Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

36 - Lee

Dr. Christopher Bernier, Superintendent
, Southwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

To ensure that each student achieves his/her highest personal potential

b. District Vision Statement

To be a world-class school system

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

http://www.leeschools.net/strategic-plan

2. Supports for School Improvement

a. Alignment of Resources

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

The School District of Lee County Administrative TEAM in collaboration with the school administration team and the community assessment team does an analysis of district data to determine areas of strength and opportunities for improvement. The TEAM conducts a needs assessment compiling both quantitative and qualitative data identifying each school's needs within the five domains of the key areas determined as the 5Essentials Framework: effective leaders, collaborative teachers, involved families, supportive environment and ambitious instruction.

The District has identified an Executive Director for Turnaround Schools & Middle Schools for the 2017-2018 School year to provide support to the Tier 3 schools as identified in the Innovative Support Design. Additional members of the District Leadership TEAM are members of the Academic Cabinet: Executive Director for Elementary Schools, Executive Director for High Schools, Executive Director for Academic and Support Services, Director for Elementary Curriculum, Director for Middle Curriculum, Director for High Curriculum, Director for Research, Assessment and Accountability, Director for Intervention Services, Director of Exceptional Student Education and Assistant Director of Professional Development. The Academic Cabinet along with members of their teams will strive to address curriculum, professional development, family and community engagement and supportive and safe environment areas that were identified as in need of support in the root causes analysis. Leadership will also be supported with Principal Leads that are identified as mentors that make site visits to administrators. Other District supports include the Chief Human Resource Officer, Chief Finance Officer, Chief Information Officer and Chief Operations Officer and their Teams. All District staff know the importance of the tiered support and the necessity that tier 3 schools are high priority in all areas to ensure student proficiency.

Each school administrator provides a summary of 2016-2017 successes and areas of growth opportunities. The administrator discusses the needs of the school and the plan for solving the needs. The Cabinet and School Team review what resources will have the most impact on student achievement based on the needs assessment. Local, State and Federal Funds will be allocated to

ensure that Tier 3 schools are allocated at a higher per pupil spending formula. The Executive Director for Turnaround Schools along with the Executive Director of Academic and Support Services will be monitoring student/progress at TOP schools with classroom walk-throughs bimonthly. Student growth will continuously be tracked with SRA Reading Mastery, System 44, or Read 180. Each is an adaptive technology program that supports Reading and will be used districtwide to optimize instruction and maximize acceleration of at risk students. Additionally the District will be using in all schools, K-12, STAR 360 for Progress Monitoring with Reading and Math. This will allow focused assessment and targeted intervention based on both growth and proficiency.

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 gives each school in the system "flex" dollars for staffing. These flex dollars are generated through the budgeting department and monitored by Chief Finance Officer, Dr. Desamours. Dr. Desamours responds to the distinct needs of all schools by reviewing requests, but more emphasis is placed on requests made by DA and Tier 3 schools. Administrators of DA and Tier 3 schools present resources needed for the 2017-2018 school year based on needs assessment to ensure increased student proficiency in their school. Individual meetings are scheduled with each DA and Tier 3 school TEAM, the Superintendent and Academic Cabinet. Each Administrator provides a summary of 2016-2017 successes and opportunities for growth. The Principal discusses the needs of the school and shares the implementation plan for solving the areas of need. The Academic Cabinet and School Team review what resources will have the most impact on student achievement based on the needs assessment. Local, State and Federal Funds will be allocated to ensure that Tier 3 and DA schools are allocated at a higher per pupil spending formula.The initial meeting for budget allocation occurs in late April of 2017 with a followup meeting occurring in May of 2017. Budget allocations including staffing and resources for purchases including Federal funds occur in June, but revisions will follow based on need after school grades and lowest 300 data is released in July. Executive Director for Turnaround Schools and Executive Director for Academic and Support Services will do a needs assessment with the data and resources that have been provided to each DA and Tier 3 school for the 2017-2018 school year to determine if additional resources are needed to support school growth and student proficiency no later than August 2017.

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

The District has developed policies and procedures for the 2017-2018 school year that will ensure students are progressing to proficiency, the achievement gaps are closing and the graduation rate is increasing. The Innovative Support Design will serve as the model to student success. Classroom walkthroughs will focus on the rigor of instruction. Quarterly progress monitoring data will be shared at the Data Force meetings and will drive instruction. Data entered into the early warning system will be key to identifying students on track for graduation. The graduation committee that is in place will be monitoring and providing interventions to students lacking credits for on time graduation. The goal is to identify and eliminate the risk factors.

Additional specific policies to support schools and increase student achievement are in place. The use of these policies and procedures will depend on whether the school is identified as Tier 3, Tier 2, Tier 1.5, or Tier 1.
The policies and procedures include:
-Provide incentives to highly effective teachers who serve in struggling DA & Tier 3 Schools. (more

qualified, experienced teachers in struggling schools.) HR
-Ensure that no classroom teaching vacancies will occur in DA & Tier 3 schools. (guarantee of instruction)HR
-Open transfer window early to staff Turn Around Schools. (better qualified pool of candidates)HR
-Change the Choice system to one batch to help distribute students to under-filled schools. (less opportunity to have schools limited in socio-economic diversity) Student Assignment
-Provide supplements to Principals of Hard to Staff schools. (High quality leaders in neediest schools)HR
-Provide monetary incentives to experienced, effective principals who elect to serve in DA & Tier 3 schools
-Provide staff beyond allocations for Tier 3 Schools. (target specific data needs) Executive Director for Turn Around Schools
-Utilize DA consultants (intervention) State
-Monitoring and follow-up is the responsibility of the Executive Director for Turnaround Schools & Executive Director for Academic and Support Services
-Professional Development & Leadership Teachers will be assigned a Tier 3 school to teach 20% of the time and provide job embedded Content PD.
-Increase the number of TIF Teacher Leaders in Tier 3 (D) schools
-TIF Teacher Leaders will teach 50% of the time in the DA & Tier 3 schools and provide coaching to teachers in the school the other 50% of the time
-Principal Leads will provide direct support to the principal at the DA & Tier 3 school to assist with management issues and classroom walk-throughs
-STAR 360 will be used as the Progress Monitoring tool in Reading and Math for all students
-STAR 360 data will be used to monitor and track (for 3 years) Middle School students from James Stephens International Academy that are being reassigned to other middle schools
-COMPASS will be used to support students needing intervention with skills or standards.
-Compass partners with STAR 360 and provides differentiated lessons for students
-SRA Reading Mastery, System 44, or Read 180 data will be tracked at districtwide to monitor at risk students and optimize instruction.
-Really Great Reading phonics program will be used in the DA & Tier 3 schools
--Principals and Assistant Principals at DA & Tier 3 schools within two years will all participate in NISL-National Institute School Leaders-for TOP Schools this will be an External Operator
-The Executive Director for Turnaround Schools will be conducting bimonthly walk-throughs

d. Operational Flexibility
Provide the district's definition of "operational flexibility"Ãƒâ€šÃ‚? 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.

Schools will continue to have "operational flexibility" in scheduling, budgeting, hiring, teacher, subject and grade assignment. Schools can work with the Executive Directors at the Elementary, Middle and High School levels to waiver or adopt specific instructional practices. This means each school can decide how to staff the school. One school might hire an additional counselor, where another might opt for a reading coach, but each school must complete a comprehensive plan that includes a needs assessment, resources, Professional Development Plan, Title I Plan and Title II Plan. The comprehensive plan will be incorporated into the School Improvement Plan (SIP) that will be presented to the School Board.

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.

-Schools will continue to have flex budgeting and the assistance of a District Turnaround Team will continue to support and review the school's progress.
-The Executive Director for Turnaround Schools will continue to monitor the schools and do classroom walk-throughs.
-There will be no plans to redistribute staff or resources except as directed by data.
-The Community Assessment Team will continue to review data and provide feedback.
-STAR 360 will be used as the progress monitoring tool for Reading and Math at a minimum of three (3) times per year.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

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

The Community Assessment Team (CAT) made up of teachers, administrators, and community stakeholders met August 3, 2017 and will continue to meet throughout the school year to share FSA data and the STAR 360 data for all schools with an intense look at the DA and Tier 3 schools to ensure progress is continuing to be made with each school and student. The CAT members will make recommendations for each school and the district to ensure that each student is on track for proficiency. Additionally the District will continue with its Advisory Committee monthly meetings throughout the school year. Two of these committees with a main task of monitoring schools include the District Advisory Committee and Curriculum Advisory Committee.
These committees highlight individual schools and often times invite Principals and their School Advisory Teams to present at the monthly meetings. A new focus for the School District of Lee County has been to hold Educational Forums each semester to share new initiatives to all community stakeholders through a breakout session format. The Educational Forums are a way of providing the community with a variety of information and keeping the key stakeholders abreast of current programs in our District and individual schools. Additionally the District Strategic Planning Steering Committee meets throughout the year to provides updates to stakeholders on the status of the District in meeting the four goals and targets set forth in the strategic plan.

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 Executive Directors for Turnaround Schools and Academic and Support Services worked with the Administration of East Lee County High School to create their Turnaround Plan. The Administrator has already presented their needs for the upcoming school year to the entire Academic Cabinet. A meeting was held with the Community Assessment Team (CAT) to share the TOP format and the FSA results. Feedback was also gained from the CAT members as to what the school needed to ensure student achievement in a high poverty low performing school. Manatee's year two (2) TOP was reviewed with the administration and the District Turnaround Team to ensure all needs were being met.

The district increased the number of teacher leaders to support staff in both the Comprehensive and

Targeted Support and Improvement Schools for 2017-2018 school year. The increase allows teacher leaders to focus support on core areas to drive instruction. Teacher leaders teach and model lessons 50 percent of the time in at-risk classrooms. The remaining time is spent supporting classroom teachers in areas that may need additional guidance and direction.
The district provided embedded content support during 2016-2017 in the academic areas with the assistance of Professional Development Leadership Specialist, which resulted in significant gains. The support provided by the PDLS directly correlated in no F schools and one of the largest gains in state ranking history for our district. The district Professional Development Leadership Specialists are experts in their fields; they provide coaching and support to teacher leaders and school administrators on using student achievement data to drive instruction and focus leadership efforts. PDL Specialists are high performing teachers who dedicate 80% of their time to coaching and 20% of their time to instruction in a high need classroom. Teacher Leaders and PDLS are the most qualified in their fields and receive a financial supplement to support the school and the district-$10,000 plus an extended year calendar. The district has provided intensive training for teachers on new research-based reading curriculum and will be providing weekly content support in ELA and reading.

District staff have developed policies and procedures for the 2017-2018 school year that will ensure students are progressing toward proficiency, achievement gaps are closing and the graduation rate is increasing. The district is using the early warning system K-12 to identify students that may be at risk. Classroom walk-throughs will focus on the rigor of instruction. Quarterly progress monitoring data in ELA, Math, Science and Social Studies will be shared at the Data Force meetings and will drive instruction. Data entered into the early warning system will be key to identifying that students are on track for graduation. The graduation committee will be monitoring and suggesting interventions for students lacking credits for “on time” graduation. Extended day and extended year along with other credit recovery opportunities will be available. The goal is to identify and eliminate the risk factors and barriers to graduation.

The School District of Lee County will continue to give schools operational flexibility in the areas of staffing, scheduling and budgeting. The District will provide additional resources for the 2017-2018 school year for Tier 3 schools. The District Turnaround Team will use the Innovative Support Design model to provide resources to schools for staffing, increasing graduation rate and scheduling to ensure student achievement.

Every school in Lee County will utilize the STAR360 progress monitoring assessment for reading and math each quarter. Students enrolled in Biology and/or US History will take the Compass Learning assessment focused on specific standards and benchmarks, quarterly. Data will be analyzed by the Research and Accountability department at the close of each assessment window and uploaded to Castle for principals to review prior to their quarterly data force meeting with the Superintendent and Cabinet members. The principal and cabinet will discuss any changes to instructional practices needed to improve student proficiency in reading, math, science, and social studies. Every school sent teacher representatives to Summer Cadre in June to learn how to train their colleagues on STAR360 and Compass along with appropriate testing environments and strategies to encourage students to do their best. Professional Development and Leadership Specialists from the Curriculum and Instructional Innovation department will follow up with schools throughout the school year if further training is needed.

The School District of Lee County will be implementing new Reading supports districtwide K-12 with the 2017-2018 school year. In prior years, the approach to reading instruction at the high school level has been a one-size-fits-all model. Students in high school with severe decoding deficiencies will receive targeted instruction that is individualized to meet their needs.

The high school reading plan is divided into tiers of support with resources aligned to meet the needs of each learner. Tier Three is for students needing an accelerated intervention (Lexile level below 600). Students will be using System 44 which is endorsed by The Council of Administrators of Special

Education. Tier Three, Level 1 is designed for students with Lexile Levels above 600. Read 180 will be used with these students. What Works Clearinghouse Research (WWC) indicates that Read 180 has proven positive effects on comprehension and general literacy achievement and positive effects on reading fluency. Students with no decoding deficiencies fall into Tier 2. These students will be leveled using Edge, by Cengage, and Teengagement.

Providing high intensity support and accelerated intervention for at-risk students is the key to school success. Multisensory teaching and differentiating instruction creates high expectations for English Language Learners and students with special needs.

Beginning with the 2017-2018 school year, the School District of Lee County's high school science course progression is changing to include Environmental Science and Environmental Science Honors as 9th grade courses. Incoming freshmen will be scheduled into a science class aligned with their 8th grade FSA ELA scores, STAR Reading scores, and class grades. All Level 1 and 2 students will be enrolled in Environmental Science. Level 3 students will be recommended for Environmental Science Honors, and Level 4 and 5 students will be scheduled into Biology or Biology Honors. FSA and EOC data compiled by our Research and Assessment department has shown a high correlation historically between student performance on the FSA ELA Assessment and their performance on the Biology EOC. Both the Environmental Science and Environmental Science Honors courses will incorporate daily literacy strategies to help students improve their literacy skills while also covering multiple Biology standards that will prepare students to be successful on the Biology EOC as a tenth grader.

The high school math progression has been expanded to include additional course options. Students can be enrolled in the course necessary to meet their needs while also allowing for opportunities to take advanced courses. Through the use of STAR Math and Compass Learning resources, teachers are able to monitor student progress and differentiate instruction while strengthening students' foundational math skills. Compass Learning has compiled research showing a high correlation between the amount of time students spend working in their individual Compass Learning Paths and their proficiency growth on state standardized assessments.

The District will use many strategies to ensure student needs are meet. The School District of Lee County supports teachers in multiple methods. One of the most effective ways has been job embedded modeling and coaching of teachers. The Professional Development Leadership Specialists (PDLS) at the district level work at the schools with the Teacher Leaders. The coaching and modeling allows teachers to see the strategies at work with students. Each student's data will be carefully monitored to determine which instructional strategy will challenge and engage the student to ensure student success. The Innovative Support Design model will provide job-embedded content support and coaching to all teachers and administrators at East Lee County High School through instruction, modeling, learning walks, PLC facilitation, and planning and curriculum resource support.

Multi-Tiered Systems of Support (MTSS) is implemented districtwide. All students are considered in Tier 1 during instruction. Student data is monitored and Early Warning Systems (EWS) are key to identifying students at risk. Students showing progress/meeting goals continue in the "whole class" setting. Students needing additional instruction are in Tier 2 pull-out intervention for supports in small group settings of 1:7 ratio. Tier 3 pull-out intervention will follows after the student has been in Tier 2 for approximately eight weeks and is still needing supports. Tier 3 has a ratio of no more than three students to one teacher. The MTSS process ensures that each student is receiving differentiated instruction to meet their needs.

As a school district, we look at each child to determine the best setting for the child and use the inclusion model in a responsible manner. Student support is focused on what is best for the child. Planning time for the teachers to develop the learning path and the weekly lessons for the students is essential. Teachers create the push-in activities that will be done as a team and identify the lessons that each

student will need to complete independently in a pull-out setting.

Classroom teachers will use the components associated with Sheltered Instruction Observation Protocol to increase student involvement and interaction. SIOP is extremely effective with English Language Learners because it scaffolds the learning. SIOP enables teachers to focus on the language skills students need. SIOP strategies are effective to use with all students.

Limited English Proficient students (monolinguals) will have guided acculturation to the school system while they acquire beginning English language skills by attending International Centers. East Lee County High School' International Center is a "school within a school". The program will emphasize listening, speaking, reading, and writing. Students will receive intensive ESOL strategies to support their core classes. Students will interact with native English speakers to promote language learning.

Use of the Flexible Scheduling process is a comprehensive method of examining the needs of students with IEPs and building a master schedule with the appropriate levels of support for those students. The process is facilitated by the district's Learning Resource Specialist for Inclusion with a school based team comprised of the principal and/or assistant principal for curriculum, staffing specialist, ESE teachers and general education teachers who know the students. Additional support in the areas of needed trainings for teachers is also identified and planned for during this process. This strategy is another way to benefit students and differentiate instruction in the classroom setting.

Teachers will design lessons using the Universal Design for Learning approach. UDL is aimed at meeting the needs of every student in a classroom and can be extremely helpful for students with learning and attention issues.

Teachers will use research-proven practices for teaching students with special needs, including multisensory teaching, scaffolded and differentiated instruction, progress monitoring, and data-driven instruction. Instruction will include software features such as video captioning and alternate color schemes to accommodate students with audio and visual impairments.

Customization of each student's instructional learning path through technology and collecting their individual performance data allows teachers to monitor progress. Teachers then plan data-driven instruction to optimize instructional time and maximize acceleration.

Rotation of whole-group instruction and targeted small-group instruction allows for vocabulary development and encourages independent reading. Support students with word analysis, vocabulary, language and grammar, writing and comprehension.

Students will be engaged in meaningful issues through reading, writing, critical thinking and discussion. Classrooms will deliver project-based curriculum, assessments, and instructional blueprints online. All topics that students study and practice will be relevant, meaningful and current. Teachers will provide units with three Lexile levels and in ACT style that is guided by an essential question. Students will receive Close Reading opportunities with high-interest and technical articles to explore various perspectives of the issue. Students with receive instructional strategies to synthesize multiple texts to answer a short-response question.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Santini, Douglas, douglasos@leeschools.net

b. Employee's Title
Other

c. Employee's Phone Number
(239) 335-1487

d. Employee's Phone Extension
1487

e. Supervisor's Name
Dr. Greg Adkins

f. Supervisor's Title
Superintendent

g. Employee's Role and Responsibilities

Dr. Douglas Santini is the Executive Director for Turnaround Schools. Dr. Santini will be working closing with the all the DA and Turnaround schools and members of the Turnaround Team. The key role of the Turnaround Team is to eliminate organizational obstacles, advise and plan with principals, participate in school walk-throughs, review data, ensure all DA and Tier 3 schools are fully staffed and listen to concerns.

2. District Leadership Team:

Adkins, Greg, gregad@leeschools.net	
Title	Superintendent
Phone	
Supervisor's Name	Board of Education
Supervisor's Title	Board Member
Role and Responsibilities	Superintendent of Schools

Macchia, Brandy, brandyam@leeschools.net	
Title	Director
Phone	
Supervisor's Name	Shanna Flecha
Supervisor's Title	Other
Role and Responsibilities	Director of Elementary curriculum and staff development.

Robery, Melissa, melissasr@leeschools.net	
Title	Director
Phone	
Supervisor's Name	Jerry Demming
Supervisor's Title	Other
Role and Responsibilities	Director of Secondary curriculum and staff development

LaFountain, Jeanne, jeannejl@leeschools.net	
Title	Director
Phone	
Supervisor's Name	Soretta Ralph
Supervisor's Title	Other
Role and Responsibilities	Director of Intervention oversees all Title I programs and Early Childhood programs.

Santini, Douglas, douglasos@leeschools.net	
Title	Other
Phone	
Supervisor's Name	Greg Adkins
Supervisor's Title	Superintendent
Role and Responsibilities	Dr. Santini is the Executive Director for Turnaround Schools. Dr. Sa

Ralph, Soretta, sorettaer@leeschools.net	
Title	Other
Phone	
Supervisor's Name	Soretta Ralph
Supervisor's Title	Other
Role and Responsibilities	Executive Director Academic and Support Services

Houchin, Lori, lorimh@leeschools.net	
Title	Director
Phone	337-8607
Supervisor's Name	Doug Santini
Supervisor's Title	Other
Role and Responsibilities	Support schools

3. Educator Quality

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

The Superintendent assigns Principals and Assistant Principals. The District has two Comprehensive Support & Improvement Schools and three Targeted Support & Improvement Schools. Each school has an experienced administrative team focused on student success. The team will monitor student data, student growth and proficiency, successful implementation of interventions and curriculum focus, as well as increased school grade over time.

Implementation and success will be monitored through twice monthly data meetings at the school site with the administrative team, and quarterly data force reviews at the district with the principal and district leadership team. These meetings will review the following: student progress monitoring data in reading and math, student discipline data, SESIR incident report data, SREF deficiencies, and teacher/student attendance rates, all of which are district priorities.
At the Comprehensive and Targeted Support & Improvement Schools student data is the leading factor in principal placement and retention. The district has developed a differentiated pay scale to encourage established, effective principals to lead turnaround schools. Senior Turn-Around Principals are allowed to bring pivotal school-based personnel with them to support turn-around efforts in their new assignment.
The principal works with the Superintendent, the District Turnaround Team, and the Teachers' Association of Lee County leadership to make decisions that are in the best interests of student achievement.

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.

The Superintendent will ensure that the school is staffed at all times with effective and highly effective staff, who have student achievement as the highest priority. The Chief Human Resources Officer, in partnership with the Executive Director for Turnaround Schools will ensure that only staff with both VAM and manager ratings of effective and highly effective will be employed at Comprehensive and Targeted Support Improvement Schools. The Chief Human Resources Officer will work alongside the Union to ensure that staff are appropriately placed specifically at Comprehensive and Targeted Support Improvement Schools. Hard to Staff financial incentives are also provided to qualified staff identified to be employed at these priority Schools and other high needs sites. Staff identified as Unsatisfactory in the core areas will be be replaced with an effective, or highly effective teacher.

The Superintendent, in collaboration with the Principal and Chief Human Resources Officer, will ensure that the school is staffed at all times with effective and highly effective staff, who have student achievement as the highest priority. The use of walk-through data, student achievement and growth data, targeted observations, the APPLEs beginning teacher program, and the teacher evaluation system is used to determine the impact of instructional staff. This data is used to mentor, coach, model, retain and/or replace staff. Staff will be moved at any time during the year when it is determined from student achievement data that progression is not occurring after intensive assistance has been provided.

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.

The Flex budgeting allows leadership to staff schools to include common planning and PLC time at all levels.
Each teacher in the School District of Lee County has, per contract agreement, 30 minutes of paid uninterrupted planning time weekly. This is monitored through FOCUS scheduling. In addition each teacher has planning time daily that is worked in the daily schedule.

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.

Professional Development and Leadership (PD&L) Specialists are assigned to the DA schools and are content-area specialists in ELA, Math, Science, or Social Studies. They teach 20% of the time at the DA schools and provide job-embedded PD the other 80% of the instructional day. The PD&L Specialists create model classrooms, model lessons, and team teach with staff members. They also work with highly effective teacher leaders at each school that provide coaching, instructional modeling, and lesson studies to instructional staff.
Monitoring occurs in several ways and platforms. The work of the teacher leaders is monitored by administrative classroom walk-throughs, attendance at PLC's, and through data analysis of student and teacher performance. Additionally, teacher leaders are coached and assisted by the PD&L Specialists who meet with the teacher leaders and school administrators bi-monthly to discuss progress monitoring data and teacher needs. The work of the PD&L Specialists is monitored via their coaching logs, administrative visits, and student/teacher data analysis. Every Friday all of the PD&L Specialists meet with district personnel for professional development. At least once a month, the group discusses changes in student achievement data, discipline and attendance data, and school professional development needs in order to determine their impact on instruction.

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/lee?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:

Reading Street (Pearson) K-5 & Collections (Houghton Mifflin) for 6-12	
Program Type	Core
School Type	Elementary School, Middle School, High School
Description	Each program addresses the three modes of writing for addressing the Florida's Standards. Each program provides instructional support, grading support, and intervention support to increase student achievement in writing.

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 2013 1st Edition Go Math!

Program Type	Core
School Type	Elementary School
Description	GO Math! Florida is a Kindergarten-Grade 5 program specifically designed to meet the objectives and intent of the Florida Standards for Mathematics (MAFS). The author team for GO Math! Florida consists of mathematics educators and district personnel and includes representation from both the Framing and Writing Committees of the Florida Standards. The team's balance between state and national perspectives as well as the team's research expertise and practical experience makes GO Math! Florida both accessible and mathematically sound.

Compass Learning Odyssey

Program Type	Supplemental
School Type	Elementary School, Middle School
Description	Compass Learning Odyssey® includes lessons and activities that are built upon current and confirmed research about the way students actually think and learn. Odyssey software for elementary and secondary students makes differentiating and personalizing instruction easier, and its formative assessments and reporting tools help educators use real-time data to drive critical instructional decisions.

Glencoe McGraw-Hill Florida Math 2015

Program Type	Core
School Type	Middle School
Description	Math in context so students see how math matters.Thousands of digital planning tools and interactive resources are available online in one, easy-to-use portal, ConnectED. Use them as-is or make them your own to spark student thinking. Rigor is built-in and supported throughout the program. The three components of rigor—conceptual understanding, application, and procedural skill and fluency—are embedded in resources, lessons, and even assessments.

Glencoe Algebra 1 2015

Program Type	Core
School Type	High School
Description	Math in context so students see how math matters.Thousands of digital planning tools and interactive resources are available online in one, easy-to-use portal, ConnectED. Use them as-is or make them your own to spark student thinking. Rigor is built-in and supported throughout the program. The three components of rigor—conceptual understanding, application, and procedural skill and fluency—are embedded in resources, lessons, and even assessments.

Houghton Mifflin Harcourt Algebra 1 Honors, Geometry & Algebra 2 2015

Program Type	Core
School Type	Middle School, High School
Description	Houghton Mifflin Harcourt Algebra 1, Geometry, and Algebra 2 offers an engaging and interactive approach to covering new state standards. This truly innovative high school mathematics program is designed for today's students with seamless integration of digital features for in-class and on-the-go learning. Focused, balanced, and rigorous instruction encompasses the philosophy and intent of the new state standards.

Cengage Precalculus With Limits 6th edition

Program Type	Core
School Type	High School
Description	Designed to prepare students to study calculus, this text includes interesting applications, cutting-edge design, innovative technology, and an abundance of practice.

Cengage College Prep Algebra	
Program Type	Core
School Type	High School
Description	College Prep Algebra is a pedagogically sound, mathematically precise, and comprehensive textbook that prepares students for college. The text provides coverage for College Readiness standards with the student in mind, including well thought out examples, study tips, and technology tips. Teachers have access to both textbook resources and outside resource suggestions, videos, technology tools, and professional development.

ALEKS	
Program Type	Intensive Intervention
School Type	Middle School, High School
Description	Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking.

Edgenuity	
Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School, High School
Description	Edgenutiy's powerful and flexible learning management system allows educators to measure and monitor student engagement, progress, and achievement—all in real time. This data empowers educators to do what they do best: motivate students and ensure they are truly understanding course material.

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:

National Geographic School Publishing/Hampton-Brown: National Geographic Science, Florida Edition (2011)

Program Type	Core
School Type	Elementary School
Description	National Geographic Science delivers core science content. It focuses instruction directly on the science topics by centering chapters on Big Ideas. "Meet a Scientist" sections provide concrete examples of scientific study in practice. "Become an Expert" sections portray science through real-world contexts. Built to target key science standards, National Geographic Science is a research-based, core program that brings science learning to life through the lens of National Geographic.

NYU/NSF Promoting Science among English Language Learners (P-SELL) Curriculum: Science – Grade 5 program districtwide

Program Type	Core
School Type	Elementary School
Description	The model for the P-SELL curriculum highlights a standards-based and inquiry-oriented approach to science teaching and learning for all students, especially ELLs (Lee & Buxton, 2008; Lee & Penfield, under review). Each lesson in the student book includes the key features, listed below, that correspond to the areas of (a) scientific inquiry and understanding, (b) English language development, and (c) state science standards and assessment.

Holt McDougal: Florida Science Fusion (2012)

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

Anatomy & Physiology: Florida Hole’s Essentials of Human Anatomy & Physiology (2011)

Program Type	Core
School Type	High School
Description	Hole's Essentials of Human Anatomy and Physiology assumes no prior science knowledge and supports core topics with clinical applications, making difficult concepts relevant to students pursuing careers in the allied health field. The unparalleled teaching system is highly effective in providing students with a solid understanding of the important concepts in anatomy and physiology.

Anatomy & Physiology Honors: Human Anatomy & Physiology, FL Edition (2012)

Program Type	Core
School Type	High School
Description	Human Anatomy & Physiology presents information in smaller and more digestible bites, making it easier to read and navigate. Plus:Twelve new Focus Figures help to build further upon the outstanding success of the previous edition’s art program, and to aid in teaching additional tough topics; Clinical coverage has been increased throughout the text, as well; Every Homeostatic Imbalance section in the narrative is now assignable as Critical Thinking Questions in Mastering A&P; Chapters now conclude with an At the Clinic section, featuring 14 brand new Case Studies–all reviewed by an emergency room surgeon for accuracy and plausibility. Further practice with additional Case Studies, including new teaching notes.

Biology 1: Miller & Levine Biology, FL Edition (2012)

Program Type	Core
School Type	High School
Description	The respected author team of Ken Miller and Joe Levine are back with a new edition of biology books to inspire students to interact with trusted and up-to-date biology content. The authors' unique storytelling style engages students in biology, with a greater focus on written and visual analogies.

Biology 1 Honors: Glencoe Florida Biology (2012)

Program Type	Core
School Type	High School
Description	Glencoe Biology leads the way with the best ideas in Biology education. It can help all of your students succeed with its organization around major Themes, Big Ideas, and Main Ideas of biology and its strong support for reading comprehension. This program's comprehensive content is made relevant to students through engaging real-world contexts. A vast array of lab experiences builds strong inquiry skills. The abundance of differentiated instructional strategies helps teachers reach all learners. Seamlessly integrated technology allows teachers to save time and increase productivity!

Chemistry 1: Pearson Chemistry, FL Edition (2012)

Program Type	Core
School Type	High School
Description	Prentice Hall Chemistry meets the needs of students with a range of abilities, diversities, and learning styles by providing real-world connections to chemical concepts and processes. The first nine chapters introduce students to the conceptual nature of chemistry before they encounter the more rigorous mathematical models and concepts in later chapters.

Chemistry 1 Honors: Modern Chemistry (2012)

Program Type	Core
School Type	High School
Description	Holt McDougal Modern Chemistry © 2012 is a comprehensive high school chemistry textbook and digital program that presents a balanced and engaging approach to conceptual and problem-solving instruction. Designed to accommodate a wide range of student abilities within a general high school chemistry curriculum, the program offers a wealth of consistent support for reading and vocabulary, scientific inquiry, problem solving, and preparation for high-stakes testing.

Environmental Science: Environmental Science, Your World Your Turn, FL Edition (2012)

Program Type	Core
School Type	High School
Description	Pearson’s Environmental Science: Your World, Your Turn is based on real, current, and relevant content that brings the world of environmental science to life. All while making it personal and actionable for every student.

Marine Science 1: Marine Science – The Dynamic Ocean (2012)

Program Type	Core
School Type	High School
Description	Provide students with a unique way to learn about Marine Science — tracking the paths of animals in the ocean in real-time. This new, robust, high school course blends Life, Earth, and Physical Science and includes STEM pedagogical strategies that help students understand integrated science content in the context of the ocean – Earth’s greatest resource. Your students will be hooked as they access hundreds of interactive, digital components and Earth images, while exploring exciting content and analyzing cutting-edge data.

Physical Science: Pearson Physical Science – Concepts in Action, FL Edition (2012)

Program Type	Core
School Type	High School
Description	Prentice Hall Physical Science: Concepts in Action helps students make the important connection between the science they read and the science they experience everyday. Relevant content, lively explorations, and a wealth of hands-on activities help students understand that science exists well beyond the page and into the world around them.

Physics 1: Physics A First Course, FL Edition (2010)

Program Type	Core
School Type	High School
Description	Students learn best through direct experience and discovery. 36 hands-on investigations (two per chapter) and 8 lab skills activities. Completely integrated with readings in student text and teacher's guide. Students design and conduct experiments; construct and test conclusions; observe results; and gather, record, and analyze data. Key questions begin each investigation to focus the student on major concepts.

Physics 1 Honors: Physics Principles and Problems (2009)

Program Type	Core
School Type	High School
Description	Physics: Principles and Problems offers integrated support, abundant opportunities for problem solving, and a variety of realistic applications. The program has a balance of good conceptual presentation with a strong problem-solving strand. The program resources are organized in a way that saves you preparation time and allows you to meet the needs of students in your diverse classroom. New for 2009 features include more problems - Supplemental Problems, Challenge Problems, Pre-AP/Critical Thinking Problems and practice for end-of-course exams - better math support with unique Example Problems that offer "coaching notes" to aid comprehension, and Teacher-tested lab options!

Activities in Math and Science (AIMS)

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	AIMS is a non-profit organization dedicated to helping teachers give students a solid conceptual understanding of math and science. Our State-Specific Science for FL has been carefully developed to provide you with easy to use and engaging hands-on activities. All of the activities in these materials are aligned to the 2008 NGSSS. They will help you by: helping your students learn by doing; improving your students conceptual understanding; making science teaching easier for you!

Aquatic Systems Mosquito Education

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	The Aquatic Systems Mosquito Education (ASME) classroom programs are conducted in collaboration with classroom teachers. Programs are designed for students in kindergarten, 5th grade, 7th grade, and high school chemistry and biology classes. These environmental science programs support Florida's Next Generation Sunshine State Standards in a variety of areas. Films, readings, slide programs, discussions, art activities and lab experiences are utilized to teach the objectives of each unit. In addition, ASME instructors are active with local, state, and national committees devoted to mosquito control and environmental education.

Compass Learning Odyssey

Program Type	Supplemental
School Type	Elementary School, Middle School
Description	Compass Learning Odyssey® includes lessons and activities that are built upon current and confirmed research about the way students actually think and learn. Odyssey software for elementary and secondary students makes differentiating and personalizing instruction easier, and its formative assessments and reporting tools help educators use real-time data to drive critical instructional decisions.

Engineering is Elementary

Program Type	Supplemental
School Type	Elementary School
Description	EiE serves children and educators in grades K- 8 with research-based, teacher-tested curriculum materials for schools and out-of-school time programs. We also help teachers build skills and confidence in teaching engineering and technology in our professional development workshops. And through conference papers and publications, we share the knowledge we've gained with the national community of educational researchers.

McGraw-Hill Education: Instant Science

Program Type	Supplemental
School Type	Elementary School
Description	Instant Science is an all-digital, literacy based science program which allows you to instantly add science to your busy K-6 classroom. Dynamic, flexible resources including games, animations, eBooks, Interactive Whiteboard activities, and videos allow teachers to teach any topic - Life, Earth and Physical Science anytime. Teacher's can assign individual lessons with rich videos, interactive stories, and online assessments to differentiate for the entire classroom.

Vernier Software & Technology

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	Vernier puts easy-to-use data loggers, sensors, experiments and graphing/analysis software into the hands of students, helping educators develop the next generation of scientists and engineers. District resources include: Elementary Science with Vernier (2008) Earth Science with Vernier (2007) Forensics with Vernier (2008) Middle School Science with Vernier (2007) Physical Science with Vernier (2007) Advanced Biology with Vernier (2010) Advanced Chemistry with Vernier (2007) Agricultural Science with Vernier (2010) Biology with Vernier (2007) Chemistry with Vernier (2007) Investigating Biology through Inquiry (2012) Investigating Chemistry through Inquiry (2009) Investigating Environmental Science through Inquiry (2007) Human Physiology with Vernier (2008) Organic Chemistry with Vernier (2012) Physics with Vernier (2007) STEM with Vernier and LEGO Mindstorms NXT (2009) STEM 2 with Vernier and LEGO Mindstorms NXT (2009) Water Quality with Vernier (2007)

WeatherBug Achieve

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	The NEW WeatherBug Achieve brings spontaneity and excitement to standards-based learning so students perform better and teachers are more satisfied. Share the thrill of discovery and engage every student with the NEW WeatherBug Achieve.

Edgenuity	
Program Type	Supplemental
School Type	Middle School, High School
Description	Edgenuity's powerful and flexible learning management system allows educators to measure and monitor student engagement, progress, and achievement—all in real time. This data empowers educators to do what they do best: motivate students and ensure they are truly understanding course material.

Uncovering Student Ideas in Science (NSTA Press)	
Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	These formative probes—which cover physical, life, Earth and space sciences, as well as nature of science and unifying themes—are invaluable formative assessment tools you can use either at the beginning of each topic or unit or as you progress through specific lessons. Accompanying each probe are detailed teacher materials that review science content; make connections to science standards and Benchmarks; summarize relevant research on learning; and suggest instructional approaches for elementary, middle, and high school students.

Uncovering Student Ideas in Primary Science (NSTA Press)	
Program Type	Supplemental
School Type	Elementary School
Description	What ideas do young children bring to their science learning, and how does their thinking change as they engage in “science talk”? Find out using the 25 field-tested probes in the newest volume of Page Keeley’s bestselling Uncovering Student Ideas in Science series, the first targeted to grades K–2.

Picture-Perfect Science & More Picture-Perfect Science (NSTA Press)	
Program Type	Supplemental
School Type	Elementary School
Description	The award-winning NSTA Press Picture-Perfect Science Lessons series combines science and reading in a natural way and provides easy-to-grasp background in physical science, life science, and Earth and space sciences. The classroom-tested lessons clearly identify the appropriate science standards and embed carefully selected reading strategies.

Everyday Earth & Space/Life/Physical Science Mysteries (NSTA Press)

Program Type Supplemental

School Type Elementary School, Middle School

Description Inspire classroom discussion and student inquiry with NSTA Press book Everyday Science Mysteries: Stories for Inquiry-Based Science Teaching and its companions: More Everyday Science Mysteries, Even More Everyday Science Mysteries, and Yet More Everyday Science Mysteries. The familiar and appealing storytelling format engages students' attention from the start. Then, by grounding the scientific concepts in familiar life experiences, the stories pique students' curiosity and help them make real-world connections.

Predict, Observe, Explain: Activities Enhancing Scientific Understanding (NSTA Press)

Program Type Supplemental

School Type Middle School

Description The POE strategy allows students to reflect on their experiences with and understanding of a subject before making a prediction about the outcome of an experiment and discussing the prediction with classmates. Following up this discussion with observations and then scientific explanations of the outcome gives students a more in-depth understanding of the subject at hand. Furthermore, the authors' POE strategy helps teachers gain insight into students' thinking throughout the learning process. Practicing the POE strategy also serves preservice teachers who need to develop strong pedagogy as they attempt to engage students in science learning and understanding.

Argument-Driven Inquiry in Biology: Lab Investigations for Grades 9-12 (NSTA Press)

Program Type Supplemental

School Type High School

Description 2015 REVERE Award Finalist, PreK-12 Learning Group, Association of American Publishers!

Argument-Driven Inquiry in Biology is your one-stop source for both information and instructional materials. The book starts by introducing you to the stages of argument-driven inquiry. These stages range from question identification, data analysis, and argument development to double-blind peer review and report revision. Then, it provides 27 field-tested labs that cover molecules and organisms, ecosystems, heredity, and biological evolution.

Supporting both science and literacy standards, the investigations are designed to be much more authentic than traditional laboratory activities—and they enable your students to practice how to read, write, speak, and use math in the context of science.

Argument-Driven Inquiry in Chemistry: Lab Investigations for Grades 9-12 (NSTA Press)	
Program Type	Supplemental
School Type	High School
Description	Transform your chemistry labs with this guide to argument-driven inquiry. Designed to be much more authentic than traditional laboratory activities, the investigations in this book give students the opportunity to work the way scientists do. They learn to identify questions, develop models, collect and analyze data, generate arguments, and critique and revise their reports. The 30 field-tested labs cover a broad range of topics related to chemical reactions and matter's structure and properties. The book contains introduction labs to acquaint students with new content and application labs to try out a theory, law, or unifying concept. This book was written by veteran teachers, is easy to use, and connects with today's standards. All labs include reproducible student pages, teacher notes, and checkout questions. If you've wanted to try an argument-driven approach to chemistry but haven't been sure how, this book will provide both the information and instructional materials you need to get started.

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.

District academic plans, which include pacing, instructional materials and resources, and Florida's Standards alignment, are provided to ensure teachers align lessons with Florida's Standards and pace instructional time appropriately. Throughout the school year, District Turnaround Team and Executive Director for Turnaround Schools along with school-based administrators perform several classroom walk-throughs in all schools to determine if pacing and rigor, lesson structure, and lesson-standard alignment are effective and delivered with fidelity in regards to the academic plans and student needs. Observation data in respect to pacing, standards alignment, and best practices is collected and shared with administrators and teachers during classroom walk-throughs. In addition,quarterly data force reviews will determine if classroom instruction and student achievement is aligned to student progression to ensure student mastery of Florida's Standards in grades K through 12. Additional support is provided to Comprehensive and Targeted Support & Improvement Schools with Read 180, System 44 and Ready-Gen as interventions to assist in differentiated student instruction. For schools with evidence of poor implementation, Professional Development Leadership Specialists will provide additional intensive student instruction 20% of their time to ensure mastery. Additional content support with PDLS will be provided at each school site with job embedded professional development. Comprehensive and Targeted Support & Improvement Schools will be provided additional Teacher Leaders to support at risk students.

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://www.leeschools.net/_cache/files/d/0/d00a14a5-813f-4886-82db-68d09cfbda27/6BE5522BEA7D67876E9B08DFB3D9C2DA.spp-course-catalog---2017-2018---board-approved.pdf

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

4-50

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.

The School District of Lee County made significant gains as measured by FSA as reflected by the FY17 data. The DA schools will continue to focus on student proficiency for the 2017-2018 school year. The need for differentiated reading materials K-12 has been identified as a barrier for achievement. Teachers will receive training to support the new materials and additional staff will be hired to lower instructional sizes of classrooms. Students need additional opportunities for intervention. Schools will provide students extended day, extended year and Saturday School as additional instructional times. Assurance that students with disabilities are receiving instruction by high quality certified teachers is a barrier of concern. Students with limited English Language skills learn from real world experiences. Field trips provide the opportunity for students to be exposed to language and expand their awareness of surroundings.

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.

After a root cause analysis, the key area identified as a barrier for student achievement is the lack of reading skill development. Further analysis indicated the district has used a one size fits all model with reading materials and reading instruction. The district has identified high yield trainings for staff and has purchased new reading materials K-12. The materials are leveled for differentiation. Additional analysis indicates high quality certified teachers are needed. Teacher shortages continue to impact classrooms. Students significantly impacted are those with disabilities. Student data indicates that additional time is needed to support student learning. Schools will invite students to participate in after-school, Saturday and

summer intervention programs. Data indicates that students receiving additional learning time have increased student achievement. Analysis also indicates that teachers who receive training are better prepared in the classroom and see more growth in student achievement. Training will be provided throughout the year in high yield strategies, classroom management, increasing classroom engagement and rigor.

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. The district will increase proficiency in all core content areas.

G2. During the 2017-2018 school year, the ESE department will work in collaboration with schools to provide a supportive, high quality education to all students with disabilities.

G4. Staff low performing schools with effective leadership in order to Increase reading and math achievement of students.

Strategic Goals Detail

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

G1. The district will increase proficiency in all core content areas. 1a

G091849

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	59.0
District-Wide	FSA Mathematics Achievement	2017-18	59.0
District-Wide	Statewide Science Assessment Achievement	2017-18	57.0
District-Wide	U.S. History EOC Pass	2017-18	64.0
District-Wide	Civics EOC Pass	2017-18	69.0
District-Wide	FSA ELA Achievement - ELL	2017-18	21.0

Targeted Barriers to Achieving the Goal 3

- A lack of reading skill development has directly impacted student proficiency in all core areas.
- Teachers and administrators must continually work to improve their craft.
- Students' opportunity to learn
- DA schools are hard to staff and have fewer highly effective teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development and Leadership Specialists
- Curriculum resources
- Teacher Leaders
- Reading Coaches
- ESOL Specialists
- ESE Coordinators
- Intervention Support Specialists

Plan to Monitor Progress Toward G1. 8

District wide Progress Monitoring data is collected quarterly through STAR testing in Reading and Math. This data is shared at Data Force meetings with Principals and Cabinet.

Person Responsible
Erin Groeneveld

Schedule
Quarterly, from 10/9/2017 to 6/18/2018

Evidence of Completion
STAR data, Compass Learning, Castle dashboard. Academic and Discipline data will be reviewed.

G2. During the 2017-2018 school year, the ESE department will work in collaboration with schools to provide a supportive, high quality education to all students with disabilities. 1a

G086910

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)	2017-18	60.3
District-Wide	Dropout Rate	2017-18	11.7
District-Wide	SWD Regular Class Placement	2017-18	83.0
District-Wide	One or More Suspensions	2017-18	1234.0
District-Wide	Kindergarten Readiness - FLKRS-WSS	2017-18	64.9

Targeted Barriers to Achieving the Goal 3

- Teacher certification and preparation to teach students with disabilities

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development
- Data

Plan to Monitor Progress Toward G2. 8

FLDOE-BEESS Report of Students with Disabilities in General Education Settings

Person Responsible
Chuck Bradley

Schedule
Quarterly, from 11/1/2017 to 6/30/2018

Evidence of Completion
Increase in the number of students with disabilities in general education classrooms resulting in an increase in the graduation rate and a decrease in the drop-out rate for students with disabilities.

G4. Staff low performing schools with effective leadership in order to Increase reading and math achievement of students. 1a

G030289

Targets Supported 1b

Focus	Indicator	Year	Target
0763 - Manatee Elementary School	FSA ELA Achievement	2016-17	24.0
0592 - James Stephens Elementary School	FSA ELA Achievement	2016-17	26.0
0592 - James Stephens Elementary School	FSA Mathematics Achievement	2016-17	24.0
0763 - Manatee Elementary School	FSA Mathematics Achievement	2016-17	26.0

Targeted Barriers to Achieving the Goal 3

- 1. Lack of Parental Involvement
- 2. Unfilled teaching positions
- 4. Inconsistent interventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1 STAR 360 is the Progress Monitoring Tool
- 2.Academic plans to guide instruction
- 3.Use of data system to analyze data through Performance Matters and Castle
- 4.PDLS in the Hard to Staff schools to provide intensive Reading support
- 5.Instructional support at the district level to help teachers plan.
- 6.ESOL specialists to help teachers differentiate instruction for ELL students
- 7.K-12 District Adopted, Florida Standards Aligned Instructional Materials
- 8.TIF Teacher Leaders in the schools to provide supports and model lessons
-

Plan to Monitor Progress Toward G4. 8

Monthly meetings with district turn-around team will provide evidence of increased math and reading achievement of low performing students.

Person Responsible

Greg Adkins

Schedule

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

Evidence of Completion

Teacher Retention Data, STAR360 Reports, FSA Data, Discipline Data, Student and Teacher Attendance Data

Plan to Monitor Progress Toward G4. 8

Monthly meetings with district turn-around team will provide evidence of increased math and reading achievement of low performing students.

Person Responsible

Greg Adkins

Schedule

Semiannually, from 2/1/2018 to 7/31/2018

Evidence of Completion

Teacher Retention Data, STAR360 Reports, FSA Data, Discipline Data, Student and Teacher Attendance Data

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

G1. The district will increase proficiency in all core content areas. 1

G091849

G1.B1 A lack of reading skill development has directly impacted student proficiency in all core areas. 2

B245881

G1.B1.S1 Hire additional staff for DA schools to ensure smaller class sizes and provide quality staff in classrooms at all times. 4

S261620

Strategy Rationale

If schools can lower the class sizes, teachers and paraprofessionals can work with smaller reading groups and provide more individualized instruction. Long-term substitutes who are familiar with the student population ensure learning continues when the primary teacher is out of the classroom.

Action Step 1 5

DA schools will have the option of using grant funds to hire additional teachers, paraprofessionals, and long-term substitutes to lower class sizes and provide quality staff in the classroom at all times.

Person Responsible

Angela Pruitt

Schedule

Daily, from 10/10/2017 to 5/31/2018

Evidence of Completion

student rosters, personnel action forms

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

Class sizes will be monitored to determine when additional staff are needed.

Person Responsible

Douglas Santini

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Principals will contact Dr. Santini when the student population indicates additional staff are needed.

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

Advertisement for long-term substitute position posted.

Person Responsible

Dorothy Whitaker

Schedule

Weekly, from 8/10/2017 to 9/30/2017

Evidence of Completion

Career Opportunities Posting

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

DA principals will update the district staff during quarterly Data Force meetings.

Person Responsible

Douglas Santini

Schedule

Quarterly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Job Vacancy Postings, Class Size Reports, Data Dialogue minutes

G1.B1.S2 Invest in differentiated reading curriculums. 4

S263733

Strategy Rationale

Our district has been using a one-size-fits-all reading curriculum. If we implement a multi-tiered system of support, student needs will be met and reading proficiency will improve. When reading proficiency improves, student proficiency in all core areas will improve.

Action Step 1 5

Research was completed to determine the most effective and appropriate Reading programs for the District K-12.

Person Responsible

Lori Houchin

Schedule

Weekly, from 1/2/2017 to 4/14/2017

Evidence of Completion

Rationale, Purpose, test data, research, professional development plan, and cost analysis

Action Step 2 5

The District submitted to the District School Board the request to purchase resources for Reading programs K-12 to increase student proficiency.

Person Responsible

Greg Adkins

Schedule

On 6/6/2017

Evidence of Completion

The District School Board will approve the request to purchase resources K-12.

Action Step 3 5

District Directors and Professional Development and Leadership Specialists created professional development plans for Spring and Summer 2017 to support training of staff in use of the new Reading resources to ensure successful implementation.

Person Responsible

Brandy Macchia

Schedule

Biweekly, from 4/10/2017 to 8/9/2017

Evidence of Completion

agendas, sign in sheets, ELM, power points

Action Step 4 5

Curriculum consultants trained reading teachers K-12 in the spring and summer of 2017 so teachers could be prepared to implement the new programs when students returned to school August 10, 2017.

Person Responsible

Melissa Robery

Schedule

Weekly, from 4/3/2017 to 8/9/2017

Evidence of Completion

ELM, Agendas, Sign-In Sheets

Action Step 5 5

DA Schools will purchase additional reading materials in order to differentiate the curriculum with all of their students.

Person Responsible

Erin Groeneveld

Schedule

On 9/29/2017

Evidence of Completion

Purchase orders

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

Training will be provided weekly at schools and at the district office to continue to support the Reading programs. Professional Development and Leadership Specialists (PDLS) will model lessons and Teacher Leaders will support classrooms within the schools.

Person Responsible

Melissa Robery

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

agendas, sign in sheets, power points, lesson plans, monitoring logs

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

Effectiveness of implementation will be monitored through review of STAR data collected quarterly and shared at DATA Force meetings with Principals and Superintendent's Cabinet.

Person Responsible

Catherine Scoville

Schedule

Quarterly, from 10/9/2017 to 6/22/2018

Evidence of Completion

STAR data, COMPASS data, walkthrough data, Reading resources by grade level

G1.B2 Teachers and administrators must continually work to improve their craft. 2

B247930

G1.B2.S1 Staff will participate in Professional Development focused around high yield strategies and classroom management. Trainings will result in increased rigor and classroom engagement of students. 4

S261328

Strategy Rationale

Resources to support engagement and classroom rigor have a direct correlation to student proficiency.

Action Step 1 5

Staff will participate in Professional Development

Person Responsible

Brandy Macchia

Schedule

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

Evidence of Completion

sign in sheets, agendas

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

Schedule the training and ensure staff participate.

Person Responsible

Brandy Macchia

Schedule

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

Evidence of Completion

Training schedule, agenda

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

Implementation of strategies will be monitored in classrooms.

Person Responsible

Douglas Santini

Schedule

Biweekly, from 10/10/2017 to 5/31/2018

Evidence of Completion

Lesson plans will indicate use of strategies in the classroom. Progress monitoring data will be used in PLCs to drive discussion on effective use of high yield strategies to increase rigor. Classroom walk-throughs will indicate strategy use.

G1.B2.S2 Schools will work as Professional Learning Communities (PLC's) to collaboratively plan within grade levels. 4

S263715

Strategy Rationale

The sharing of best practices will increase student achievement.

Action Step 1 5

Teachers will meet in PLC's to review data, plan instruction and share best practices.

Person Responsible

Mark Macchia

Schedule

Semiannually, from 9/25/2017 to 5/30/2018

Evidence of Completion

Meeting minutes/agendas, activities developed or lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Coaches and Teacher Leaders will be assigned to a specific PLC .

Person Responsible

Dorothy Whitaker

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

At bi-weekly meetings with administration data and instruction for each grade level will be discussed.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

District assessment and STAR data will be used to validate increased student achievement.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

STAR data reports, Performance Matters reports and Castle reports.

G1.B2.S3 Principal will receive coaching from a NISL Coach throughout the year. 4

S265958

Strategy Rationale

Administrators must continually develop their skills just as teachers must in order to improve student achievement.

Action Step 1 5

Coaching visits will be scheduled throughout the year to ensure timely support is provided.

Person Responsible

Soretta Ralph

Schedule

Monthly, from 9/1/2017 to 7/31/2018

Evidence of Completion

Calendar of visits

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Calendar of coaching visits scheduled will be submitted to the district.

Person Responsible

Douglas Santini

Schedule

Semiannually, from 10/31/2017 to 7/31/2018

Evidence of Completion

Calendar, minutes from coaching visit

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Ms. Zellers will provide updates during the quarterly Data Force meetings.

Person Responsible

Susan Zellers

Schedule

Quarterly, from 10/31/2017 to 7/31/2018

Evidence of Completion

Data Force minutes

G1.B3 Students' opportunity to learn 2

B248276

G1.B3.S1 DA Schools will offer extended-day, extended-year and Saturday School learning opportunities for students. 4

S261651

Strategy Rationale

Students will have more opportunities to learn and overcome deficiencies in core content areas. There will also be less regression over the summer months.

Action Step 1 5

DA schools will offer an after-school and/or Saturday School intervention program for students.

Person Responsible

Douglas Santini

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Parent flyers, after-school attendance rosters, Saturday School attendance rosters

Action Step 2 5

DA Schools will offer a summer intervention program for students.

Person Responsible

Jeanne LaFountain

Schedule

Daily, from 6/4/2018 to 7/27/2018

Evidence of Completion

Parent Information Sheet, Job Postings

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

Job postings will be monitored and support will be offered for curriculum development.

Person Responsible

Brandy Macchia

Schedule

Evidence of Completion

DA principals will update district staff on the after-school intervention program at the first quarter Data Force meeting.

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

Intervention Department will monitor implementation of the extended year intervention program and provide needed supports.

Person Responsible

Jeanne LaFountain

Schedule

Biweekly, from 1/1/2018 to 7/31/2018

Evidence of Completion

Meeting agendas, job postings, curriculum development

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

Student attendance will be monitored in intervention programs. Progress monitoring data will be collected to show growth.

Person Responsible

Richard Itzen

Schedule

Monthly, from 10/2/2017 to 7/27/2018

Evidence of Completion

Attendance and progress monitoring data

G1.B3.S2 Students will be provided opportunities to develop their English language skills and make real-world connections to their learning through exposure to cultural events and use of classroom libraries. 4

S262081

Strategy Rationale

Students with limited English vocabulary skills need exposure to real-world events either through books or field trips.

Action Step 1 5

Library books, instructional materials and equipment will be purchased and field trip opportunities will occur.

Person Responsible

Erin Groeneveld

Schedule

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

Evidence of Completion

purchase order for books and/or equipment, field trip expenditure log, agendas for field trip events

Action Step 2 5

Student planners will provide students and parents details around educational opportunities and calendars indicating event dates

Person Responsible

Erin Groeneveld

Schedule

Weekly, from 10/10/2017 to 5/31/2018

Evidence of Completion

purchase order for planners

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Field trips will be aligned to standards for language development.

Person Responsible

Douglas Santini

Schedule

Quarterly, from 10/10/2017 to 5/31/2018

Evidence of Completion

lesson plans will document alignment

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Library books, planners, and instructional equipment purchases will be reviewed during tiered support visits.

Person Responsible

Douglas Santini

Schedule

Biweekly, from 10/2/2017 to 6/29/2018

Evidence of Completion

District staff will review the purchases when visiting the school for support visits twice per month.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Students will complete reflection activities on field trip experiences.

Person Responsible

Brandy Macchia

Schedule

Quarterly, from 10/10/2017 to 5/31/2018

Evidence of Completion

Reflection activities, Data force meetings, COMPASS, Castle dashboard

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Library book check out will be monitored at the schools.

Person Responsible

Brandy Macchia

Schedule

Semiannually, from 10/2/2017 to 6/29/2018

Evidence of Completion

Destiny reports

G1.B4 DA schools are hard to staff and have fewer highly effective teachers. 2

B248277

G1.B4.S1 A recruitment incentive will be paid to staff who transfer to teach at East Lee County High School in the core areas. 4

S261633

Strategy Rationale

Effective and highly effective teachers providing instruction result in increased student proficiency. The signed MOU is part of the Turnaround Plan and has been approved by the Teachers Association of Lee County.

Action Step 1 5

MOU is drafted and signed by all parties.

Person Responsible

Angela Pruitt

Schedule

On 8/15/2017

Evidence of Completion

signed MOU

Action Step 2 5

Qualified staff are identified for possible transfer to ELCHS

Person Responsible

Angela Pruitt

Schedule

On 8/25/2017

Evidence of Completion

VAM scores, Core Content areas

Action Step 3 5

Staff reassigned to ELCHS for the 2017-2018 school year.

Person Responsible

Angela Pruitt

Schedule

On 6/30/2018

Evidence of Completion

staff roster, student data

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

Incentive will be paid at the end of the first semester and the end of the second semester to staff that transfer to ELCHS.

Person Responsible

Angela Pruitt

Schedule

Semiannually, from 8/25/2017 to 6/30/2018

Evidence of Completion

staff roster

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

Incentive pay will increase the number of effective and highly effective teachers at the school and result in higher student proficiency.

Person Responsible

Douglas Santini

Schedule

Quarterly, from 8/25/2017 to 6/30/2018

Evidence of Completion

progress monitoring data, Data force meetings, FSA data

G1.B4.S2 Incentives will be provided quarterly to East Lee County High School teachers to encourage attendance. 4

S263665

Strategy Rationale

Teachers will make every effort to be in the classroom to provide quality instruction to students.

Action Step 1 5

Teacher attendance will be reviewed quarterly. Teachers will receive a monetary incentive based on his/her absences each quarter.

Person Responsible

Jason Kurtz

Schedule

Quarterly, from 10/1/2017 to 6/29/2018

Evidence of Completion

attendance data in LMS

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Payroll reports will be requested to insure incentives are distributed.

Person Responsible

Jason Kurtz

Schedule

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

Evidence of Completion

Payroll data

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Teacher attendance reports will be pulled quarterly to determine if attendance has improved.

Person Responsible

Jason Kurtz

Schedule

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

Evidence of Completion

Teacher Attendance Reports in LMS

G2. During the 2017-2018 school year, the ESE department will work in collaboration with schools to provide a supportive, high quality education to all students with disabilities. 1

G086910

G2.B1 Teacher certification and preparation to teach students with disabilities 2

B231003

G2.B1.S1 Provide ongoing professional development to teachers. 4

S243736

Strategy Rationale

Teachers need instructional strategies and resources to effectively teach students with disabilities.

Action Step 1 5

Calendar a variety of professional development opportunities throughout the school year.

Person Responsible

Chuck Bradley

Schedule

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

Evidence of Completion

Weekly email reminders of scheduled professional development courses, Peoplesoft ELM documentation

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

Monitor Peoplesoft ELM database for advertisement and participation.

Person Responsible

Chuck Bradley

Schedule

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

Evidence of Completion

Peoplesoft Reports

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

Observations of effective instructional practices

Person Responsible

Chuck Bradley

Schedule

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

Evidence of Completion

The ESE department will pull observation and walk-through data from Peoplesoft.

G2.B1.S2 Recruit teachers who hold appropriate certification. 4

S243737

Strategy Rationale

Teachers must be highly qualified.

Action Step 1 5

The ESE department will participate in the Winter and Spring Teacher Recruitment Fairs.

Person Responsible

Chuck Bradley

Schedule

Semiannually, from 12/1/2017 to 4/30/2018

Evidence of Completion

Resumes and contact information

Action Step 2 5

Partner with local universities.

Person Responsible

Chuck Bradley

Schedule

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

Evidence of Completion

Intern placement, referrals, university agreements

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

Board approved university agreements, recruitment fair participation

Person Responsible

Chuck Bradley

Schedule

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

Evidence of Completion

Board minutes, resume copies

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

Schools will be appropriately staffed with highly qualified teachers.

Person Responsible

Chuck Bradley

Schedule

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

Evidence of Completion

Career Opportunities document, PAF's

G4. Staff low performing schools with effective leadership in order to Increase reading and math achievement of students. 1

G030289

G4.B1 1. Lack of Parental Involvement 2

B070539

G4.B1.S2 2. Work with Performance Matters to make improvements. 4

S079136

Strategy Rationale

With the new testing capabilities of FSA, students will need practice with the new items to be successful. Working with the company to make sure these features can be duplicated with our common assessments will better support teachers, students and data anlysis.

Action Step 1 5

Gather input from school/district and coordinate meetings with Performance Matters to seek solutions.

Person Responsible

Richard Itzen

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Log, Calendar Events

Action Step 2 5

Establish email help group to track reports of problems.

Person Responsible

Richard Itzen

Schedule

On 5/29/2015

Evidence of Completion

Email log report

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

The Accountability Director and the Curriculum Directors will provide a mid-year and end-of-year survey to administrators and the Executive Team to evaluate the responsiveness of the company in regards to improvements of the data management system. The survey data will be shared with the company to provide feedback and input for improvements.

Person Responsible

Schedule

Semiannually, from 1/12/2015 to 5/29/2015

Evidence of Completion

Report survey data reports to Performance Matters and Executive Team

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

On a quarterly basis, the Performance Matters Help Group will compile data from the email help group to assess whether improvements have been made and are working consistently within the system. In addition, the Testing and Accountability Department will have quarterly conferences with Performance Matters to check on progress of testing updates.

Person Responsible

Richard Itzen

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Reports, Logs

G4.B1.S3 3. Additional training to increase knowledge of program. 4

S079137

Strategy Rationale

As Performance Matters addresses FSA test item type capabilites, teachers will need to be trained on how to help students use the new features.

Action Step 1 5

The Testing and Accountability Department will provide training to the Teaching and Learning staff to assist schools in learning about updates to the data management and testing system.

Person Responsible

Richard Itzen

Schedule

Semiannually, from 9/1/2014 to 5/29/2015

Evidence of Completion

Logs and agenda

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Testing and Accountability will monitor training implementation and provide follow-up.

Person Responsible

Richard Itzen

Schedule

Semiannually, from 9/1/2014 to 5/29/2015

Evidence of Completion

Usage data from Performance Matters, Conference notes and agendas

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Testing and Accountability will survey the Teaching and Learning Division semi-anually to determine the effectiveness of training implementation.

Person Responsible

Richard Itzen

Schedule

Semiannually, from 9/1/2014 to 5/29/2015

Evidence of Completion

Survey results and conference notes

G4.B2 2. Unfilled teaching positions 2

B070540

G4.B2.S1 To attract effective and highly effective teachers to the schools. 4

S079139

Strategy Rationale

Students need effective teachers delivering instruction in order to improve achievement.

Action Step 1 5

Hard to Staff Supplement is Offered to Effective and Highly Effective Teachers to take a position at the schools.

Person Responsible

Soretta Ralph

Schedule

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

Evidence of Completion

Proof of payment of financial supplements.

Action Step 2 5

An experienced effective or highly effective principal is assigned to each school so that effective and highly effective teachers who have worked for them before will follow them to the Turnaround Schools.

Person Responsible

Greg Adkins

Schedule

On 8/2/2017

Evidence of Completion

Board agenda/minutes identifies the new principal.

Action Step 3 5

Principal hires teachers who are effective and highly effective to fill vacancies.

Person Responsible

Kenneth Savage

Schedule

On 8/9/2017

Evidence of Completion

No vacancies advertised at start of school

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Contract language states that all effective and highly effective teachers who teach at a Hard-to-Staff School will earn a supplement. Payroll will distribute supplements in the Spring of each year.

Person Responsible

Soretta Ralph

Schedule

Annually, from 5/1/2018 to 6/29/2018

Evidence of Completion

Payroll documentation

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Monitor school board approval of new principal assignments and teacher transfers from prior schools.

Person Responsible

Soretta Ralph

Schedule

On 8/9/2017

Evidence of Completion

School Board Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Monitor the Employment Opportunities on a monthly basis.

Person Responsible

Soretta Ralph

Schedule

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

Evidence of Completion

Copies of Employment Opportunities

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Monitor the Employment Opportunities on a monthly basis.

Person Responsible

Soretta Ralph

Schedule

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

Evidence of Completion

Copies of Employment Opportunities

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Person Responsible

Soretta Ralph

Schedule

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

Evidence of Completion

Copies of Employment Opportunities

G4.B4 4. Inconsistent interventions 2

B070543

G4.B4.S1 Schools will utilize consistent interventions for academics and professional development of teachers. 4

S214604

Strategy Rationale

Consistent interventions will improve student achievement data by providing frequent progress monitoring data.

Action Step 1 5

Schools will be provided with a Professional Development and Leadership Specialist to provide intervention support.

Person Responsible

Brandy Macchia

Schedule

On 8/9/2017

Evidence of Completion

PDLS Assignment List

Action Step 2 5

Professional Development and Leadership Specialists will provide job-embedded professional development identified by progress monitoring data.

Person Responsible

Brandy Macchia

Schedule

Quarterly, from 8/1/2017 to 6/29/2018

Evidence of Completion

Professional Development Calendar, agendas

Action Step 3 5

Student interventions implemented with fidelity will result in increased student achievement.

Person Responsible

Brandy Macchia

Schedule

Biweekly, from 8/1/2017 to 6/29/2018

Evidence of Completion

Progress monitoring data

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Principals, Principal Leads, and District Curriculum and Staff Development staff will visit the schools to observe classrooms and ensure intervention programs are being used consistently and with fidelity.

Person Responsible

Brandy Macchia

Schedule

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

Evidence of Completion

PDLS Calendars, Walk-through data, PDLS Bi-Monthly Meeting Agendas, Quarterly Data Chats

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Principals, Principal Leads, and District Curriculum and Staff Development staff will visit the schools to observe classrooms and ensure intervention programs are being used consistently and with fidelity.

Person Responsible

Brandy Macchia

Schedule

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

Evidence of Completion

PDLS Calendars, Walk-through data, PDLS Bi-Monthly Meeting Agendas, Quarterly Data Chats

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Principals, Principal Leads, and District Curriculum and Staff Development staff will visit the schools to observe classrooms and ensure intervention programs are being used consistently and with fidelity.

Person Responsible

Brandy Macchia

Schedule

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

Evidence of Completion

PDLS Calendars, Walk-through data, PDLS Bi-Monthly Meeting Agendas, Quarterly Data Chats

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Progress monitoring data provided by the intervention programs will be analyzed.

Person Responsible

Brandy Macchia

Schedule

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

Evidence of Completion

Quarterly Data Chats, Weekly Curriculum and Staff Development Leadership Meetings, Bi-Monthly PDLS/TIF Meetings

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Progress monitoring data provided by the intervention programs will be analyzed.

Person Responsible

Brandy Macchia

Schedule

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

Evidence of Completion

Quarterly Data Chats, Weekly Curriculum and Staff Development Leadership Meetings, Bi-Monthly PDLS/TIF Meetings

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Progress monitoring data provided by the intervention programs will be analyzed.

Person Responsible

Brandy Macchia

Schedule

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

Evidence of Completion

Quarterly Data Chats, Weekly Curriculum and Staff Development Leadership Meetings, Bi-Monthly PDLS/TIF Meetings

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
		2018			
G1.B3.S1.MA1 M366400	Job postings will be monitored and support will be offered for curriculum development.	Macchia, Brandy	9/1/2017	DA principals will update district staff on the after-school intervention program at the first quarter Data Force meeting.	No End Date one-time
G4.B1.S2.MA1 M000053	On a quarterly basis, the Performance Matters Help Group will compile data from the email help...	Itzen, Richard	9/1/2014	Reports, Logs	5/29/2015 quarterly
G4.B1.S2.MA1 M000052	The Accountability Director and the Curriculum Directors will provide a mid-year and end-of-year...		1/12/2015	Report survey data reports to Performance Matters and Executive Team	5/29/2015 semiannually
G4.B1.S2.A1 A082061	Gather input from school/district and coordinate meetings with Performance Matters to seek...	Itzen, Richard	9/1/2014	Log, Calendar Events	5/29/2015 quarterly
G4.B1.S2.A2 A082062	Establish email help group to track reports of problems.	Itzen, Richard	9/1/2014	Email log report	5/29/2015 one-time
G4.B1.S3.MA1 M000055	Testing and Accountability will survey the Teaching and Learning Division semi-anually to determine...	Itzen, Richard	9/1/2014	Survey results and conference notes	5/29/2015 semiannually
G4.B1.S3.MA1 M000054	Testing and Accountability will monitor training implementation and provide follow-up.	Itzen, Richard	9/1/2014	Usage data from Performance Matters, Conference notes and agendas	5/29/2015 semiannually
G4.B1.S3.A1 A150309	The Testing and Accountability Department will provide training to the Teaching and Learning staff...	Itzen, Richard	9/1/2014	Logs and agenda	5/29/2015 semiannually
G1.B1.S2.A1 A348799	Research was completed to determine the most effective and appropriate Reading programs for the...	Houchin, Lori	1/2/2017	Rationale, Purpose, test data, research, professional development plan, and cost analysis	4/14/2017 weekly
G1.B1.S2.A2 A348800	The District submitted to the District School Board the request to purchase resources for Reading...	Adkins, Greg	6/6/2017	The District School Board will approve the request to purchase resources K-12.	6/6/2017 one-time
G4.B2.S1.A2 A268497	An experienced effective or highly effective principal is assigned to each school so that effective...	Adkins, Greg	8/1/2017	Board agenda/minutes identifies the new principal.	8/2/2017 one-time
G4.B2.S1.MA3 M262015	Monitor school board approval of new principal assignments and teacher transfers from prior schools.	Ralph, Soretta	8/1/2017	School Board Meeting Minutes	8/9/2017 one-time
G4.B2.S1.A3 A323373	Principal hires teachers who are effective and highly effective to fill vacancies.	Savage, Kenneth	8/1/2017	No vacancies advertised at start of school	8/9/2017 one-time
G4.B4.S1.A1 A268499	Schools will be provided with a Professional Development and Leadership Specialist to provide...	Macchia, Brandy	8/1/2017	PDLS Assignment List	8/9/2017 one-time
G1.B1.S2.A3 A348801	District Directors and Professional Development and Leadership Specialists created professional...	Macchia, Brandy	4/10/2017	agendas, sign in sheets, ELM, power points	8/9/2017 biweekly
G1.B1.S2.A4 A348802	Curriculum consultants trained reading teachers K-12 in the spring and summer of 2017 so teachers...	Robery, Melissa	4/3/2017	ELM, Agendas, Sign-In Sheets	8/9/2017 weekly
G1.B4.S1.A1 A345173	MOU is drafted and signed by all parties.	Pruitt, Angela	8/14/2017	signed MOU	8/15/2017 one-time
G1.B4.S1.A2 A345174	Qualified staff are identified for possible transfer to ELCHS	Pruitt, Angela	8/15/2017	VAM scores, Core Content areas	8/25/2017 one-time
G1.B1.S2.A5 A348921	DA Schools will purchase additional reading materials in order to differentiate the curriculum with...	Groeneveld, Erin	8/1/2017	Purchase orders	9/29/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA3 M370972	Advertisement for long-term substitute position posted.	Whitaker, Dorothy	8/10/2017	Career Opportunities Posting	9/30/2017 weekly
G4.B2.S1.MA1 M000059	Monitor the Employment Opportunities on a monthly basis.	Ralph, Soretta	8/1/2017	Copies of Employment Opportunities	10/31/2017 triannually
G4.B4.S1.MA1 M262025	Progress monitoring data provided by the intervention programs will be analyzed.	Macchia, Brandy	8/1/2017	Quarterly Data Chats, Weekly Curriculum and Staff Development Leadership Meetings, Bi-Monthly PDLS/ TIF Meetings	10/31/2017 triannually
G4.B4.S1.MA1 M262024	Principals, Principal Leads, and District Curriculum and Staff Development staff will visit the...	Macchia, Brandy	8/1/2017	PDLS Calendars, Walk-through data, PDLS Bi-Monthly Meeting Agendas, Quarterly Data Chats	10/31/2017 triannually
G4.MA1 M000049	Monthly meetings with district turn-around team will provide evidence of increased math and reading...	Adkins, Greg	8/1/2017	Teacher Retention Data, STAR360 Reports, FSA Data, Discipline Data, Student and Teacher Attendance Data	1/31/2018 semiannually
G4.B2.S1.MA4 M336886	Monitor the Employment Opportunities on a monthly basis.	Ralph, Soretta	11/1/2017	Copies of Employment Opportunities	1/31/2018 triannually
G4.B4.S1.MA5 M336891	Progress monitoring data provided by the intervention programs will be analyzed.	Macchia, Brandy	11/1/2017	Quarterly Data Chats, Weekly Curriculum and Staff Development Leadership Meetings, Bi-Monthly PDLS/ TIF Meetings	1/31/2018 triannually
G4.B4.S1.MA3 M336889	Principals, Principal Leads, and District Curriculum and Staff Development staff will visit the...	Macchia, Brandy	11/1/2017	PDLS Calendars, Walk-through data, PDLS Bi-Monthly Meeting Agendas, Quarterly Data Chats	1/31/2018 triannually
G4.B2.S1.MA5 M336887	[no content entered]	Ralph, Soretta	2/1/2018	Copies of Employment Opportunities	4/30/2018 triannually
G4.B4.S1.MA6 M336892	Progress monitoring data provided by the intervention programs will be analyzed.	Macchia, Brandy	2/1/2018	Quarterly Data Chats, Weekly Curriculum and Staff Development Leadership Meetings, Bi-Monthly PDLS/ TIF Meetings	4/30/2018 triannually
G4.B4.S1.MA4 M336890	Principals, Principal Leads, and District Curriculum and Staff Development staff will visit the...	Macchia, Brandy	2/1/2018	PDLS Calendars, Walk-through data, PDLS Bi-Monthly Meeting Agendas, Quarterly Data Chats	4/30/2018 triannually
G2.B1.S2.A1 A315356	The ESE department will participate in the Winter and Spring Teacher Recruitment Fairs.	Bradley, Chuck	12/1/2017	Resumes and contact information	4/30/2018 semiannually
G1.B2.S2.MA1 M371049	District assessment and STAR data will be used to validate increased student achievement.	Whitaker, Dorothy	8/10/2017	STAR data reports, Performance Matters reports and Castle reports.	5/30/2018 quarterly
G1.B2.S2.MA1 M371050	Coaches and Teacher Leaders will be assigned to a specific PLC .	Whitaker, Dorothy	8/10/2017	At bi-weekly meetings with administration data and instruction for each grade level will be discussed.	5/30/2018 biweekly
G1.B2.S2.A1 A348775	Teachers will meet in PLC's to review data, plan instruction and share best practices.	Macchia, Mark	9/25/2017	Meeting minutes/agendas, activities developed or lesson plans.	5/30/2018 semiannually
G1.B1.S2.MA1 M371093	Training will be provided weekly at schools and at the district office to continue to support the...	Robery, Melissa	8/10/2017	agendas, sign in sheets, power points, lesson plans, monitoring logs	5/30/2018 weekly
G1.B2.S1.MA1 M366399	Implementation of strategies will be monitored in classrooms.	Santini, Douglas	10/10/2017	Lesson plans will indicate use of strategies in the classroom. Progress monitoring data will be used in PLCs to drive discussion on effective use of high yield strategies to increase rigor. Classroom walk-throughs will indicate strategy use.	5/31/2018 biweekly
G1.B1.S1.MA1 M366376	DA principals will update the district staff during quarterly Data Force meetings.	Santini, Douglas	10/2/2017	Job Vacancy Postings, Class Size Reports, Data Dialogue minutes	5/31/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M366374	Class sizes will be monitored to determine when additional staff are needed.	Santini, Douglas	9/1/2017	Principals will contact Dr. Santini when the student population indicates additional staff are needed.	5/31/2018 biweekly
G1.B1.S1.A1 A345116	DA schools will have the option of using grant funds to hire additional teachers,...	Pruitt, Angela	10/10/2017	student rosters, personnel action forms	5/31/2018 daily
G1.B3.S1.A1 A345176	DA schools will offer an after-school and/or Saturday School intervention program for students.	Santini, Douglas	9/1/2017	Parent flyers, after-school attendance rosters, Saturday School attendance rosters	5/31/2018 weekly
G1.B3.S2.MA1 M367352	Students will complete reflection activities on field trip experiences.	Macchia, Brandy	10/10/2017	Reflection activities, Data force meetings, COMPASS, Castle dashboard	5/31/2018 quarterly
G1.B3.S2.MA1 M367350	Field trips will be aligned to standards for language development.	Santini, Douglas	10/10/2017	lesson plans will document alignment	5/31/2018 quarterly
G1.B3.S2.A1 A345807	Library books, instructional materials and equipment will be purchased and field trip opportunities...	Groeneveld, Erin	10/10/2017	purchase order for books and/or equipment, field trip expenditure log, agendas for field trip events	5/31/2018 monthly
G1.B3.S2.A2 A345837	Student planners will provide students and parents details around educational opportunities and...	Groeneveld, Erin	10/10/2017	purchase order for planners	5/31/2018 weekly
G1.B4.S2.MA1 M370914	Teacher attendance reports will be pulled quarterly to determine if attendance has improved.	Kurtz, Jason	10/1/2017	Teacher Attendance Reports in LMS	6/1/2018 quarterly
G1.B4.S2.MA1 M370915	Payroll reports will be requested to insure incentives are distributed.	Kurtz, Jason	10/1/2017	Payroll data	6/1/2018 quarterly
G1.MA1 M360888	District wide Progress Monitoring data is collected quarterly through STAR testing in Reading and...	Groeneveld, Erin	10/9/2017	STAR data, Compass Learning, Castle dashboard. Academic and Discipline data will be reviewed.	6/18/2018 quarterly
G1.B1.S2.MA1 M371092	Effectiveness of implementation will be monitored through review of STAR data collected quarterly...	Scoville, Catherine	10/9/2017	STAR data, COMPASS data, walkthrough data, Reading resources by grade level	6/22/2018 quarterly
G4.B2.S1.MA1 M000058	Contract language states that all effective and highly effective teachers who teach at a...	Ralph, Soretta	5/1/2018	Payroll documentation	6/29/2018 annually
G4.B4.S1.A2 A268505	Professional Development and Leadership Specialists will provide job-embedded professional...	Macchia, Brandy	8/1/2017	Professional Development Calendar, agendas	6/29/2018 quarterly
G4.B4.S1.A3 A269779	Student interventions implemented with fidelity will result in increased student achievement.	Macchia, Brandy	8/1/2017	Progress monitoring data	6/29/2018 biweekly
G1.B3.S2.MA4 M371002	Library book check out will be monitored at the schools.	Macchia, Brandy	10/2/2017	Destiny reports	6/29/2018 semiannually
G1.B3.S2.MA3 M370999	Library books, planners, and instructional equipment purchases will be reviewed during tiered...	Santini, Douglas	10/2/2017	District staff will review the purchases when visiting the school for support visits twice per month.	6/29/2018 biweekly
G1.B4.S2.A1 A348696	Teacher attendance will be reviewed quarterly. Teachers will receive a monetary incentive based on...	Kurtz, Jason	10/1/2017	attendance data in LMS	6/29/2018 quarterly
G2.MA1 M327007	FLDOE-BEESS Report of Students with Disabilities in General Education Settings	Bradley, Chuck	11/1/2017	Increase in the number of students with disabilities in general education classrooms resulting in an increase in the graduation rate and a decrease in the drop-out rate for students with disabilities.	6/30/2018 quarterly
G4.B2.S1.A1 A268464	Hard to Staff Supplement is Offered to Effective and Highly Effective Teachers to take a position...	Ralph, Soretta	8/1/2017	Proof of payment of financial supplements.	6/30/2018 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 M327006	Observations of effective instructional practices	Bradley, Chuck	8/1/2017	The ESE department will pull observation and walk-through data from Peoplesoft.	6/30/2018 monthly
G2.B1.S1.MA1 M327005	Monitor Peoplesoft ELM database for advertisement and participation.	Bradley, Chuck	8/1/2017	Peoplesoft Reports	6/30/2018 monthly
G2.B1.S1.A1 A315354	Calendar a variety of professional development opportunities throughout the school year.	Bradley, Chuck	7/1/2017	Weekly email reminders of scheduled professional development courses, Peoplesoft ELM documentation	6/30/2018 monthly
G1.B4.S1.MA1 M366521	Incentive pay will increase the number of effective and highly effective teachers at the school and...	Santini, Douglas	8/25/2017	progress monitoring data, Data force meetings, FSA data	6/30/2018 quarterly
G1.B4.S1.MA1 M366401	Incentive will be paid at the end of the first semester and the end of the second semester to staff...	Pruitt, Angela	8/25/2017	staff roster	6/30/2018 semiannually
G1.B4.S1.A3 A345175	Staff reassigned to ELCHS for the 2017-2018 school year.	Pruitt, Angela	8/25/2017	staff roster, student data	6/30/2018 one-time
G2.B1.S2.MA1 M327009	Schools will be appropriately staffed with highly qualified teachers.	Bradley, Chuck	8/1/2017	Career Opportunities document, PAF's	6/30/2018 monthly
G2.B1.S2.MA1 M327008	Board approved university agreements, recruitment fair participation	Bradley, Chuck	8/1/2017	Board minutes, resume copies	6/30/2018 monthly
G2.B1.S2.A2 A315357	Partner with local universities.	Bradley, Chuck	8/1/2017	Intern placement, referrals, university agreements	6/30/2018 weekly
G1.B3.S1.MA1 M366535	Student attendance will be monitored in intervention programs. Progress monitoring data will be...	Itzen, Richard	10/2/2017	Attendance and progress monitoring data	7/27/2018 monthly
G1.B3.S1.A2 A345177	DA Schools will offer a summer intervention program for students.	LaFountain, Jeanne	6/4/2018	Parent Information Sheet, Job Postings	7/27/2018 daily
G4.MA2 M336888	Monthly meetings with district turn-around team will provide evidence of increased math and reading...	Adkins, Greg	2/1/2018	Teacher Retention Data, STAR360 Reports, FSA Data, Discipline Data, Student and Teacher Attendance Data	7/31/2018 semiannually
G1.B3.S1.MA2 M366527	Intervention Department will monitor implementation of the extended year intervention program and...	LaFountain, Jeanne	1/1/2018	Meeting agendas, job postings, curriculum development	7/31/2018 biweekly
G1.B2.S3.MA1 M376101	Ms. Zellers will provide updates during the quarterly Data Force meetings.	Zellers, Susan	10/31/2017	Data Force minutes	7/31/2018 quarterly
G1.B2.S3.MA1 M376100	Calendar of coaching visits scheduled will be submitted to the district.	Santini, Douglas	10/31/2017	Calendar, minutes from coaching visit	7/31/2018 semiannually
G1.B2.S3.A1 A352856	Coaching visits will be scheduled throughout the year to ensure timely support is provided.	Ralph, Soretta	9/1/2017	Calendar of visits	7/31/2018 monthly
G1.B2.S1.A1 A344628	Staff will participate in Professional Development	Macchia, Brandy	10/1/2017	sign in sheets, agendas	8/1/2018 monthly
G1.B2.S1.MA1 M365700	Schedule the training and ensure staff participate.	Macchia, Brandy	10/10/2017	Training schedule, agenda	8/31/2018 monthly

V. Professional Development Opportuntities

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

G1. The district will increase proficiency in all core content areas.

G1.B1 A lack of reading skill development has directly impacted student proficiency in all core areas.

G1.B1.S2 Invest in differentiated reading curriculums.

PD Opportunity 1

Curriculum consultants trained reading teachers K-12 in the spring and summer of 2017 so teachers could be prepared to implement the new programs when students returned to school August 10, 2017.

Facilitator

Curriculum Consultants from Reading Publishers

Participants

K-12 Reading Teachers

Schedule

Weekly, from 4/3/2017 to 8/9/2017

G1.B2 Teachers and administrators must continually work to improve their craft.

G1.B2.S1 Staff will participate in Professional Development focused around high yield strategies and classroom management. Trainings will result in increased rigor and classroom engagement of students.

PD Opportunity 1

Staff will participate in Professional Development

Facilitator

Marzano, Kagan, CHAMPS, New Reading Curriculum Publishers, Thinking Maps

Participants

School staff

Schedule

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

G1.B2.S3 Principal will receive coaching from a NISL Coach throughout the year.

PD Opportunity 1

Coaching visits will be scheduled throughout the year to ensure timely support is provided.

Facilitator

NISL Coach

Participants

Principal Susan Zellers

Schedule

Monthly, from 9/1/2017 to 7/31/2018

G2. During the 2017-2018 school year, the ESE department will work in collaboration with schools to provide a supportive, high quality education to all students with disabilities.

G2.B1 Teacher certification and preparation to teach students with disabilities

G2.B1.S1 Provide ongoing professional development to teachers.

PD Opportunity 1

Calendar a variety of professional development opportunities throughout the school year.

Facilitator

Theresa Bowen, FDLRS; Dr. Helen Martin, Assistant Director in HR

Participants

All instructional staff

Schedule

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

G4. Staff low performing schools with effective leadership in order to Increase reading and math achievement of students.

G4.B1 1. Lack of Parental Involvement

G4.B1.S3 3. Additional training to increase knowledge of program.

PD Opportunity 1

The Testing and Accountability Department will provide training to the Teaching and Learning staff to assist schools in learning about updates to the data management and testing system.

Facilitator

Performance Matters with Testing and Accountability Department

Participants

Teaching and Learning, Curriculum and Staff Development

Schedule

Semiannually, from 9/1/2014 to 5/29/2015

VI. Technical Assistance Items

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

G4. Staff low performing schools with effective leadership in order to Increase reading and math achievement of students.

G4.B1 1. Lack of Parental Involvement

G4.B1.S2 2. Work with Performance Matters to make improvements.

TA Opportunity 1

Gather input from school/district and coordinate meetings with Performance Matters to seek solutions.

Facilitator

Brian Curls

Participants

Teaching and Learning Division, Accountability/Research and Development Department

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

TA Opportunity 2

Establish email help group to track reports of problems.

Facilitator

Brian Curls

Participants

Teaching and Learning Division, Accountability/Research and Development Department

Schedule

On 5/29/2015

VII. Budget

1	G1.B1.S1.A1	**DA schools will have the option of using grant funds to hire additional teachers, paraprofessionals, and long-term substitutes to lower class sizes and provide quality staff in the classroom at all times.**	**$0.00**
2	G1.B1.S2.A1	**Research was completed to determine the most effective and appropriate Reading programs for the District K-12.**	**$0.00**
3	G1.B1.S2.A2	**The District submitted to the District School Board the request to purchase resources for Reading programs K-12 to increase student proficiency.**	**$0.00**

4	G1.B1.S2.A3	District Directors and Professional Development and Leadership Specialists created professional development plans for Spring and Summer 2017 to support training of staff in use of the new Reading resources to ensure successful implementation.	$0.00
5	G1.B1.S2.A4	Curriculum consultants trained reading teachers K-12 in the spring and summer of 2017 so teachers could be prepared to implement the new programs when students returned to school August 10, 2017.	$0.00
6	G1.B1.S2.A5	DA Schools will purchase additional reading materials in order to differentiate the curriculum with all of their students.	$0.00
7	G1.B2.S1.A1	Staff will participate in Professional Development	$0.00
8	G1.B2.S2.A1	Teachers will meet in PLC's to review data, plan instruction and share best practices.	$0.00
9	G1.B2.S3.A1	Coaching visits will be scheduled throughout the year to ensure timely support is provided.	$0.00
10	G1.B3.S1.A1	DA schools will offer an after-school and/or Saturday School intervention program for students.	$0.00
11	G1.B3.S1.A2	DA Schools will offer a summer intervention program for students.	$0.00
12	G1.B3.S2.A1	Library books, instructional materials and equipment will be purchased and field trip opportunities will occur.	$0.00
13	G1.B3.S2.A2	Student planners will provide students and parents details around educational opportunities and calendars indicating event dates	$0.00
14	G1.B4.S1.A1	MOU is drafted and signed by all parties.	$0.00
15	G1.B4.S1.A2	Qualified staff are identified for possible transfer to ELCHS	$0.00
16	G1.B4.S1.A3	Staff reassigned to ELCHS for the 2017-2018 school year.	$0.00
17	G1.B4.S2.A1	Teacher attendance will be reviewed quarterly. Teachers will receive a monetary incentive based on his/her absences each quarter.	$0.00
18	G2.B1.S1.A1	Calendar a variety of professional development opportunities throughout the school year.	$0.00
19	G2.B1.S2.A1	The ESE department will participate in the Winter and Spring Teacher Recruitment Fairs.	$0.00
20	G2.B1.S2.A2	Partner with local universities.	$0.00
21	G4.B1.S2.A1	Gather input from school/district and coordinate meetings with Performance Matters to seek solutions.	$0.00
22	G4.B1.S2.A2	Establish email help group to track reports of problems.	$0.00
23	G4.B1.S3.A1	The Testing and Accountability Department will provide training to the Teaching and Learning staff to assist schools in learning about updates to the data management and testing system.	$0.00
24	G4.B2.S1.A1	Hard to Staff Supplement is Offered to Effective and Highly Effective Teachers to take a position at the schools.	$0.00
25	G4.B2.S1.A2	An experienced effective or highly effective principal is assigned to each school so that effective and highly effective teachers who have worked for them before will follow them to the Turnaround Schools.	$0.00
26	G4.B2.S1.A3	Principal hires teachers who are effective and highly effective to fill vacancies.	$0.00

27	**G4.B4.S1.A1**	**Schools will be provided with a Professional Development and Leadership Specialist to provide intervention support.**	**$0.00**
28	**G4.B4.S1.A2**	**Professional Development and Leadership Specialists will provide job-embedded professional development identified by progress monitoring data.**	**$0.00**
29	**G4.B4.S1.A3**	**Student interventions implemented with fidelity will result in increased student achievement.**	**$0.00**
		Total:	**$0.00**