



Manny Diaz, Jr., Commissioner of Education

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

60 - Sumter

Richard "Rick" Shirley, Superintendent
, Southwest Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	18
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Implementation Timeline	42
Professional Development Plan to Support Goals	45
Technical Assistance Plan to Support Goals	47
Budget to Support Goals	47

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

The Sumter County School District is committed to providing a rigorous and relevant standards-based education in a safe environment. Through a partnership of students, parents, staff and community, students are given the opportunity to reach their full potential as lifelong learners and contributing members of society.

b. District Vision Statement

Preparing the Next Generation Today!

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

No strategic plan link stored

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.

There are multiple ways the district identifies and aligns district resources.

Each week, district administrative staff meet to discuss current data and areas of need. District staff share important events or activities within their departments and work to collaborate across departments to support schools.

Twice each month, the district curriculum department meets to discuss current district initiatives, data and areas of need. These meetings also include members from the ESE, testing and technology departments, when needed. The district works with lead teachers to review curriculum maps and make necessary changes on-going throughout the school year.

Once each month, the district holds a "principals' meeting" in which data and information is shared with school administrators. This meeting includes members from all district departments (personnel, finance, maintenance, transportation, curriculum. etc.).

b. School Allocation Process

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

The district has established formulas for staff allocation. Each school receives funds on a per pupil allocation for the school based budget. Additional resources are allocated based on a documented needs, such as, number of discipline referrals, number of students at Tier 2 and 3 of the MTSS model, number of students scoring at Level 1 for reading and math. The school receives supplemental funds over the district allocation for staff, professional development, parental involvement, resources and supports.

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.

No policies have been modified or removed. However, monitoring practices have been increased by district staff to ensure that program implementation and allocation of resources are used to maximize student performance. The Sr. Director of Curriculum oversees the Differentiated Accountability process. The Director of Elementary meets with the administration weekly and performs classroom walk-throughs to ensure that district initiatives are implemented with fidelity. District staff provides support at the classroom and school levels.

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.

n/a

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.

The district has created a growth plan for Wildwood Elementary School which is a Focus school for the 2016-2017 school year. This plan included transferring a principal from a high performing elementary school, adding a literacy coach and behavior resource teacher to the faculty at the school prior to school year 2016-2017. The schools have plans for adding additional support through local volunteer groups such as, "Tutors for Kids." The district believes this additional support, along with an increase of support from district staff, will increase student achievement. Data chats are taking place weekly between district and school administrators.

B. Stakeholder Involvement**1. Parental Involvement Plan (PIP) Link**

<https://www.floridacims.org/documents/361941>

2. Family and Community Engagement

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

The district annually creates a Title I Parent Involvement Plan and each Title I school creates a Parent Involvement Plan. The district provides funds to Title I schools to assist with Parent Involvement activities. The district also hosts two Parent Advisory Council (PAC) meetings annually for parent input for Title I plans.

District staff participate in school SAC (School Advisory Council) meetings. During these meetings, schools receive parent and community input on their School Improvement Plans. Each school presents their SIP during a hearing at their school. The school creates a presentation to share their plan. School board members, district staff, school staff, and community members attend.

The district and school websites promote parent activities. The district provides a school year calendar, parent guide and grade level expectations to parents. The district also shares key websites with parents such as www.stopbullying.com and www.fsassessments.org as resources for parents.

The district has a volunteer program where applicants are screened and school-board approved prior to working with students. Volunteers are trained at each school site, and are recognized both at the school and district level.

The district invites community members and parents to give input for school improvement efforts in a variety of ways. One way schools assess family involvement and student needs is through surveys, such as: School Climate, Title I, ESE/ESOL, and AdvancEd. Community members and parents are also invited to participate in bi-monthly school board meetings. There is a student and community forum provided during each meeting so that public concerns can be addressed. As a result of this input, the district may allocate resources to schools based on identified needs.

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 hosts monthly meetings with school and district administrators. During these meetings, information is shared and feedback is collected.

Several times per year, the district holds curriculum council meetings in which school administrators and teacher leaders are asked to give input and assist with making decisions.

In priority or focus schools, weekly meetings with district staff will occur to analyze data, review schedules, review resources and make suggestions for improvement.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Moffitt, Debbie, deborah.moffitt@sumter.k12.fl.us

b. Employee's Title

Director

c. Employee's Phone Number

(352) 793-2315

d. Employee's Phone Extension

50260

e. Supervisor's Name

Richard Shirley

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

Deborah Moffitt is the Senior Director of Curriculum and Instruction. Mrs. Moffitt leads the curriculum department and coordinates efforts with other departments to assist in school improvement. Mrs.

Moffitt plans bi-monthly department meetings where current data and program fidelity are discussed. She supports the school improvement effort through school and district level training sessions on curriculum and instructional practices. She also monitors fidelity of curriculum programs through classroom walkthroughs and school meetings. She will be responsible for the fidelity of the school improvement grant (SIG) for Wildwood Elementary School and Wildwood Middle High School.

2. District Leadership Team:

McKinney, Christina, christina.mckinney@sumter.k12.fl.us	
Title	Director
Phone	352-793-2315
Supervisor's Name	Deborah Moffitt
Supervisor's Title	Director
Role and Responsibilities	Christina McKinney is the Director of Secondary and Post-Secondary Curriculum. Mrs. McKinney oversees the secondary schools and the relationship between secondary and post-secondary programs within the district. Mrs. McKinney ensures school improvement efforts take place through district and school level meetings and classroom walkthroughs.
Christian, Helen, helen.christian@sumter.k12.fl.us	
Title	Director
Phone	352-793-2315
Supervisor's Name	Deborah Moffitt
Supervisor's Title	Director
Role and Responsibilities	Helen Christian is the Director of Elementary Curriculum and Title I. Mrs. Christian oversees the elementary schools and monitors school improvement efforts through district and school level meeting and classroom walkthroughs. She also manages the Title 1 program for the district.
Holstein, Jean, jean.holstein@sumter.k12.fl.us	
Title	Director
Phone	(352) 793-2315
Supervisor's Name	Deborah Moffitt
Supervisor's Title	Director
Role and Responsibilities	Jean Holstein is the Director of Testing and Student Services. Mrs. Holstein meets bi-monthly with the curriculum department to coordinate efforts in the school improvement process.

Williams, Dana, dana.williams@sumter.k12.fl.us**Title** Director**Phone** (352) 793-2315**Supervisor's Name** Lisa Whitman**Supervisor's Title** Director

Role and Responsibilities Dana Williams is the Director of Professional Learning and Accountability for the district. She meets bi-monthly with the curriculum department to coordinate school improvement efforts. Mrs. Williams plans professional development for staff and faculty based on data and areas of need.

Dustin, Kathy, katherine.dustin@sumter.k12.fl.us**Title** Director**Phone** 352-793-2315**Supervisor's Name** Deborah Moffitt**Supervisor's Title** Director

Role and Responsibilities Katherine Dustin is the ESE Program Director. She meets bi-monthly with the curriculum department to coordinate school improvement efforts.

Merritt, Gina, janet.merritt@sumter.k12.fl.us**Title** Administrator**Phone** 352-793-2315**Supervisor's Name** Christina McKinney**Supervisor's Title** Director

Role and Responsibilities Gina Merritt is a Curriculum Supervisor (K-12 reading, writing and social studies). She ensures school improvement efforts with fidelity classroom walkthroughs. She works directly with teachers and school administrators to review data and make curriculum decisions. She works with schools to develop/revise curriculum maps and provides training on curriculum and research based instructional strategies.

Sovercool, Nicholas, nicholas.sovercool@sumter.k12.fl.us**Title** Administrator**Phone** 352-793-2315**Supervisor's Name** Deborah Moffitt**Supervisor's Title** Director

Role and Responsibilities Nicholas Sovercool is the project lead for Performance Matters, our district data warehouse. Mr. Sovercool meets bi-monthly with the district curriculum department to ensure that all curriculum decisions are based on data. He meets with school leaders and provides training, as needed, at the school level to ensure data driven decisions.

Shirley, Summer, summer.shirley@sumter.k12.fl.us**Title** Other**Phone** (352) 793-2315**Supervisor's Name** Christina McKinney**Supervisor's Title** Director

Role and Responsibilities Summer Bisignano coordinates the district College Readiness programs including Advanced Placement courses and AVID. She uses data and classroom walkthroughs to monitor fidelity of these programs. These programs support the school improvement efforts of the district.

Nave, Allison, allison.nave@sumter.k12.fl.us**Title** Administrator**Phone** (352) 793-2315**Supervisor's Name** Dana Williams**Supervisor's Title** Director

Role and Responsibilities Allison Nave is the Coordinator of Professional Accountability. Mrs. Nave works with administrators and teachers on the new teacher evaluation system. She monitors the new teacher mentoring program. She meets with the curriculum department bi-monthly to ensure alignment with district initiatives, teacher evaluation, and school improvement efforts.

McMullen, Teeter, teeter.mcmullen@sumter.k12.fl.us	
Title	Administrator
Phone	(352) 793-2315
Supervisor's Name	Helen Christian
Supervisor's Title	Director
Role and Responsibilities	Teeter McMullen is the elementary curriculum specialist, also responsible for grants and school accountability. She supports the school improvement effort through school and district level trainings on curriculum and instructional practices. She also monitors fidelity of curriculum programs through classroom walkthroughs and school meetings. She will be responsible for the fidelity of the school improvement grant (SIG) for Wildwood Elementary School.
Trick, David, david.trick@sumter.k12.fl.us	
Title	Director
Phone	(352) 793-2315
Supervisor's Name	Deborah Smith
Supervisor's Title	Director
Role and Responsibilities	David Trick is the Director of Instructional Technology and Media. He meets bi-monthly with the curriculum department to coordinate school improvement efforts in the areas of technology and media services.
Colleen Habhab-Strickland	
Title	Administrator
Phone	(352) 793-2315
Supervisor's Name	Christina McKinney
Supervisor's Title	Director
Role and Responsibilities	Colleen Habhab-Strickland is a Curriculum Supervisor (6-12 science). She ensures school improvement efforts with fidelity classroom walkthroughs. She works directly with teachers and school administrators to review data and make curriculum decisions. She works with schools to develop/revise curriculum maps and provides training on curriculum and research based instructional strategies.

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.

For the current focus school: The leadership team was reorganized in 2014-2015, a new principal based on his previous school's performance was selected. One assistant principal was left at the school due to their knowledge of the students, staff and community and a new assistant principal was selected by the principal.

The district has many structures in place to ensure high quality leadership for all schools through: Research based tools for leadership identification purposes are implemented, to include but not limited to:

targeted selection; application and professional learning opportunities to enhance leadership skills; completion of Phase I of the Leadership Development Program (LDL); LDL portfolio review; participation in high-quality administrative experiences; reimbursement for graduate degrees in Educational Leadership; analysis of student achievement data and/or school grades; and annual evaluation review with administrative feedback.

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.

At the current focus school, student performance data per teacher was reviewed and some reassignments were made to the current staff. Teachers were non-renewed, allowed to voluntarily transfer, resign or retire. The new principal was then able to interview and select staff that fits his vision and mission for the school. Teacher strengths were also used to place staff in the area of providing the most impact on student performance for the 2016-2017 school year.

The district uses the following strategies to determine the retention or replacement of teachers across the district:

- Use of Peer Mentor Program;
- accomplishing PIP goals;
- obtaining appropriate certification to become highly qualified;
- instructional practice data obtained from informal classroom walkthroughs;
- results of formative and summative student assessments (i.e., Discovery Education, Success Maker);
- results of formative and summative teacher evaluations;
- performance of students on state-wide assessments, as per teacher evaluation data;
- professional and job responsibilities, to include administrative feedback.

The district bargained with the teacher's union to pay a supplement for teachers who received an Highly Effective VAM rating on state assessments to stay or relocated to a D or F school.

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.

District staff met with school administrators at the priority or focus school at the beginning of the school year to ensure the master schedule allows for common planning, as appropriate. Weekly meetings throughout the school year will ensure successful implementation and that time is managed appropriately.

2. Instructional Coaches

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

The district utilizes Title I funding, SAI and Reading funding to provide full time resource teachers. These teachers have a daily schedule in which they are working with targeted students and teachers. They are also expected to analyze data and lead data chats with grade level groups and individual teachers. The district curriculum team works with these coaches to develop and lead professional development on a monthly basis.

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/sumter?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:

Core Connections

**Program
Type**

Core

**School
Type**

Elementary School, Middle School, High School

Description

The district uses the Core Connections writing/ELA program (formerly Writers in Control). The program is based on the new Florida Standards and provides assistance in transitioning from FCAT style writing to the new Florida assessment. Teachers participate in trainings throughout the year. During these trainings, teachers are guided to create lessons on teaching students to use text evidence in writing, meeting the demands of the new ELA standards and state assessments. The program also provides writing frames, lessons and activities to support classroom instruction.

Document Based Questions (DBQ's)

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	The Document Based Questions help teachers implement rigorous writing and thinking activities with students of all skill levels.

Write Score

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	Write Score provides robust tools for formative writing and literacy assessments designed to help schools, teachers, and students improve literacy. With standards-aligned assessments, professional development, and historical student writing portfolios, Write Score provides tools to help teachers pinpoint instruction, save time, and meet students' diverse literacy needs.

Springboard

Program Type	Core
School Type	Middle School, High School
Description	Springboard is a program published by the College Board for English Language Arts. The program utilizes rigorous texts with scaffolded instruction built around embedded writing assessments. These assessments are back-mapped to specific standards and learning targets.

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:

Houghton Mifflin Harcourt - Go Math!

Program Type	Core
School Type	Elementary School
Description	This is the Core Math Program/Textbook for Elementary. It is aligned to the Florida Standards and it is used in coordination with Learning Focused Strategies and district Curriculum Maps. It includes online versions of the textbooks and resources.

Study Island

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description This computer based program is used at all grade levels for differentiated learning, remediation and EOC and FSA review. It is utilized during the school day and afterschool and can be accessed from home. The program provides specific review modules for state assessments.

Explore Learning Gizmos

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description This computer based program features virtual manipulatives and labs. Teachers can demonstrate concepts using a projector or students can log in and complete activities at a computer station. This program is used at all grade levels.

Successmaker

Program Type Supplemental

School Type Elementary School, Middle School

Description This computer based program is used at elementary and middle levels. This program differentiates learning and provides teaching and remediation for students.

Agile Mind

Program Type Core

School Type High School

Description Agile Mind is the application used for Intensified Algebra 1A and 1B courses. Intensified Algebra I is a comprehensive, extended-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year.

McGraw Hill/Glencoe**Program Type** Core**School Type** Middle School**Description** McGraw Hill/Glencoe is the core academic program for middle school math.**Holt McDougal****Program Type** Core**School Type** High School**Description** Holt McDougal is the core academic program for high school math courses.**Florida Students****Program Type** Supplemental**School Type** Elementary School, Middle School, High School**Description** This online program is used for test prep and can be accessed from home. It is used at all FSA tested grade levels.**Boardworks****Program Type** Supplemental**School Type** Middle School, High School**Description** Boardworks offers interactive technology resources for teachers that are matched to the state standards. Resources include multimedia activities such as tasks, animations, flexible diagrams and graphs, audio, video and quizzes.**Math Nation****Program Type** Supplemental**School Type** Middle School, High School**Description** To help teachers & students succeed on the Algebra 1 End of Course exam (EOC) the University of Florida & Study Edge have created Math Nation- a free, online, easy-to-use, EOC preparation resource aligned with the latest state standards.**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:

Pearson Florida Interactive Science

Program Type	Core
School Type	Elementary School
Description	This is the Core Program/textbook for elementary schools. It is used in coordination with Learning Focused Strategies and district curriculum maps.

Florida Students

Program Type	Supplemental
School Type	Elementary School, Middle School
Description	This online program is used for test prep and can be accessed from home. It is used at all FSA tested grade levels.

Study Island

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	This computer based program introduces new skills, provides remediation and SSA and EOC review. This program is used at all grade levels and can be accessed at home. Students use this program during the school day and after school.

Discovery Education Streaming

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	This on-line program provides video streaming, activities, and lesson plans. The district uses this program for benchmark assessments and teachers can also use this program for formative assessments. This program is used at all grade levels.

Explore Learning Gizmos

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description This computer based program features virtual manipulatives and labs. Teachers can model concepts using a projector or students can work alone or in small groups to complete tasks. The program has been aligned to Florida Next Generation Sunshine State Standards. The alignments are used during curriculum mapping. Gizmos are used in grades 3-8 and high school science courses and support integration of Common Core literacy standards through reading and writing activities.

eScience3000

Program Type Supplemental

School Type Middle School

Description eScience is a web-based program aligned to state standards that focuses on core science acquisition while reinforcing literacy needs including reading comprehension, relevant vocabulary and writing skills.

Pearson Chemistry and Pearson Conceptual Physical Science Explorations

Program Type Core

School Type High School

Description Pearson Chemistry and Pearson Conceptual Physical Science Explorations are the major instructional tools for Chemistry, Chemistry Honors, and Physical Science Honors. The curriculum resources are fully aligned to Florida Next Generation Sunshine State Standards and is used in coordination with Learning Focused Strategies and curriculum mapping.

Holt Science Fusion**Program Type** Core**School Type** Middle School

Description This is the Core program/textbook for middle schools. It is used in coordination with Learning Focused Strategies and Curriculum Mapping. The major instructional tool is fully aligned to Florida Next Generation Sunshine State Standards.

Glencoe Biology and Glencoe Earth and Space (Florida Edition)**Program Type** Core**School Type** High School

Description FL Glencoe Biology and FL Glencoe Earth and Space Science are the major instructional tools for Biology, Biology Honors, Earth and Space Science and Earth and Space Science Honors courses. The curriculum resources are fully aligned to Florida Next Generation Sunshine State Standards and are used in coordination with Learning Focused Strategies and curriculum mapping.

Boardworks**Program Type** Supplemental**School Type** Elementary School

Description Boardworks offers interactive technology resources for teachers that are matched to the state standards. Resources include multimedia activities such as tasks, animations, flexible diagrams and graphs, audio, video and quizzes.

Think Central**Program Type** Supplemental**School Type** Middle School

Description This is an online textbook resource will help access science resources to engage students in exciting investigation-based learning.

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.

There are multiple ways the district monitors its core instructional and intervention programs:

District walkthroughs

School walkthrough data and teacher evaluation data

MTSS data

District and state assessment data

District curriculum maps aligned to the Florida Standards

District professional development offerings aligned to Florida Standards

School professional development offerings will be reviewed by the district to ensure alignment with district initiatives and Florida Standards.

District textbook adoption process

District PLC's

District CATs

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://assets.sumter.k12.fl.us/Curriculum/StudentProgressionPlan.pdf>

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

22

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.

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.

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.** Increase Science achievement in all subgroups.
- G2.** Increase ELA achievement of all subgroups.
- G3.** Increase Math Achievement in all subgroups.

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. Increase Science achievement in all subgroups. 1a G048463**Targets Supported 1b**

Focus	Indicator	Year	Target
District-Wide	Statewide Science Assessment Achievement	2017-18	63.0

Targeted Barriers to Achieving the Goal 3

- Teachers depth of knowledge of the tested science standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core Instructional Programs (identified in the resources section of the plan)
- Supplemental Instructional Programs (identified in the resources section of the plan)
- Elementary Curriculum Administrator
- Secondary Curriculum Supervisor

Plan to Monitor Progress Toward G1. 8

Statewide Science Assessment and Biology EOC

Person Responsible

Colleen Habhab-Strickland

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

state assessment results

G2. Increase ELA achievement of all subgroups. 1a

G045170

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2016-17	61.0

Targeted Barriers to Achieving the Goal 3

- Increasing achievement in all sub-groups.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core Reading Program (listed in the resource section of this plan)
- Supplemental Reading Programs (listed in resource section of this plan)
- Reading Specialist K-12
- Reading Coaches/Reading Resource Teachers

Plan to Monitor Progress Toward G2. 8

Diagnostic Assessment Programs

Person Responsible

Debbie Moffitt

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Assessment Reports

G3. Increase Math Achievement in all subgroups. 1a

G045171

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Math Achievement District Assessment	2016-17	65.0

Targeted Barriers to Achieving the Goal 3

- Teachers having a depth of knowledge of the new Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core Math Curriculum (listed in the resource section of this plan)
- Supplemental Math programs (listed in the resource section of this plan)
- Elementary Curriculum Specialist
- Secondary Curriculum Supervisor
- Math resource Teachers (elementary only)

Plan to Monitor Progress Toward G3. 8

Maintain a meeting calendar with test item specs, formative data chats, and SoMP.

Person Responsible

Debbie Moffitt

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Meeting Calendar; agendas

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase Science achievement in all subgroups. **1**


 G048463

G1.B1 Teachers depth of knowledge of the tested science standards **2**

 B120863

G1.B1.S1 Attend school based PLC meetings that focus on science data and strategies for improvement

4

 S132766

Strategy Rationale

Action Step 1 **5**

Conduct district secondary school based PLC meetings

Person Responsible

Colleen Habhab-Strickland

Schedule

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

Evidence of Completion

Agendas and sign in sheets

Action Step 2 **5**

Conduct district elementary school based PLC meetings

Person Responsible

Schedule

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

Evidence of Completion

Agendas and sign in sheets

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

Monitor fidelity

Person Responsible

Colleen Habhab-Strickland

Schedule

Monthly, from 8/10/2017 to 8/10/2017

Evidence of Completion

Agendas/sign in sheets

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

Monitor Diagnostic Assessments Programs

Person Responsible

Colleen Habhab-Strickland

Schedule

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

Evidence of Completion

data reports from Edmentum

G1.B1.S2 Provide more on-site support/PD for targeted schools in need 4

S132770

Strategy Rationale**Action Step 1** 5

Additional PD/on-site support for targeted schools

Person Responsible

Colleen Habhab-Strickland

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Agendas/sign in sheets

Action Step 2 5

Additional PD/on-site support for targeted schools

Person Responsible

Dana Williams

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Agendas/sign in sheets

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

Monitor Fidelity of PD

Person Responsible

Colleen Habhab-Strickland

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Agenda and sign-in sheets

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

Monitor Fidelity of PD

Person Responsible

Dana Williams

Schedule

On 6/1/2018

Evidence of Completion

Agenda and sign-in sheets

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

Monitor Fidelity of PD

Person Responsible

Schedule

On 6/1/2018

Evidence of Completion

Agenda and sign-in sheets

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

Complete walkthroughs in science classrooms

Person Responsible

Colleen Habhab-Strickland

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

implementation of Professional development skills in classroom lesson, Lesson plans, walkthroughs

G2. Increase ELA achievement of all subgroups. 1

G045170

G2.B1 Increasing achievement in all sub-groups. 2

B111475

G2.B1.S1 Extended Schedule to Accommodate additional Reading Time 4

S122920

Strategy Rationale

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

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

Monitor Fidelity

Person Responsible

Debbie Moffitt

Schedule

Annually, from 8/10/2016 to 5/31/2017

Evidence of Completion

School Bell Schedules

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

District and state assessment data

Person Responsible

Debbie Moffitt


Schedule

Annually, from 8/8/2016 to 5/31/2017

Evidence of Completion

Assessment Reports

G2.B1.S2 Hold monthly district professional development and data analysis meetings with Reading Coaches/Reading Resource Teachers. 4

 S122921

Strategy Rationale

Action Step 1 5

district PD/data analysis meetings

Person Responsible

Gina Merritt

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Agendas, sign in sheets and minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Fidelity of Meetings

Person Responsible

Helen Christian

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Agendas,sign in sheets and minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Fidelity of Meetings

Person Responsible

Christina McKinney

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Agendas,sign in sheets and minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

District and state assessments

Person Responsible

Debbie Moffitt

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Assessment Reports

G2.B1.S3 Focused District Walkthroughs 4

 S122922

Strategy Rationale

Action Step 1 5

Complete walkthrough reviews

Person Responsible

Debbie Moffitt

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Walkthrough Reports

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Monitor Fidelity by Reviewing Walkthrough Reports

Person Responsible

Debbie Moffitt

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Walkthrough forms; agendas/notes from meetings

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

District and state assessments

Person Responsible

Debbie Moffitt


Schedule

Quarterly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Assessment Reports

G2.B1.S4 Increased professional development and support to targeted schools (based on areas of need). 4

 S122923

Strategy Rationale**Action Step 1** 5

Increase school based support for targeted schools (based on need)

Person Responsible

Gina Merritt

Schedule

Every 3 Weeks, from 8/10/2017 to 6/1/2018

Evidence of Completion

School sign in sheets, agendas

Action Step 3 5

Increase school based support for targeted schools (based on need) [copy]

Person Responsible

Dana Williams

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

School sign in sheets, agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Monitor Fidelity of PD/support activities

Person Responsible

Dana Williams

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Agendas, feedback from teachers

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

District and state assessments

Person Responsible

Gina Merritt

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Assessment Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

District and state assessments

Person Responsible

Teeter McMullen

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

G2.B1.S5 Extended Learning Opportunities students 4 S192278**Strategy Rationale****Action Step 1** 5

21st Century Grant

Person Responsible

Colleen Habhab-Strickland

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

attendance records, time sheets, and monthly deliverables

Action Step 2 5

21st Century Grant [copy]

Person Responsible**Schedule**

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

attendance records, time sheets, and monthly deliverables

Action Step 3 5

21st Century Grant [copy]

Person Responsible

Teeter McMullen

Schedule

Monthly, from 8/15/2016 to 5/24/2017

Evidence of Completion

attendance records, time sheets, and monthly deliverables

Action Step 4 5

Expand tutoring program

Person Responsible

Debbie Moffitt

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Attendance roster for tutors

Action Step 5 5

Expand volunteer program

Person Responsible

Helen Christian

Schedule

Every 6 Weeks, from 8/10/2017 to 6/1/2018

Evidence of Completion

volunteer records, volunteer request forms, volunteer online applications

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

Person Responsible

Schedule

Evidence of Completion

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

District and state assessments

Person Responsible

Debbie Moffitt

Schedule

Annually, from 8/10/2017 to 6/1/2018


Evidence of Completion

Assessment reports


G3. Increase Math Achievement in all subgroups. 1

 G045171

G3.B1 Teachers having a depth of knowledge of the new Florida Standards 2

 B111476

G3.B1.S1 Hold monthly district professional development meetings for math resource teachers (elementary only). 4

 S122925

Strategy Rationale**Action Step 1** 5**Person Responsible****Schedule*****Evidence of Completion***

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor fidelity of meetings

Person Responsible

Teeter McMullen

Schedule

On 5/31/2017

Evidence of Completion

agendas/sign-in sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor Unify formative data (district assessment data) every 4.5 weeks

Person Responsible

Teeter McMullen

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

DEA Reports; agendas from data analysis meetings

G3.B1.S2 Hold K-12 math articulation meetings three times per year. 4

S122926

Strategy Rationale**Action Step 1** 5

Meet at least three times per year for K-12 articulation looking at Florida Standards, SoMP and formative data.

Person Responsible

Teeter McMullen

Schedule

Quarterly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Agendas/sign in sheets

Action Step 2 5

Meet at least three times per year for K-12 articulation looking at Florida Standards, SoMP and formative data. [copy]

Person Responsible

Nicholas Sovercool

Schedule

Quarterly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Agendas/sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Monitor the Fidelity of Meetings

Person Responsible

Teeter McMullen

Schedule

Quarterly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Meeting agendas

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Monitor Unify formative data (district assessment data) every 9 weeks

Person Responsible

Teeter McMullen

Schedule

Quarterly, from 8/8/2016 to 5/31/2017

Evidence of Completion

DEA/unify reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Monitor Unify formative data (district assessment data) every 9 weeks

Person Responsible

Nicholas Sovercool

Schedule

Quarterly, from 10/28/2016 to 5/31/2017

Evidence of Completion

DEA/Unify Reprots

G3.B1.S3 Attend school based PLC meetings that focus on math data and strategies for improvement.

4

 S122927**Strategy Rationale****Action Step 1** 5

PLC Meetings

Person Responsible

Teeter McMullen

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Agendas/sign in sheets

Action Step 2 5

PLC Meetings

Person Responsible

Nicholas Sovercool

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Agendas/sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Monitor Fidelity

Person Responsible

Teeter McMullen

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Agendas/sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Monitor Fidelity

Person Responsible

Nicholas Sovercool

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Agendas/sign in sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Monitor Unify formative data (district assessment) every 9 weeks

Person Responsible

Teeter McMullen

Schedule

Quarterly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Assessment Reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Monitor Unify formative data (district assessment) every 9 weeks

Person Responsible


Nicholas Sovercool

Schedule

Quarterly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Assessment Reports

G3.B1.S4 Provide more on-site support/PD for targeted schools in need 4 S122928**Strategy Rationale****Action Step 1** 5

Provide on-site PD/support for targeted schools

Person Responsible

Teeter McMullen

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

School Sign in sheets/agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Monitor Fidelity of PD/support

Person Responsible

Teeter McMullen

Schedule

On 5/31/2017

Evidence of Completion

Agendas, feedback from teachers

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

State and district assessment data

Person Responsible

Teeter McMullen






















Schedule

Quarterly, from 8/8/2016 to 5/31/2017








Evidence of Completion

Assessment Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.B1.S1.A1  A345495	[no content entered]		No Start Date		No End Date one-time
G2.B1.S5.MA1  M366854	[no content entered]		No Start Date		No End Date one-time
G2.B1.S5.A3  A234332	21st Century Grant [copy]	McMullen, Teeter	8/15/2016	attendance records, time sheets, and monthly deliverables	5/24/2017 monthly
G3.MA1  M062615	Maintain a meeting calendar with test item specs, formative data chats, and SoMP.	Moffitt, Debbie	8/8/2016	Meeting Calendar; agendas	5/31/2017 monthly
G2.B1.S1.MA1  M062606	District and state assessment data	Moffitt, Debbie	8/8/2016	Assessment Reports	5/31/2017 annually
G2.B1.S1.MA1  M213428	Monitor Fidelity	Moffitt, Debbie	8/10/2016	School Bell Schedules	5/31/2017 annually
G3.B1.S1.MA1  M062617	Monitor Unify formative data (district assessment data) every 4.5 weeks	McMullen, Teeter	8/8/2016	DEA Reports; agendas from data analysis meetings	5/31/2017 monthly
G3.B1.S1.MA1  M062616	Monitor fidelity of meetings	McMullen, Teeter	8/8/2016	agendas/sign-in sheets	5/31/2017 one-time
G2.B1.S2.MA1  M062607	Fidelity of Meetings	Christian, Helen	8/8/2016	Agendas,sign in sheets and minutes	5/31/2017 monthly
G2.B1.S2.MA3  M213481	Fidelity of Meetings	McKinney, Christina	8/8/2016	Agendas,sign in sheets and minutes	5/31/2017 monthly
G3.B1.S2.MA1  M062619	Monitor Unify formative data (district assessment data) every 9 weeks	McMullen, Teeter	8/8/2016	DEA/unify reports	5/31/2017 quarterly
G3.B1.S2.MA3  M213489	Monitor Unify formative data (district assessment data) every 9 weeks	Sovercool, Nicholas	10/28/2016	DEA/Unify Reprots	5/31/2017 quarterly
G3.B1.S2.MA1  M062618	Monitor the Fidelity of Meetings	McMullen, Teeter	8/8/2016	Meeting agendas	5/31/2017 quarterly
G3.B1.S2.A1  A133473	Meet at least three times per year for K-12 articulation looking at Florida Standards, SoMP and...	McMullen, Teeter	8/8/2016	Agendas/sign in sheets	5/31/2017 quarterly
G3.B1.S2.A2  A234321	Meet at least three times per year for K-12 articulation looking at Florida Standards, SoMP and...	Sovercool, Nicholas	8/8/2016	Agendas/sign in sheets	5/31/2017 quarterly
G2.B1.S3.MA1  M062610	District and state assessments	Moffitt, Debbie	8/8/2016	Assessment Reports	5/31/2017 quarterly
G2.B1.S3.MA1  M062609	Monitor Fidelity by Reviewing Walkthrough Reports	Moffitt, Debbie	8/8/2016	Walkthrough forms; agendas/notes from meetings	5/31/2017 monthly
G3.B1.S3.MA1  M062621	Monitor Unify formative data (district assessment) every 9 weeks	McMullen, Teeter	8/8/2016	Assessment Reports	5/31/2017 quarterly
G3.B1.S3.MA4  M213491	Monitor Unify formative data (district assessment) every 9 weeks	Sovercool, Nicholas	8/8/2016	Assessment Reports	5/31/2017 quarterly
G3.B1.S3.MA1  M062620	Monitor Fidelity	McMullen, Teeter	8/8/2016	Agendas/sign in sheets	5/31/2017 monthly
G3.B1.S3.MA3  M213490	Monitor Fidelity	Sovercool, Nicholas	8/8/2016	Agendas/sign in sheets	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S3.A1 A133474	PLC Meetings	McMullen, Teeter	8/8/2016	Agendas/sign in sheets	5/31/2017 monthly
G3.B1.S3.A2 A234322	PLC Meetings	Sovercool, Nicholas	8/8/2016	Agendas/sign in sheets	5/31/2017 monthly
G2.B1.S4.MA1 M062612	District and state assessments	Merritt, Gina	8/8/2016	Assessment Reports	5/31/2017 monthly
G2.B1.S4.MA3 M213482	District and state assessments	McMullen, Teeter	8/8/2016		5/31/2017 monthly
G2.B1.S4.MA1 M062611	Monitor Fidelity of PD/support activities	Williams, Dana	8/8/2016	Agendas, feedback from teachers	5/31/2017 biweekly
G3.B1.S4.MA1 M062623	State and district assessment data	McMullen, Teeter	8/8/2016	Assessment Reports	5/31/2017 quarterly
G3.B1.S4.MA1 M062622	Monitor Fidelity of PD/support	McMullen, Teeter	8/8/2016	Agendas, feedback from teachers	5/31/2017 one-time
G3.B1.S4.A1 A133475	Provide on-site PD/support for targeted schools	McMullen, Teeter	8/8/2016	School Sign in sheets/agendas	5/31/2017 biweekly
G2.B1.S5.A4 A234334	Expand tutoring program	Moffitt, Debbie	8/8/2016	Attendance roster for tutors	5/31/2017 monthly
G1.B1.S1.MA1 M084308	Monitor fidelity	Habhab-Strickland, Colleen	8/10/2017	Agendas/sign in sheets	8/10/2017 monthly
G1.B1.S1.MA1 M084310	Monitor Diagnostic Assessments Programs	Habhab-Strickland, Colleen	8/10/2017	data reports from Edmentum	5/25/2018 monthly
G1.B1.S1.A1 A146635	Conduct district secondary school based PLC meetings	Habhab-Strickland, Colleen	8/10/2017	Agendas and sign in sheets	5/25/2018 monthly
G1.B1.S1.A2 A234279	Conduct district elementary school based PLC meetings		8/10/2017	Agendas and sign in sheets	5/25/2018 monthly
G1.MA1 M084311	Statewide Science Assessment and Biology EOC	Habhab-Strickland, Colleen	8/10/2017	state assessment results	6/1/2018 monthly
G2.MA1 M062604	Diagnostic Assessment Programs	Moffitt, Debbie	8/10/2017	Assessment Reports	6/1/2018 monthly
G2.B1.S2.MA1 M062608	District and state assessments	Moffitt, Debbie	8/10/2017	Assessment Reports	6/1/2018 quarterly
G2.B1.S2.A1 A133468	district PD/data analysis meetings	Merritt, Gina	8/10/2017	Agendas, sign in sheets and minutes	6/1/2018 monthly
G1.B1.S2.MA1 M084318	Complete walkthroughs in science classrooms	Habhab-Strickland, Colleen	8/10/2017	implementation of Professional development skills in classroom lesson, Lesson plans, walkthroughs	6/1/2018 monthly
G1.B1.S2.MA1 M084316	Monitor Fidelity of PD	Habhab-Strickland, Colleen	8/10/2017	Agenda and sign-in sheets	6/1/2018 monthly
G1.B1.S2.MA3 M213439	Monitor Fidelity of PD	Williams, Dana	8/10/2017	Agenda and sign-in sheets	6/1/2018 one-time
G1.B1.S2.MA4 M213441	Monitor Fidelity of PD		8/10/2017	Agenda and sign-in sheets	6/1/2018 one-time
G1.B1.S2.A1 A146641	Additional PD/on-site support for targeted schools	Habhab-Strickland, Colleen	8/10/2017	Agendas/sign in sheets	6/1/2018 monthly
G1.B1.S2.A2 A234280	Additional PD/on-site support for targeted schools	Williams, Dana	8/10/2017	Agendas/sign in sheets	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S3.A1  A133469	Complete walkthrough reviews	Moffitt, Debbie	8/10/2017	Walkthrough Reports	6/1/2018 monthly
G2.B1.S4.A1  A133470	Increase school based support for targeted schools (based on need)	Merritt, Gina	8/10/2017	School sign in sheets, agendas	6/1/2018 every-3-weeks
G2.B1.S4.A3  A234316	Increase school based support for targeted schools (based on need) [copy]	Williams, Dana	8/10/2017	School sign in sheets, agendas	6/1/2018 monthly
G2.B1.S5.MA1  M213487	District and state assessments	Moffitt, Debbie	8/10/2017	Assessment reports	6/1/2018 annually
G2.B1.S5.A1  A234318	21st Century Grant	Habhab-Strickland, Colleen	8/10/2017	attendance records, time sheets, and monthly deliverables	6/1/2018 monthly
G2.B1.S5.A2  A234331	21st Century Grant [copy]		8/10/2017	attendance records, time sheets, and monthly deliverables	6/1/2018 monthly
G2.B1.S5.A5  A234335	Expand volunteer program	Christian, Helen	8/10/2017	volunteer records, volunteer request forms, volunteer online applications	6/1/2018 every-6-weeks

V. Professional Development Opportunities

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

G1. Increase Science achievement in all subgroups.

G1.B1 Teachers depth of knowledge of the tested science standards

G1.B1.S2 Provide more on-site support/PD for targeted schools in need

PD Opportunity 1

Additional PD/on-site support for targeted schools

Facilitator

Study Island/Edmentum STEM Fundamentals/Orlando Science Center

Participants

Science Teachers

Schedule

Monthly, from 8/10/2017 to 6/1/2018

G2. Increase ELA achievement of all subgroups.

G2.B1 Increasing achievement in all sub-groups.

G2.B1.S2 Hold monthly district professional development and data analysis meetings with Reading Coaches/Reading Resource Teachers.

PD Opportunity 1

district PD/data analysis meetings

Facilitator

Gina Merritt

Participants

Reading Resource Teachers, Reading Coaches and Elementary Curriculum Specialist

Schedule

Monthly, from 8/10/2017 to 6/1/2018

G3. Increase Math Achievement in all subgroups.

G3.B1 Teachers having a depth of knowledge of the new Florida Standards

G3.B1.S3 Attend school based PLC meetings that focus on math data and strategies for improvement.

PD Opportunity 1

PLC Meetings

Facilitator

School Administ

Participants

Schedule

Monthly, from 8/8/2016 to 5/31/2017

PD Opportunity 2

PLC Meetings

Facilitator

School Administ

Participants

Schedule

Monthly, from 8/8/2016 to 5/31/2017

G3.B1.S4 Provide more on-site support/PD for targeted schools in need

PD Opportunity 1

Provide on-site PD/support for targeted schools

Facilitator

District Staff

Participants

School based Classroom teachers and Administrators

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Conduct district secondary school based PLC meetings	\$0.00
2	G1.B1.S1.A2	Conduct district elementary school based PLC meetings	\$0.00
3	G1.B1.S2.A1	Additional PD/on-site support for targeted schools	\$0.00
4	G1.B1.S2.A2	Additional PD/on-site support for targeted schools	\$0.00
5	G2.B1.S2.A1	district PD/data analysis meetings	\$0.00
6	G2.B1.S3.A1	Complete walkthrough reviews	\$0.00
7	G2.B1.S4.A1	Increase school based support for targeted schools (based on need)	\$0.00
8	G2.B1.S4.A3	Increase school based support for targeted schools (based on need) [copy]	\$0.00
9	G2.B1.S5.A1	21st Century Grant	\$0.00
10	G2.B1.S5.A2	21st Century Grant [copy]	\$0.00
11	G2.B1.S5.A3	21st Century Grant [copy]	\$0.00
12	G2.B1.S5.A4	Expand tutoring program	\$0.00
13	G2.B1.S5.A5	Expand volunteer program	\$0.00
14	G3.B1.S1.A1		\$0.00
15	G3.B1.S2.A1	Meet at least three times per year for K-12 articulation looking at Florida Standards, SoMP and formative data.	\$0.00
16	G3.B1.S2.A2	Meet at least three times per year for K-12 articulation looking at Florida Standards, SoMP and formative data. [copy]	\$0.00
17	G3.B1.S3.A1	PLC Meetings	\$0.00
18	G3.B1.S3.A2	PLC Meetings	\$0.00
19	G3.B1.S4.A1	Provide on-site PD/support for targeted schools	\$0.00
Total:			\$0.00