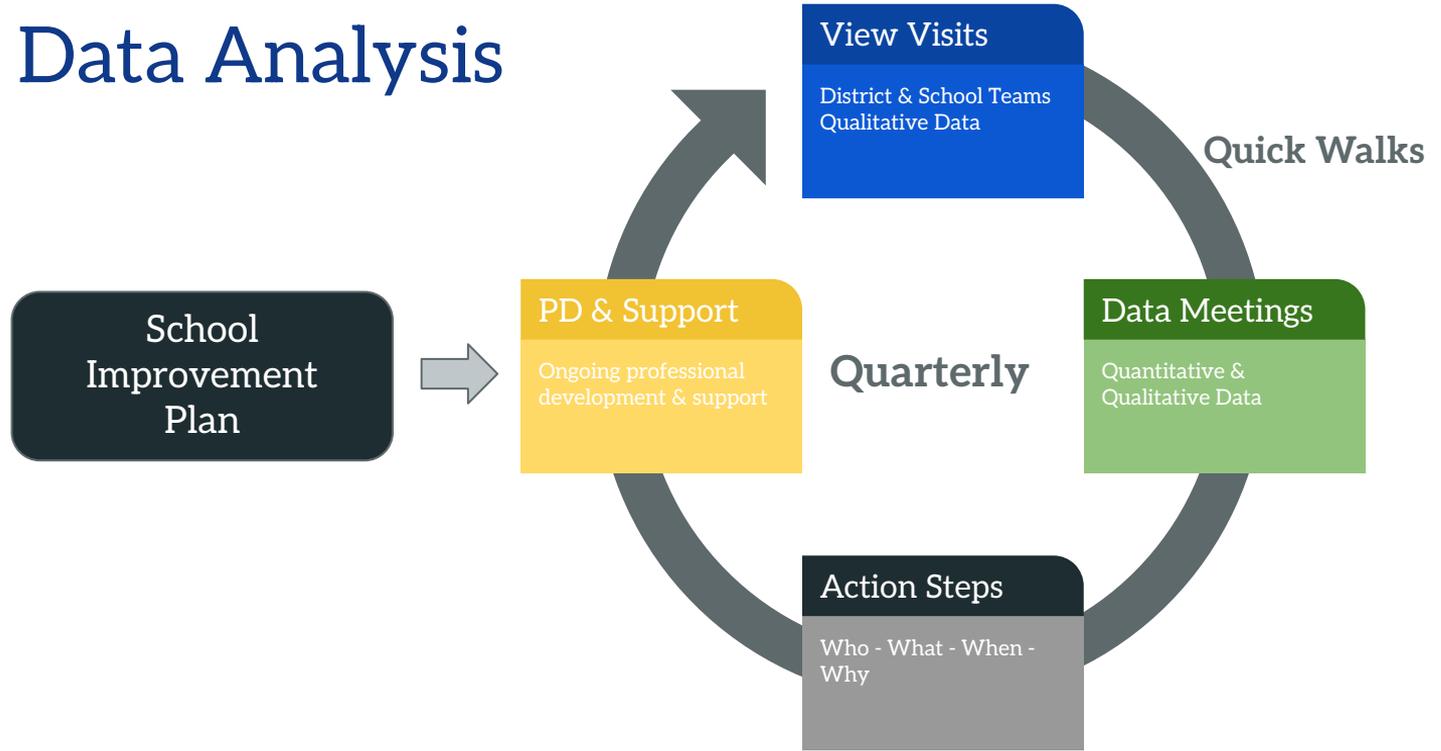
# Systems for Improvement

- **Cyclical Data Analysis**

- *Starting with School Improvement Plan*
  - View Visits
  - Data Meetings
  - Quarterly Action Steps
  - Professional Development & Support



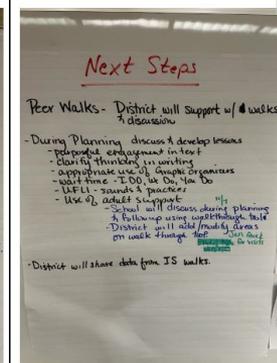
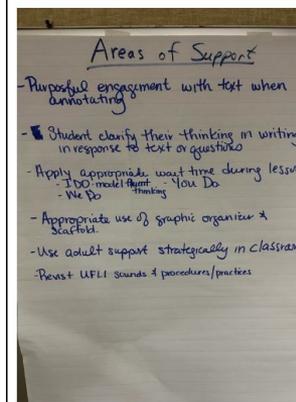
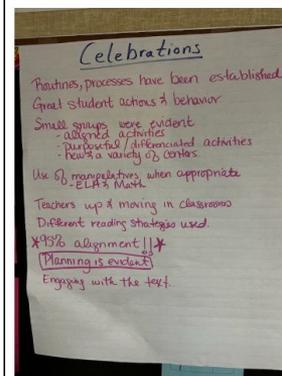
# Cyclical Data Analysis



# Quarterly View Visits District Report

## 2023-24 Summary View Visits

Memorial Elementary - November 2, 2023



Our instructional services team visited 20 classrooms at Memorial Elementary School yesterday. Afterward, we had the opportunity to debrief and identify areas of celebration, support, and next steps. Here are our notes from the discussion.

### Quantitative Data

Alignment	Framework for ELA/Math	Pacing
<b>Quarter 1</b> Full - 32% (9 classrooms) Partial - 36% (10 classrooms) Not Aligned - 7% (2 classrooms)	<b>Quarter 1</b> Within - 96% (23 classrooms) Outside - 4% (1 classroom) N/A - 4 classrooms	<b>Quarter 1</b> Yes - 93% (26 classrooms) No - 7% (2 classrooms)
<b>Quarter 2</b> Full - 80% (16 classrooms) Partial - 15% (3 classrooms) Not Aligned - 5% (1 classrooms)	<b>Quarter 2</b> Within - 94% (15 classrooms) Outside - 6% (1 classroom) N/A - 4 classrooms	<b>Quarter 2</b> Yes - 100% (20 classrooms) No - 0% (0 classrooms)



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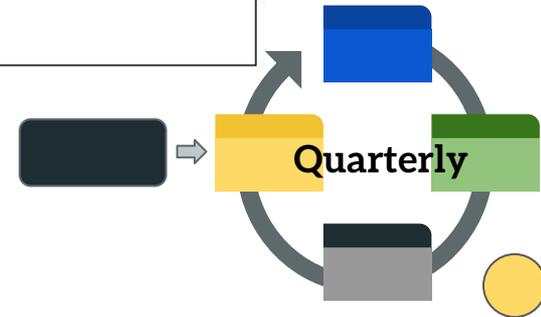
# Data Meeting

Date (2nd Quarter Review)

Data	Reports	Notes
School Improvement		
<i>Quantitative Data</i>		
Academics		
Assessments Data & Reviews		
Intervention and Enrichment		
Educational Software		
Enrollment & Attendance		
Behavior		
<i>Qualitative Data</i>		
View Visits		
Personnel and Surveys		

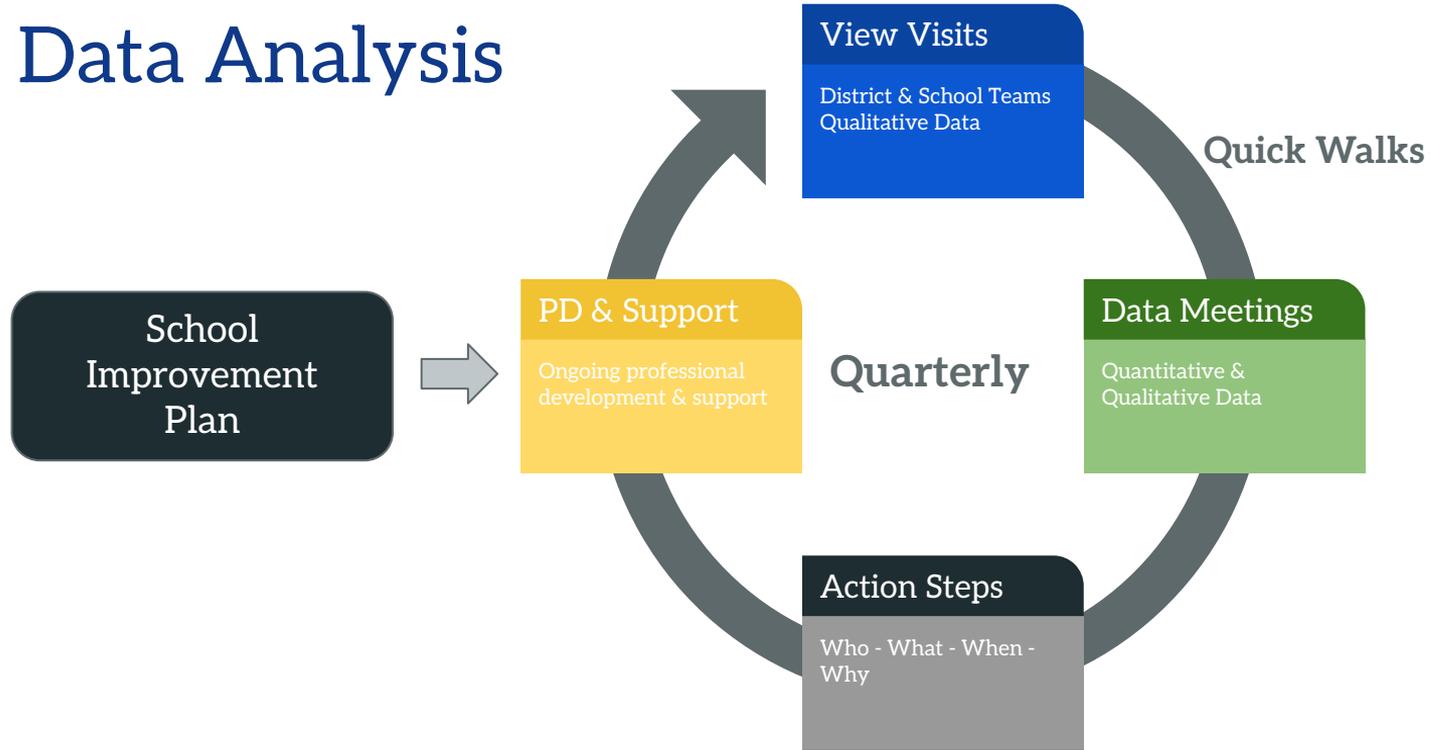
NOTES

NEXT STEPS (Who...what...when)





# Cyclical Data Analysis



# Thought card.

Side 1	Side 2
What is <b>similar or different</b> to something you have in place to support curriculum and instruction?	Write a <b>question or suggestion.</b>



# DeSoto's Tools for Measurement

# Measurement Tool: View Visit Document

Lesson Plans (Snippet)

Standards (Snippet)

## Notes

Instructional Leader 1

### Alignment Check

- Fully Aligned (meets or exceeds standard/benchmarks)
- Partially Aligned (cognitive level below - appropriate with progression - beginning of instructional unit/lesson)
- Significantly below grade-level/rigor
- Not Aligned (content and cognitive level)

### Instructional Framework (ELA: [K-2, 3-5, 6-12](#); Math [K-1, 2-12](#))

- Within DeSoto Instructional Framework
- Outside DeSoto Instructional Framework
- n/a

### Year-at-a-Glance Guides ([click here](#))

- Within 2 weeks of pacing
- Outside of 2 weeks of pacing

### Instructional Delivery (Strategies to Support Learning)

- Clarity in Lesson Plans and Expectations
- Establishing/Revisiting the Purpose for Learning
- Text Annotations
- Reading Strategies
- Accountable Talk (structures for response)
- Just-in-time Support
- Checks for Understanding
- Gradual Release
- Higher Level Questioning
- Appropriate Differentiation
- Evidence of Intentional Differentiation (e.g. lesson plans, grouping, use of data, instruction)

### Observation Notes

Write here.



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# Alignment: How do we measure it? Defining alignment #theDeSotoWay...

## Alignment Check

## Alignment Check (Fully, Partially, Not Aligned)

Written/Assessment (Task)

Taught (Verbal Instruction)



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# Alignment: How do we measure it?

## Defining alignment #theDeSotoWay...

### Alignment Check

- Fully Aligned (meets or exceeds standard/benchmarks)
- Partially Aligned (cognitive level below - appropriate with progression - beginning of instructional unit/lesson)
- Partially Aligned (below grade-level/rigor)
- Partially Aligned (verbal or written did not meet)
- Not Aligned (content and cognitive level)



# Alignment: How do we measure it?

## Defining alignment #theDeSotoWay...current version

- ❑ **Fully Aligned** (meets or exceeds standard/benchmarks)
- ❑ **Partially Aligned** (cognitive level below; however, appropriate with progression (i.e. very beginning of instructional unit/lesson or just in time support/scaffold)
- ❑ **Significantly below grade-level/rigor.**
- ❑ **Not Aligned** (content and cognitive level)



# Measurement Tool: Quick Check Form (App)

## Alignment Check

- Fully Aligned (meets or exceeds standard/benchmarks)
- Partially Aligned (cognitive level below - appropriate with progression - beginning of ...)
- Significantly below grade-level/rigor - end of unit or well-below
- Not Aligned (content and cognitive level)

## Are students in text and annotating the text? \*

- Yes
- No
- N/A

## Was there evidence of appropriate differentiation? Explain.

Long answer text

## Within DeSoto Framework for ELA/MATH?

- Yes
- No
- N/A
- Other...

## Short description of what was observed

Long answer text

## Was there something that needs immediate attention or revisiting?

Long answer text

## Feedback to teacher provided?

- Before leaving the room - Verbal, in person

# Thought card.

Side 1	Side 2
What is <b>similar or different</b> to something you have in place to support curriculum and instruction?	Write a <b>question or suggestion.</b>



# Onboarding & Professional Learning

# Onboarding Platform for Sustainability

## Welcome to our team of [#DeSotoEducators!](#)

This website is organized to provide vital information to ensure a successful onboarding experience. We are here to support you!



DeSoto Commercial 2023 edited Jan 31



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### Our Educational Philosophy

The central purpose of the School District of DeSoto County is to equip our students with the knowledge and skills they need to be productive adults in our global society. We are dedicated to educating students to be ready for college, career, and life with 21st-century skills in communication, collaboration, problem-solving, and citizenship. We empower students to fulfill their dreams by nurturing classroom communities and a robust humanities, sciences, and fine arts curriculum. We aim to promote inquiry, discovery, creativity, and curiosity while



### Instructional Modules

- Module 1: [Our Vision, Values, and Beliefs](#)
- Module 2: [Alignment to State Standards](#)
- Module 3: [Planning Protocol](#)
- Module 4: [Instructional Frameworks](#)
- Module 5: [Foundational Literacy and Reading Strategies](#)
- Module 6: [Curriculum Website](#)
- Module 7: [Assessment and Accountability](#) (Coming Soon)
- Module 8: [Classroom Management](#) (Coming Soon)
- Module 9: [Parent Communication](#) (Coming Soon)
- Module 10: [English Language Learners](#) (Coming Soon)
- Module 11: [IEP & 504 Process](#) (Coming Soon)
- Module 12: [MTSS Process](#) (Coming Soon)
- Module 13: [Instructional Technology](#)



### Business Modules

- Module 14: [Business Technology](#)
- Module 15: [District Calendar & School Schedule](#)
- Module 16: [Mentorship Program](#) (Coming Soon)
- Module 17: [District Support](#)
- Module 18: [Leave & Substitutes](#) (Coming Soon)
- Module 19: [Ethics](#)
- Module 20: [Certification](#)
- Module 21: [Insurance](#)
- Module 22: [Pay Scales & Dates](#)
- Module 23: [Cyber Security & Internet Safety](#) (Coming Soon)

# Tailored, data-driven Professional Learning for All Staff

Professional Learning - Session Board			
8:00 - 8:50 AM	9:00 - 9:50 AM	10:00 - 10:50 AM	11:00 - 11:50 AM
 <p><b>DreamBox Learning</b> <a href="#">Virtual Link (click here)</a> DHS Rm. 512</p>	 <p><b>UFLI FOUNDATIONS</b> Structured Literacy (UFLI) for Gr. 1 Teachers &amp; Paras Lucrecia Gilmore DHS Rm. 502</p>	 <p><b>UFLI FOUNDATIONS</b> Structured Literacy (UFLI) for Gr. 2 Teachers &amp; Paras Irene Cerna DHS Rm. 502</p>	 <p><b>UFLI FOUNDATIONS</b> Structured Literacy (UFLI) for Gr. K Teachers &amp; Paras Karen Needs DHS Rm. 502</p>
<p>Look What I Can Do! <i>(Spanish Teachers)</i> Zach Neuman DHS Media Center</p>	<p>Engaging ELs with English Zach Neuman DHS Media Center (Repeat from 8/4)</p>	<p>After the Engagement Party Comes the Real Work Zach Neuman DHS Media Center</p>	 <p><b>English Language Learners</b> After the Engagement Party Comes the Real Work Zach Neuman DHS Media Center</p>
<p>Navigating the PEER and IEP Process for General Education Teachers Towniya Caudill, Stacey Cray DHS Rm. 507</p>	<p>Writing Your Way through History for Gr. 6-12 Teachers Rochelle Guilroy, Ian Cotton DHS Rm. 507</p>	<p>Spanish Curriculum Workshop &amp; Roundtable for Gr. 6-12 Morgan Soto DHS Rm 319</p>	 <p><b>Creating a Positive Classroom Culture</b> Building a Safe Culture for our Students. Pt. 2 Stacey Hinson DHS Rm. 515</p>
<p>Not So Scary Manipulatives Stacey Hinson DHS Rm. 515 (Repeat from 8/4)</p>	 <p>Not So Scary Manipulatives, Pt. 2 Stacey Hinson DHS Rm. 515</p>	<p>Building a Safe Culture for our Students Stacey Hinson DHS Rm. 515 (Repeat from 8/4)</p>	 <p><b>Creating a Positive Classroom Culture</b> Building a Safe Culture for our Students. Pt. 2 Stacey Hinson DHS Rm. 515</p>
 <p><b>TEXT STRUCTURES</b> Chunking &amp; Text Structures for ELA Candis Dean DHS Rm. 516 (Repeat from 8/4)</p>	<p>So Many Words, So Little Time for Grades 2-5. Candis Dean DHS Rm. 516 (Repeat from 8/4)</p>	 <p><b>READING COMPREHENSION</b> Building Better Comprehension Around The Kitchen Table Candis Dean DHS Rm. 516 (Repeat from 8/4)</p>	<p>Building Better Comprehension Around The Kitchen Table, Pt. 2 Candis Dean DHS Rm. 516</p>
<p>Science with ELA Integration for Gr. 3-5 Teachers and Support Staff Dawn Riggsbee DHS Rm. 602</p>	 <p>Science with ELA Integration for Gr. 6-12 Francesca Anderson DHS Rm. 602</p>	 <p><b>DreamBox Learning (Repeated Session)</b> <a href="#">Virtual Link (click here)</a> DHS Rm. 512</p>	<p>ELA Curriculum Workshop for Grade 3 Teachers Travis Hinkley &amp; Susan Needs DHS Rm. 606</p>
<p>Overview of MTSS in Desoto County School District Lorella Murghy DHS Rm. 607 <b>*Please bring Computers.</b></p>	<p>Gr. 2-3 Mathematics - #theDeSotoWay Jeff Willard DHS Rm 607</p>	<p>Gr. K-1 Mathematics - #theDeSotoWay Jeff Willard, Karen Needs DHS Rm 607</p>	<p>Gr. 4-5 Mathematics: #theDeSotoWay Jeff Willard DHS Rm 607</p>

# Tailored, data-driven Professional Learning for All Staff



## DESOTO COUNTY SCHOOLS District PD Hours

Below is a list of options to receive district PD hours. To receive partial payment before Spring Break, an evidence folder totaling 30 PD hours must be submitted to your principal before February 22, 2023.



### Alignment to State Standards

10 hours

We recently discussed the importance of ensuring our curriculum and instruction meets or exceeds State standards. The alignment of our written, taught, and assessed curriculum is critical in the planning and delivery of our lessons. Examples of evidence: annotations/notes from studying State standards with attention to the *content* and *cognitive level* of the standards; specific questions planned/utilized to elicit standards aligned responses from students



### Checks for Understanding

5 hours

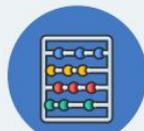
How do we know ALL students are understanding? There are various ways to check our students understanding. For example, daily use of white boards is one way students can quickly show what they know. Other teachers have used sticky notes or index cards to quickly measure understanding. Examples of evidence: photos with a narrative of incorporating ongoing checks for understanding during instruction.



### Small Group Differentiation

5 hours

Small group instruction is one of the best ways to provide differentiated support to our students. Students are able to learn more quickly in a small group as instruction is tailored to their needs. Examples of evidence: Photos with a narrative of how you are incorporating small group instruction; rotation charts; data to inform grouping.



### Hands-on Learning / CRA

5 hours

During hands-on activities, students work together and foster teamwork skills. Hands-on learning improves their cognitive understanding of the subject material and social skills. In mathematics, we discussed a concrete-representational-abstract model. Examples of evidence: Lesson plans; photos with narrative of how you are



## DESOTO COUNTY SCHOOLS

### BSI Professional Learning Hours

Below are the required BSI PD hours for the \$2,400 stipend. To receive partial payment before Spring Break, you must complete 40 PD hours before February 26, 2024. Otherwise, all hours are due May 5, 2024.



#### \*School-based Professional Learning Sessions 20 hours

Throughout the year, your principal and school-based leadership team will organize and facilitate professional learning sessions. \*At least 10 of the 20 hours should be completed by February 26, 2024.



#### State-Standards and Test Item Specs 5 hours

Five hours will be awarded for reviewing your standards and test-item specification per the course(s) you teach AND completing a district-created alignment check.



#### Standards-Aligned Test Review Creation 20 hours

Twenty hours will be awarded for developing and submitting a comprehensive, standards-aligned test review task or assessment for students. The purpose of this professional learning assignment is to practice developing state-aligned items using state documents. The criteria for this assignment are stated below.

##### CRITERIA:

- All questions or items on the task or assessment must be teacher-created and fully aligned (per test item specs if applicable),
- The task review or test should be comprehensive and cover at least 80% of state standards. For each item, please identify which standard is covered.
- Copied textbook questions (or purchased items) will not be accepted, with the exception of texts

##### EXAMPLES:

- Summative Assessment
- Review materials or slides with practice items for students (e.g., a collection of mini-assessments written per standard)
- End-of-Year Review game or activity with test-prep items included



#### HEC Asynchronous Coursework & Book Study 20 hours

Choose between Disciplinary Literacy or Productive Struggle in Mathematics. Assignments should be completed by April 5, 2024.



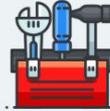
#### Reflection Choice Board 5 hours

Choose a topic from those listed on page 2. Write a 2-3 sentence reflection of use within your classroom and provide evidence of implementation.

#DeSotoEducators



## Choice Board Options (Choose 1)



### Hands-on Learning Opportunities for Students

As teachers, we understand the importance of engaging students in their learning and helping them retain information in a meaningful way. One way to do this is through hands-on and experiential learning activities. This could be using manipulatives, building a model, conducting an experiment, or creating a project. Example of evidence: Lesson plans; photos with a narrative on how you provided hands-on learning experiences for students within your class.



### Small Group Differentiation

Small group instruction is one of the best ways to provide differentiated support to our students. Students are able to learn more quickly in a small group as instruction tailored to their needs. Examples of evidence: Photos with a narrative of how you are incorporating small group instruction; rotation charts; data to inform grouping.



### Student Text Annotations & Notes

Throughout the year, we have discussed the importance of students engaging with texts through the use of annotations and note taking. These activities should align with the purpose of the read (i.e. the focus standard). Modeling to students how to text mark and take notes, then setting a class expectation of how to engage with a text can help students improve their reading comprehension. Examples of evidence: Student samples,



### Accountable Talk Structures

Student collaboration is not always easy. Often, students need help learning how to communicate with each other when they agree or disagree. Accountable Talk Structures provide students with guidelines and expectations on how to work in groups and communicate with each other. Sometimes, teachers will use cards with sentence stems to assist students in their conversations (e.g. "I agree/disagree because..." or "I would like to add..."). Upon request, the Office of Instructional Services can provide you with a set of cards for you to try in your classroom. Examples of Evidence: photos with a narrative; student materials

## Google Classroom

To submit for BSI PD hours, please complete the assignments posted in your Google Classroom. In order to be paid before Spring Break, 40 hours must be completed and submitted by **February 26, 2024**. Any work submitted after Feb. 26 or without meeting criteria will be eligible for the full stipend at the end of the year, given all school/district PD requirements are met. Partial hours for any requirement is not available.

Video



# Thank you!

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kristie.joens@desotoschools.com

## Index Card Drop Box

- Name, Title
- School District
- Email



- K-12 Pacing Guides
- Curriculum Guide Template
- Instructional Frameworks
- Data Sheet Template
- View Visit Template
- Quick Walk Form
- Professional Learning Boards
- BSI Hour Sheets
- Planning Protocol
- Presentation