



Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

54 - Putnam

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

Table of Contents

Part I: Current District Status	3
Part II: Expected Improvements	0
Goals Summary	13
Goals Detail	13
Action Plan for Improvement	15
Appendix 1: Professional Development Plan to Support Goals	21
Appendix 2: Technical Assistance Plan to Support Goals	31
Appendix 2: Budget to Support Goals	37

Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

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

Provide the district's vision statement

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

Supports for School Improvement

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

The Putnam County School District leadership team has a strong commitment to implementing a Multi-Tiered System of Supports (MTSS) that will align resources district wide to provide a MTSS system that will meet the needs of all students and maximize desired student outcomes.

During biweekly meetings, the district leadership team will:

- share and analyze financial data among the various departments and projects including: Title I, Part A, including 1003(a); Title I, Part C Migrant; Title II; Title III; Title VI, Part B; Title X Homeless, and Teacher Incentive Fund in an effort to ensure support and alignment of all district resources, particularly for the Priority and Focus Schools
- use a problem-solving process within our Multi-Tiered System of Supports (MTSS) to analyze real time progress-monitoring data in reading, writing, mathematics, and science through progress monitoring assessments to determine if and where additional supports are needed
- district level support staff will provide observational feedback data on the quality of the implementation of MTSS at the school sites based on site observations
- review student formative and outcome performance data to assist with generating student outcome focus goals and priorities

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

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

District Policies and Practices

MOUs will need to be reached with the AFT for additional time and additional financial supports for teachers in the turnaround school.

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

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

Sustainability of Improvement

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

When the district's focus school improves as a result of the intervention described in Part III of this plan, the district will continue to provide the math coach and an MTSS coordinator as a means of insuring necessary supports to maintain student performance. The additional Pre-K classrooms implemented through this grant will be sustained with VPK and general district dollars. The increased learning time for students and teachers will become a part of district wide practice. By the conclusion of this grant the behavior specialist will have provided sufficient support to teachers through professional development to enable teachers to support students in learning and internalize appropriate academic behaviors.

Stakeholder Involvement

PIP Link

<http://www.floridacims.org/documents/131439>

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

http://www.putnamchools.org/files/_tKBxl_/46c46f5eb46263e73745a49013852ec4/PIP_54_0000.pdf

The district diligently works to engage families and the community in school improvement efforts. The district office of Federal Programs holds monthly meetings with parent and community representatives.

The focus of these meetings is primarily centered on improving student achievement throughout the district. At the school level, administrators engage stakeholders in improvement efforts through school advisory councils and other academically focused meetings and events.

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

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

Effective Leadership

District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address

France, Laura, lfrance@my.putnamschools.org

Employee's Title

Director

Employee's Phone Number

(386) 329-0532

Employee's Phone Extension

Supervisor's Name

Helen Muir

Supervisor's Title

Assistant Superintendent

Employee's Role and Responsibilities

The Superintendent has appointed the Director of Elementary Education as the turnaround lead for the district. The schools that operate under the turnaround process are supported by the turnaround lead. Through collaboration of the school based leadership team and the turnaround lead, the school leadership team develops roles and responsibilities of support personnel, a systematic process for ongoing progress monitoring, and goals for teaching and learning. The turnaround lead supervises the principals of the turnaround schools and reports to the Superintendent and/or Assistant Superintendent of Curriculum and Instruction regarding the progress of the schools .

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Criswell, Phyllis, pcriswell@my.putnamschools.org**Title** Superintendent**Phone** (386) 329-0653**Supervisor's Name****Supervisor's Title****Role and Responsibilities** Instructional leader for the district**Muir, Helen, hmuir@my.putnamschools.org****Title** Assistant Superintendent**Phone** 386 329-0527**Supervisor's Name** Phyllis Criswell**Supervisor's Title** Superintendent**Role and Responsibilities** Instructional and curriculum leader for the district.**Decubellis, Debby, ddecubellis@my.putnamschools.org****Title** Director**Phone** 386 329-0547**Supervisor's Name** Phyllis Criswell**Supervisor's Title** Superintendent**Role and Responsibilities** Director of Human Resources**Lands-Buckles, Debra, d2buckles@my.putnamschools.org****Title** Director**Phone** 386 329-0543**Supervisor's Name** Helen Muir**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of Federal Programs**Carter, Juli, j2carter@my.putnamschools.org****Title** Director**Phone** 386 329-0532**Supervisor's Name** Helen Muir**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** ELA District Coordinator

Tucker, Michelle, m3tucker@my.putnamschools.org

Title	Director
Phone	386 329-0532
Supervisor's Name	Helen Muir
Supervisor's Title	Director
Role and Responsibilities	Math District Coordinator

France, Laura, lfrance@my.putnamschools.org

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

Mathews, Anne, amathews@my.putnamschools.org

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

Weaver, Libby, eweaver@my.putnamschools.org

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

Roach, Jim, jroach@putnamschools.org

Title	Director
Phone	(386) 329-0539
Supervisor's Name	Phyllis Criswell
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Student Services

Educator Quality

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

The Putnam County School District monitors schools by reviewing progress monitoring data, instructional reviews, conversations with school leadership and state outcome data. The district leadership team meets bi-monthly to review the progress at our Focus and Priority schools. Our leadership team meets with our Region 2 DA contact on a regular basis. We work collaboratively to ensure we support our schools so that student achievement occurs.

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

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

Public and Collaborative Teaching

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

Administrators were required to build in common planning time within the schedule for the school year 2014-2015. Support, in the form of collaborative work sessions during the summer, was given to elementary school administrators to build a master schedule that allowed for common planning time of grade levels at all schools. Master schedules and the PLC schedule of each school shall be turned in for documentation of this requirement.

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

The district provides all district schools with a reading coach. Priority schools are also allocated a mathematics coach and science coach. Focus schools were able to hire an additional coach this year to support in their area of most critical need. Coaches are to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Our district level reading coach leads the coaches each month in professional development and instructional rounds (walkthroughs) to support the development of all coaches. Reading coached must enter a time log of their daily activities using the PMRN coaching log.

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Yes

Writing

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

HMH Journey's (K-6),

Program Type	Core
School Type	Elementary School
Description	

HMH Collections

Program Type	Core
School Type	Middle School
Description	

Mathematics

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

Envisions

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

EngageNY

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	This program is supported by district professional development to ensure alignment to the Florida Standards.

i-Ready Online Instruction (Curriculum Associates)

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

Glencoe Math**Program Type** Core**School Type** Middle School**Description** Although this has been adopted in the past as our core program, it is not as aligned to the Florida Standards as the supplemental programs listed. Therefore, we do not use it as often.**Pearson-Prentice Hall****Program Type** Core**School Type** High School**Description** Although this has been adopted in the past as our core program, it is not as aligned to the Florida Standards as the supplemental programs listed. Therefore, we do not use it as often.**HMH On Core****Program Type** Supplemental**School Type** Middle School, High School**Description** These workbooks are used to ensure alignment to the Florida Standards. Our adopted core is not aligned to Florida Standards.**Florida Ready (Curriculum Associates)****Program Type** Supplemental**School Type** Middle School, High School**Description** Used at selected schools in the district.**Science****List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:****Discovery Education****Program Type** Core**School Type** Elementary School, Middle School**Description****Instructional Alignment and Pacing**

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals

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

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

No

Provide the hyperlink to the plan

Provide the page numbers of the plan that addresses this question

Description

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

Yes

Needs Assessment

Underperforming Subgroups

Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	60%	47%	No	65%
American Indian	63%	50%	No	67%
Asian	68%	52%	No	71%
Black/African American	48%	29%	No	53%
Hispanic	54%	38%	No	59%
White	68%	56%	No	71%
English language learners	46%	26%	No	52%
Students with disabilities	46%	29%	No	52%
Economically disadvantaged	57%	41%	No	61%

Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	63%	54%	No	67%
American Indian	60%	53%	No	65%
Asian	80%	78%	No	82%
Black/African American	51%	39%	No	57%
Hispanic	60%	54%	No	65%
White	69%	60%	No	72%
English language learners	54%	45%	No	59%
Students with disabilities	51%	37%	No	56%
Economically disadvantaged	60%	49%	No	64%

Step Zero

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

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

Strategic Goals Summary

- G1.** All schools will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.
- G2.** The district will establish and clearly communicate expectations for planning, preparing, performing reflecting on performance and establishing collegiality and professionalism throughout the 2014-2015 school year. If we establish a district professional culture based on clearly communicated high expectations for instructional practice, then we will increase student achievement.

Strategic Goals Detail

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

G2. The district will establish and clearly communicate expectations for planning, preparing, performing reflecting on performance and establishing collegiality and professionalism throughout the 2014-2015 school year. If we establish a district professional culture based on clearly communicated high expectations for instructional practice, then we will increase student achievement. 1a

 G048534

Targets Supported 1b

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
District-wide	Highly Effective Teachers	30.0		

Resources Available to Support the Goal 2

- Familiarity to the Marzano framework
- Funds to support training
- Dedicated administrators
- Beginning teacher induction process
- Professional development on social media
- Strong HR department
- Additional days at the beginning of the year for planning
- Loving, small community that has a value for education
- Realistic leader
- District level support available

Targeted Barriers to Achieving the Goal 3

- The district has not consistently communicated the expectation, value and importance of demonstrating fidelity to the instruction of the Florida Standards through effective instructional practice.

Plan to Monitor Progress Toward G2. 8

Using iObservation, data will be pulled at mid year and final points to review the percentage of "look-for" tallies that are scoring applying and innovating. This data will be shared with the district leadership team

Person Responsible

Debby Decubellis

Schedule

Semiannually, from 1/16/2015 to 6/30/2015

Evidence of Completion

School data reports (element scoring by learner)

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. The district will establish and clearly communicate expectations for planning, preparing, performing reflecting on performance and establishing collegiality and professionalism throughout the 2014-2015 school year. If we establish a district professional culture based on clearly communicated high expectations for instructional practice, then we will increase student achievement. **1**

 G048534

G2.B1 The district has not consistently communicated the expectation, value and importance of demonstrating fidelity to the instruction of the Florida Standards through effective instructional practice. **2**

 B121125

G2.B1.S1 The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance, and establishing collegiality and professionalism throughout the 2014-2015 school year. **4**

 S133065

Strategy Rationale

If we establish a district professional culture based on clearly communicated high expectations for instructional practice, then we will increase student achievement.

Action Step 1 **5**

District leadership will meet to decide on the initial message that will be delivered to all staff.

Person Responsible

Phyllis Criswell

Schedule

On 9/4/2014

Evidence of Completion

Tag line developed

Action Step 2 5

District leadership will disseminate to administration, ICC team, CRTs and all district leadership.

Person Responsible

Phyllis Criswell

Schedule

On 7/28/2014

Evidence of Completion

During these meetings, everyone will have the goal and tag line distributed to them.

Action Step 3 5

The Superintendent will report to the school board the process and product of the problem solving team and the DA Systems review.

Person Responsible

Phyllis Criswell

Schedule

On 6/17/2014

Evidence of Completion

Board members will receive the information during the reports section of the meeting

Action Step 4 5

The districts DA contact, Sandy Brusca, will attend the July 28th principals meeting where the Superintendent will report out the DA Systems review information and the goals for this year.

Person Responsible

Phyllis Criswell

Schedule

On 7/28/2014

Evidence of Completion

Agenda of the meeting

Action Step 5

A folder will be maintained supporting evidence of communication of the professional goal.

Person Responsible

Phyllis Criswell

Schedule

Monthly, from 7/28/2014 to 6/30/2015

Evidence of Completion

sign in sheets, agendas, etc.

Action Step 6

Title II will hire a consultant to develop a robust district policy on the employee use of social media and provide a train the trainer professional learning opportunity focusing on Professionalism in Social Media for all administrators. Administrators will then provide the training to all employees at their worksites during preplanning. The board will follow protocol to adopt the new policy.

Person Responsible

Helen Muir

Schedule

Quarterly, from 4/1/2014 to 6/30/2015

Evidence of Completion

Rosters, invoices, adopted policy

Action Step 7

The school board will hire a consultant to support development of the District Strategic Plan which will govern all decisions (financial, educational and social). The schools will ensure that all stakeholders are aware and understand the expectation and usage of the strategic plan.

Person Responsible**Schedule**

Biweekly, from 7/15/2014 to 6/30/2015

Evidence of Completion

The strategic plan, invoice, agenda item at principals meeting, morning announcements at all schools, agenda items submitted to the board must relate to the strategic plan.

Action Step 8 5

In order to develop professional new leaders and continue the development of the current assistant principals, the district will establish an aspiring leadership program and will provide monthly leadership focused professional development opportunities during assistant principal meetings.

Person Responsible

Debby Decubellis

Schedule

Monthly, from 7/28/2014 to 8/6/2015

Evidence of Completion

agendas, sign in sheets, application process, internships

Action Step 9 5

After taking principals to a training on effective school leadership with Learning Focused, the district leadership team will meet with APs and Principals to gather input on the framework the district and schools will support and monitor for 14-15 and beyond. This framework will be finalized and delivered to all administration by Dec 15th. Four days of Learning Focused training will be held for selected participants. From that group, 4 individuals will be selected to receive additional PD that will focus on the individual to be a trainer in the Learning Focused skills. This information will be a focus in leadership meetings.

Person Responsible

Helen Muir

Schedule

Monthly, from 10/8/2014 to 6/30/2015

Evidence of Completion

PD logs, agendas, Focus/Framework, monitoring logs

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

The District Strategic Plan will be communicated to all stakeholders and posted in all sites. Requests to the board will include reference which goal the request addresses. Administrators will create a timeline for developing and monitoring teachers within the district framework. The district leadership will monitor the principals ability to educate, encourage, set expectations and evaluate teachers,

Person Responsible

Phyllis Criswell

Schedule

Weekly, from 8/1/2014 to 6/30/2015

Evidence of Completion

agendas, monitoring documents, framework, District Strategic Plan

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

An increase in teachers instruction using the appropriate standards and most effective strategies for student achievement.

Person Responsible**Schedule**

On 6/30/2015

Evidence of Completion

An increase in Teacher Effectiveness ratings.

Implementation Timeline

Professional Development

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

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

G1.B1 Previously the district did not have a quality common curriculum that addressed the Florida Standards in reading and math. (Standards Based Instruction)

G1.B1.S1 A comprehensive core English Language Arts program to be used district wide in grades K-10 was purchased in 2013-2014 through collaboration of reading coaches and teachers. These individuals served on a committee, led by the district reading coach, which selected the reading program.

PD Opportunity 1

Teachers, CRTs and site based administrators will participate in initial product training of the ELA Programs, HMH Journeys and Collections.

Facilitator

HMH Professional Development Department

Participants

All Elementary and Secondary CRTs, Teachers, ICC members and Principals

Schedule

Quarterly, from 5/12/2014 to 6/30/2015

PD Opportunity 2

Embedded professional development will be provided by site based CRTs. This will be in the form of coach led PD sessions and grade level PLCs utilizing online professional development through HMH Journeys and Collections Common Core Curriculum Suite and custom designed webinars.

Facilitator

Site based CRTs

Participants

Teachers

Schedule

Weekly, from 8/20/2014 to 6/30/2015

PD Opportunity 3

After the curriculum maps are developed, elementary and secondary CRTs will support the creation of pacing guides and planning of the first 9 weeks of instruction with teachers during a summer PD session.

Facilitator

District CRT, ICC members and site based CRTs

Participants

Teachers

Schedule

Weekly, from 6/23/2014 to 6/27/2014

PD Opportunity 4

Training for teachers will be differentiated by school-based coaches to provide on-demand, job-embedded professional development based on identified needs throughout the year.

Facilitator

Site based CRTs

Participants

Teachers

Schedule

Monthly, from 8/11/2014 to 6/30/2015

PD Opportunity 5

Three custom professional development days have been reserved with HMH for need-based training during the school year.

Facilitator

HMH Professional Development Representative

Participants

Teachers, coaches, administrators as needed

Schedule

Quarterly, from 8/11/2014 to 6/30/2015

G1.B1.S2 A comprehensive math system (formative assessments, PLCs, lesson plans, rubrics for each standard) developed by the FL DOE, Mathematics Formative Assessment System (MFAS), was adopted by the district.

PD Opportunity 1

MFAS facilitators trained lead teachers in grades K-3 from each site

Facilitator

Marisa Benz/ Laura Lang

Participants

K-3 Lead math teachers from each school, ICC members, CRTs

Schedule

On 3/21/2014

PD Opportunity 2

ICC members facilitated a gradual release of the PLC MFAS process at each school site (at least 3 consecutive visits, and additional follow-up as requested by school sites).

Facilitator

Cathy Oyster, Jessica McCool, Lucy Brosky

Participants

K-3 Teachers at each school site, Administration and CRTs

Schedule

Weekly, from 2/13/2014 to 4/30/2014

PD Opportunity 3

MFAS facilitators will train secondary math teachers in the MFAS process.

Facilitator

Marisa Benz, Laura Lang

Participants

Secondary math teachers

Schedule

On 7/21/2014

PD Opportunity 4

Teachers, selected by grade levels or courses of instruction, will participate in a MFAS task analysis and planning PD. This will support the use of MFAS in the classroom for 14-15.

Facilitator

Michelle Tucker

Participants

secondary math teachers

Schedule

On 7/24/2014

PD Opportunity 5

The ICC team will be available to support PLCs at the school sites as requested. As needed they can also support by providing targeted professional development in areas of need.

Facilitator

Cathy Oyster, Michelle Tucker

Participants

Teachers

Schedule

Biweekly, from 8/11/2014 to 5/29/2015

PD Opportunity 6

Moseley will continue to have a Math Coach to support the teachers with the implementation of the new standards and support the MFAS process at the school site.

Facilitator

Cindy Bellamy/ current math coach

Participants

math teachers

Schedule

On 8/15/2014

G1.B1.S3 A Curriculum Map for Core subjects will be created with the collaborative efforts of District Coaches, School Coaches and core teachers during the Summer of 2014.

PD Opportunity 1

Each core class will have a district developed curriculum map. Sessions have been set aside to allow coaches and teachers to unpack the Florida Standards and develop curriculum and pacing guides for each grade level. These guides will serve as the guiding document for PLCs throughout the year. Curriculum guides will be shared with teachers and administrators. During preplanning the site based administrators will walk the teachers through the process of using curriculum maps to guide instruction.

Facilitator

Lucy Brosky, Paula Hollingsworth, Jessica McCool, Cathy Oyster, Michelle Tucker, Juli Carter

Participants

selected teachers and CRTs

Schedule

On 8/18/2014

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

G1.B3.S1 Recent FAIR data from the target school suggests intervention is occurring too late to prevent reading disabilities. Furthermore, survey data suggests a lack of knowledge about appropriate interventions and inadequate monitoring of existing interventions. To address this barrier, the reading adoption committee purposefully chose a reading program with a strong differentiated instruction component. The program has good screening and diagnostic tools that will ensure students are receiving appropriate differentiated instruction in all three tiers of instruction.

PD Opportunity 1

Teachers will receive ongoing professional development through monthly Coach led PD sessions. Coaches will be trained to lead teachers through Dewitz & Wolskee's (2012) highly recommended book-Making the Most of your Core Reading Program. One chapter is completely devoted to differentiating instruction in whole-group (Tier 1) instruction.

Facilitator

School-based reading coach

Participants

Reading teachers

Schedule

Monthly, from 8/22/2014 to 5/29/2015

G1.B3.S2 As part of the incentive for participating in the FCRR Early Literacy Intervention study (Foorman, et al.), our K-6 teachers (even those who are not a part of the grant) will receive customized training by Dr. Barbara Foorman and her team on how to best use the differentiated instruction in the adopted core reading program. Dr. Foorman and her team are in their second year of using the curriculum and their insight will help us train our teachers to use diagnostics correctly, choose the best interventions, and monitor the effectiveness of the interventions so that each student receives quality differentiated instruction.

PD Opportunity 1

On May 7-8, 2014, a group of district personnel will meet with the FCRR team to set the date for training on how to best utilize the program differentiation tools and materials.

Facilitator

Dr. Barbara Foorman and ELI team

Participants

Teachers and coaches

Schedule

On 5/7/2014

PD Opportunity 2

Paraprofessionals who support the language intervention will attend training by Dr. Foorman and the ELI team on how to best use the differentiation tools and materials from the new ELA program

Facilitator

Dr. Foorman and ELI team

Participants

Teachers and coaches

Schedule

On 9/28/2014

PD Opportunity 3

Teachers will be taught how to include differentiation in their lesson plans

Facilitator

School-based coach

Participants

Reading teachers

Schedule

On 9/29/2014

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

PD Opportunity 1

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

Facilitator

iReady facilitator

Participants

Administrators, CRTs, ICC Team members

Schedule

On 12/19/2014

PD Opportunity 2

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

Facilitator

Ready Common Core facilitator

Participants

Administration, CRTs, ICC team members

Schedule

On 8/8/2014

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

PD Opportunity 1

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

Facilitator

Cathy Mattea/READ 180 Trainer

Participants

READ 180 teachers

Schedule

On 9/30/2014

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

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

PD Opportunity 1

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

Facilitator

Anne Mathews

Participants

All faculty and staff.

Schedule

On 8/20/2014

PD Opportunity 2

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

Facilitator

Anne Mathews

Participants

Teachers, Site Based Team, and school administrators

Schedule

On 8/11/2014

G2. The district will establish and clearly communicate expectations for planning, preparing, performing reflecting on performance and establishing collegiality and professionalism throughout the 2014-2015 school year. If we establish a district professional culture based on clearly communicated high expectations for instructional practice, then we will increase student achievement.

G2.B1 The district has not consistently communicated the expectation, value and importance of demonstrating fidelity to the instruction of the Florida Standards through effective instructional practice.

G2.B1.S1 The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance, and establishing collegiality and professionalism throughout the 2014-2015 school year.

PD Opportunity 1

Title II will hire a consultant to develop a robust district policy on the employee use of social media and provide a train the trainer professional learning opportunity focusing on Professionalism in Social Media for all administrators. Administrators will then provide the training to all employees at their worksites during preplanning. The board will follow protocol to adopt the new policy.

Facilitator

Mark Fieldholtz

Participants

All district and school site administrators

Schedule

Quarterly, from 4/1/2014 to 6/30/2015

PD Opportunity 2

In order to develop professional new leaders and continue the development of the current assistant principals, the district will establish an aspiring leadership program and will provide monthly leadership focused professional development opportunities during assistant principal meetings.

Facilitator

Debby Decubellis

Participants

Aspiring leaders and current assistant principals

Schedule

Monthly, from 7/28/2014 to 8/6/2015

PD Opportunity 3

After taking principals to a training on effective school leadership with Learning Focused, the district leadership team will meet with APs and Principals to gather input on the framework the district and schools will support and monitor for 14-15 and beyond. This framework will be finalized and delivered to all administration by Dec 15th. Four days of Learning Focused training will be held for selected participants. From that group, 4 individuals will be selected to receive additional PD that will focus on the individual to be a trainer in the Learning Focused skills. This information will be a focus in leadership meetings.

Facilitator

NEFEC/Learning Focused

Participants

District and school leaders

Schedule

Monthly, from 10/8/2014 to 6/30/2015

Technical Assistance

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

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

G1.B1 Previously the district did not have a quality common curriculum that addressed the Florida Standards in reading and math. (Standards Based Instruction)

G1.B1.S1 A comprehensive core English Language Arts program to be used district wide in grades K-10 was purchased in 2013-2014 through collaboration of reading coaches and teachers. These individuals served on a committee, led by the district reading coach, which selected the reading program.

PD Opportunity 1

Elementary and secondary reading coaches and teachers with more than 3 years experience were invited to participate in the selection process of a new reading adoption. During this process the participants learned to evaluate textbooks using an adoption model that studied all aspects of the curriculum.

Facilitator

Juli Carter

Participants

Selected coaches and teachers

Schedule

Biweekly, from 1/8/2014 to 3/21/2014

G1.B1.S2 A comprehensive math system (formative assessments, PLCs, lesson plans, rubrics for each standard) developed by the FL DOE, Mathematics Formative Assessment System (MFAS), was adopted by the district.

PD Opportunity 1

Mathematics Formative Assessment System (MFAS) Facilitators presented to the elementary principals and discussed barriers and options for implementation. Participants were able to discuss the MFAS process and agenda for future training of teachers.

Facilitator

Marisa Benz, Laura Lang

Participants

Elementary Principals and Instructional Curriculum Coaches (ICC)

Schedule

On 12/17/2013

PD Opportunity 2

MFAS Facilitators will present to secondary principals the MFAS Process. Discussion of barriers and implementation options will also be discussed. Participants will be able to discuss the MFAS Process and the agenda for future training.

Facilitator

Marisa Benz, Laura Lang

Participants

Secondary Principals

Schedule

On 5/20/2014

PD Opportunity 3

MFAS professional development tubs will be created for the math lead teacher at each grade level at every school. This will support that all teachers can have access to common materials for teaching and professional learning. These will be distributed during the training of teachers in July and August.

Facilitator

Michelle Tucker, Cathy Oyster

Participants

Math Lead teachers

Schedule

On 8/13/2014

G1.B1.S3 A Curriculum Map for Core subjects will be created with the collaborative efforts of District Coaches, School Coaches and core teachers during the Summer of 2014.

PD Opportunity 1

ICC team members and instructional and curriculum staff will support the administrators and teachers throughout the year on accessing and using the maps to guide instruction.

Facilitator

ICC or Instruction and Curriculum staff

Participants

Teachers and administrators

Schedule

Monthly, from 8/11/2014 to 5/29/2015

G1.B2 Infrastructure at the schools does not support the number of students who need intervention. There is not enough time/personnel to provide quality intervention. Some students do not start school with foundational knowledge and skills, this causes a need for intense intervention immediately. (Increased learning time)

G1.B2.S1 To create functional equality among all schools, every school will increase it's student day to 6 hours and 50 minutes of quality instruction aligned to standards.

PD Opportunity 1

Administrative training on scheduling extended day. Administrators will collaborate to develop schedules that include PLC time for teachers and intervention time for students. This will allow the schools to maximize the instructional time and allocate resources to areas of need.

Facilitator

Laura France

Participants

Administrators

Schedule

Biweekly, from 6/9/2014 to 8/1/2014

G1.B2.S3 Schedules will be developed through the leadership teams that will ensure that maximum time is given for interventions and supports. Administrators will monitor for strategies aligned to the Marzano evaluation system that are designed to increase the probability of student academic achievement.

PD Opportunity 1

The district will provide training for developing schedules that support the number and intensity of interventions for their struggling students. Training will also include information on effective strategies that build cognitive capacity through engagement.

Facilitator

Helen Muir

Participants

Administrators, CRTs

Schedule

Biweekly, from 5/5/2014 to 8/4/2014

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

G1.B3.S1 Recent FAIR data from the target school suggests intervention is occurring too late to prevent reading disabilities. Furthermore, survey data suggests a lack of knowledge about appropriate interventions and inadequate monitoring of existing interventions. To address this barrier, the reading adoption committee purposefully chose a reading program with a strong differentiated instruction component. The program has good screening and diagnostic tools that will ensure students are receiving appropriate differentiated instruction in all three tiers of instruction.

PD Opportunity 1

Decision trees will be completed by teachers to ensure correct differentiation is occurring in Tier 2 & Tier 3

Facilitator

Site based CRT

Participants

reading teachers

Schedule

Semiannually, from 8/11/2014 to 5/29/2015

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

PD Opportunity 1

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

Facilitator

Laura France

Participants

Administrators

Schedule

On 8/18/2014

PD Opportunity 2

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

Facilitator

Laura France

Participants

Principals, CRTs, ICC members

Schedule

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

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

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

PD Opportunity 1

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

Facilitator

Anne Mathews

Participants

Site Based Team and MTSS school level coordinator (Moseley)

Schedule

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

PD Opportunity 2

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

Facilitator

Anne Mathews

Participants

MTSS school level coordinator

Schedule

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

Budget Rollup

Summary	
Description	Total
Goal 1: All schools will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.	168,223
Grand Total	168,223

Goal 1: All schools will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.		
Description	Source	Total
B1.S2.A10 - 100% of Math Coach salary for 2 years (60000)	SIG 1003(g)	120,000
B1.S2.A10 - Group Health Insurance calculated at 3500	SIG 1003(g)	7,000
B1.S2.A10 - Medicare and social security calculated as 7.65% X 60000= 4590	SIG 1003(g)	9,180
B1.S2.A10 - calculated as 60000 X .32 per thousand = 19.20	SIG 1003(g)	40
B1.S2.A10 - Math Coach: Group Health Insurance calculated at 3500	SIG 1003(g)	7,000
B1.S2.A10 - Math Coach medicare and social security: calculated as 7.65% X 60000= 4590	SIG 1003(g)	9,180
B1.S2.A10 - Math Coach: life insurance calculated as 60000 X .32 per thousand = 19.20	SIG 1003(g)	40
B3.S3.A7 - Computers for iReady usage	SIG 1003(g)	15,783
Total Goal 1		168,223