



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

66 - Walton

Russell Hughes, Superintendent
Rachel Heide, Northwest Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	23
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	28
Implementation Timeline	33
Professional Development Plan to Support Goals	34
Technical Assistance Plan to Support Goals	37
Budget to Support Goals	37

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

The Mission of the Walton County School district is to prepare the whole child for a life of success.

b. District Vision Statement

The Vision of the Walton County School District is to be recognized among the top school districts in the state of Florida.

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

<http://walton.k12.fl.us/staff>

2. Supports for School Improvement

a. Alignment of Resources

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

The district uses a tiered approach to identifying school needs and aligning resources to meet those needs. FSA data is used to determine student achievement and progress toward meeting school improvement plan goals and district strategic plan goals.

The chart below outlines this approach.

Tier 1

- A or B School

Elementary – no more than 1 of 5 criteria below target

Secondary – no more than 1 of 6 criteria below target

Tier 2

- B or C School or
- 50% or below ELA or Math or
- 50% or below ELA or Math Learning Gains or
- 50% or below ELA or Math Lowest 25% Learning Gains or
- 50% or below College and Career Acceleration

Elementary – 2-3 of 6 criteria below target;

Secondary – 2-4 of 7 criteria below target

Tier 3

- C, D or F School or
- 50% or below ELA & Math or
- 50% or below ELA & Math Learning Gains or
- 50% or below ELA or Math Lowest 25% Learning Gains or
- 50% or below College and Career Acceleration

Elementary – 4 of 6 criteria below target;

Secondary – 5 of 7 criteria below target

Once schools are identified through the tiered system, a liaison from the Curriculum and Instruction Department is assigned to the school. In some instances, a support team is assigned rather than a single liaison. The intensity of support is determined by school needs. Typically, we follow this schedule.

Tier 1

Monthly liaison contact
Monthly liaison visits
PD/Coaching resource support
Differentiated support as available

Tier 2

Bi-weekly liaison contact
Monthly liaison visits
District Curriculum Assistance
Focused PD/Coaching (school-based w/ district help)
District monitored SIP
District monitored data
Differentiated support as available

Tier 3

District Liaison weekly contact
Monthly liaison visits
Academic Coaches assist weekly
Focused PD/Coaching to support SIP (often provided by district personnel)
State and district monitored SIP
State and district monitored interim data
Differentiated support as needed

Liaison "Way of Work"

- Be familiar w/ school data

Ongoing

Updates from C&I Department

- Review SIP – compare/contrast data analysis

work w/ another liaison to confirm/collaborate on what you see/notice/wonder
create purposeful questions to assist w/ defining and monitoring (including PD)

- Meet w/ school leadership team

Ask questions related to data and what it is showing regarding SIP progress

Set goals/expectations for progress monitoring

Assist with evaluation of goals

Review PD sections of SIP and discuss alignment with goals

Plan walk-throughs and debriefs

This process is guided by the Supervisor of Curriculum and Instruction, Kay Dailey

Department Coordinators/School Liaisons

Cathy Hall - Special Programs (Instructional Materials, Title III, Code of Conduct, Progress Monitoring)

Crystal Appel - Secondary and Advanced Programs (AP, AVID, CTE, Secondary Math, Science, History, School Improvement and

Accountability, Student Progression, Digital Instruction)

Randy Stafford - Director of Student Services (ESE, Psychological Services, MTSS and Intervention Programs,

Attendance and School Safety)

Jennifer Nick - Student Services (Home Education, Assessment Coordinator, Virtual Education Programs)

Keitha Bledsoe - Fine and Performing Arts (Parent Involvement, Scholarships, Point of Information)

Kim Stafford - Elementary Programs and Professional Learning (PreK-12 Literacy, Elementary Math, Teacher Leader Development,

Supplemental Academic Instruction)

Myca Harrison - Federal Programs and Choice (Title I, Title II, Title IX, and School Choice)

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.

Tier 1 School

District Support

Available From Curriculum & Instruction Department

Core Curriculum Expectations

- STAR Progress Monitoring Required
- Curriculum Alignment Plan implemented with fidelity

School Improvement/MTSS Support

- MTSS Team Meeting Support Recommended
- Assigned District Liaison; site visits monthly
- SIP Progress Monitoring & Data Analysis; Semester meetings w/ District
- Master Schedule Review (core, intervention, enrichment); resources provided

Professional Learning School-Level

- School-based PLF
- Edvocate access for 24/7 PL
- Professional Learning aligned to SIP; feedback provided by Professional Learning and School Improvement
- Professional Development Resources Available

Professional Learning Administration

- Monthly Focused Professional Learning at Principal Meetings

Tier 2 School

District Support

Available From Curriculum & Instruction Department

Core Curriculum Expectations

- STAR Progress Monitoring Required
- CAP Plan implemented with fidelity
- Strategic Coaching Support w/ Academic Coaches (quarterly)

School Improvement/MTSS Support

- MTSS Team Meeting Support Recommended
- Assigned District Liaison; site visits monthly
- SIP Progress Monitoring & Data Analysis; Pre-, Mid- and Post- meetings w/ District
- Master Schedule Review (core, intervention, enrichment); w/ C & I assistance

Professional Learning School-Level

- School-based PLF; quarterly PL coaching support
- Edviate access for 24/7 PL
- Professional Learning aligned to SIP; feedback provided by Professional Learning and School Improvement
- Professional Development Support/Resources Recommended

Professional Learning Administration

- Monthly Focused Professional Learning at Principal Meetings

Tier 3 School

District Support

Available From Curriculum & Instruction Department

Core Curriculum Expectations

- STAR Progress Monitoring Required
- CAP Plan Fidelity w/ C & I Support
- Strategic Coaching Support w/ Academic Coaches (monthly)

School Improvement/MTSS Support

- MTSS Team Meeting Support Required
- Assigned District Lead Liaison; site visits bi-weekly
- SIP Progress Monitoring & Data Analysis; Quarterly meetings w/ District
- Master Schedule Review (core, intervention, enrichment); w/ C & I assistance
- Instructional Review

Professional Learning School-Level

- School-based PLF; monthly PL coaching support
- Edviate access for 24/7 PL
- Professional Learning aligned to SIP; developed in collaboration with Professional Learning and School Improvement
- Professional Development Support Required

Professional Learning Administration

- Monthly Focused Professional Learning at Principal Meetings

The persons listed above are responsible for collaborating together and with the school administration to determine allocation of resources. The Supervisor of Curriculum and Instruction meets each week with the Director of Student Services and C & I Coordinators. During this meeting time program updates are given by all liaisons. This time is also used to coordinate planning and budgeting from Instructional Materials, Digital Classroom funds, School Improvement, local Professional Development budget, Supplemental Academic Instruction, Title II and when appropriate Title I budgets.

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 promotes improvement and strengthens systems as determined through the review of student performance data, district leadership school improvement reviews and administrative team observations. Once schools are identified through the tiered system, a liaison from the Curriculum and Instruction Department is assigned to the school to review, enhance and support the delivery of

student services. In some instances, a support team is assigned rather than a single liaison. The intensity of support is determined by school needs. School Based Leadership Teams prepare, monitor and review teacher and student data quarterly with the District Leadership Team. Early Warning Systems data are reviewed by the school and district to identify patterns, trends, and school effectiveness at keeping students "on-track." Barriers and opportunities are identified to enhance the alignment to meet school improvement and feeder pattern goals. District and School Based Leadership teams develop action plans for the identified barrier areas in need of problem-solving and supports to be successful.

d. Operational Flexibility

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

n/a

3. Sustainability of Improvement

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

The district will utilize the continuous improvement four-step model- the plan, do, check, act model to sustain improvements.

Plan: Identify an opportunity and plan for change.

Do: Implement the change on a small scale.

Check: Use data to analyze the results of the change and determine whether it made a difference.

Act: If the change was successful, implement it on a wider scale and continuously assess our results. If the change did not work, begin the cycle again.

District goals are monitored through the district strategic plan goals, measurable objectives (a direct tie to School Improvement) and performance indicators. Observable indicators of goal success are reviewed and reassessed annually.

District Strategic Plan Goals:

1. Highest Student Achievement – Increase achievement for each child by ensuring access to rigorous programs, addressing diverse educational needs, and providing access to technology and digital curriculum

2. Standards-Based Curriculum and Instruction – Implement a comprehensive curriculum driven by Florida Standards and other standards established by the Florida Department of Education and implemented through research-based instructional best practices.

3. Effective Communication – Communicate with all stakeholders through various media to promote collaboration, parent involvement, and community partnership

4. Quality, Equitable, Efficient Services – Maintain high levels of effectiveness, efficiency, and equity in our operations to support student achievement

5. Safe and Secure Schools – Maintain safe and secure schools to enhance the learning environment for students and staff.

The first two goals will be supported by the priorities approved by the State Board of Education that are aligned with VPK students, K-12 students in the public school system, teachers and leaders, school choice, and postsecondary students. The third goal, Effective Communication, and the fourth goal, Quality, Equitable, and Efficient Services respond to AdvancED recommendations and are also district-identified needs which will support each priority and create an environment of high expectations for all students. Goal 5, Safe and Secure Schools, includes strategies to enhance school security and support student safety.

District and school-based instructional coaches will provide teachers with support in improving instruction for all students with additional support and emphasis on supporting teachers in identifying and delivering appropriate interventions and analyzing data to align instruction to student needs. District Administrative staff and District Teachers on Special Assignment (TSAs) provide support and technical assistance to schools. District Coordinators and TSAs facilitate district professional learning opportunities, and actively participate with School Based Leadership Teams. These activities include providing assistance and guidance to the schools, as well as curriculum materials and supplies, technology supports, means of effective communication with families and community partners. Liaisons provide supplemental support to all assigned schools on a monthly basis, additional visits are based on tiered schools' needs.

Within a multi-tiered framework district and schools analyze data and engage in data-based problem solving to allocate resources and provide supports. Monitoring of aggregate, groups and individuals is essential

to determine intervention effectiveness. Early Warning Systems (EWS) data are reviewed to prevent adverse outcomes and to identify students "on track" to graduation. District Level Teams will monitor aggregate data to determine areas in need of additional data-based problem solving and supports in feeder patterns, schools, content areas, grade levels, and sub-groups. School Based Leadership Teams will monitor aggregate, small group and individual student data to determine areas and students in need of additional data-based problem-solving and supports to be successful with graduation requirements, content areas, courses, grade levels, small groups and individual students.

School Improvement Teams will participate in an annual School Improvement Plan (SIP) "Manufacturing Day" meeting during the Summer. These activities conducted on Manufacturing Day include district-wide collaboration and support in developing SIPs and analyzing effective and ineffective strategies from the prior school year SIP. State and District Strategic Plans are reviewed, along with Accountability data. Schools have opportunities to plan with feeder schools to improve transitions, share best practices for implementing meaningful parent/community involvement, share data including EWS and align strategies. During the 3rd quarter, prior to our summer "Manufacturing Day," Administrators shared site data with feeder school Administrators and the District Leadership Team. This concept will continue to evolve and the District Leadership Team will continue to provide on-going support during our quarterly SIP school visits.

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 Walton County School District's mission is to work with parents as partners to provide a positive, nurturing community in which children develop socially, emotionally, and intellectually and experience

success that fosters lifelong learning. The Walton County School District will work diligently to create an environment where parents are welcome and their input is valued in order to make the best possible choices for the success of all students.

The district tracks parent involvement in several ways. Sign-in sheets at each school document attendance at school-based events, parent trainings and PTO meetings. AdvancED parent climate surveys and Title I parent involvement surveys are administered and the results of these surveys are disaggregated for each school as well as analyzed for the district as a whole. School- and district-based Parent Advisory Councils provide ongoing feedback. Career and Technical Education programs meet with and collaborate with Community Advisory Boards.

The district utilizes a Parent Advisory Council and District Advisory Council comprised of parents from schools and representative of the school's demographics. The Coordinator of Instructional Support Services, Parental and Family Engagement Liaison and district and Title I school administrators develop, review, support, and implement the District Parent and Family Engagement Plan, schools' Parent and Family Engagement Plans, and funding related to these plans. Parents are notified of opportunities to participate on this and other planning committees through school newsletters, school and district websites, and letters sent home to parents. All parents are encouraged and invited to participate in all levels of district and school planning. Parent surveys are disseminated in an attempt to gather input concerning school policies, procedures, plans, etc. Parents are given opportunities to review the School Improvement Plan, school and district Parent and Family Engagement Policy/Plan and make recommendations and changes for the next year. Parents are also given the opportunity to make recommendations for the present year's Parent and Family Engagement Plan. Data collected throughout the year will be used for the development of next year's School Improvement Plan and the Parent and Family Engagement Plan.

School Improvement Team (SIT) personnel at each school site are trained by district personnel in how to understand the School Improvement Plan (SIP) template and the process for developing a plan, skill and understanding in writing an agenda and conducting a SIT meeting, ways to build a strong SIT team membership and increase team commitment to and involvement in the SIP, and strategies for monitoring the SIP goals and objectives on an ongoing basis. Schools involve parents monthly in decision making process about school improvement and to review relevant school and district performance data.

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.

In addition to school liaison meetings, members of the Curriculum and Instruction Department meet bi-weekly with school administrators of Tier 3 schools to discuss strategies being implemented to meet school improvement goals. Progress monitoring results are reviewed and adjustments to intervention plans made as needed.

A district school improvement review team comprised of the School and Leadership Development Specialist, the Supervisor of Curriculum and Instruction and two Instructional Support Coordinators will visit Tier 3 schools quarterly. This visit will include data review, school improvement check ups, and classroom walk-throughs.

Principals also meet monthly with the Superintendent to discuss school progress and needs.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Dailey, Kay, daileyk@walton.k12.fl.us

b. Employee's Title

Administrator

c. Employee's Phone Number

(850) 892-1100

d. Employee's Phone Extension

1301

e. Supervisor's Name

A. Russell Hughes

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

Supervisor of Curriculum and Instruction - oversees all curriculum and instructional programs in the K-12 system. Directly supervises six Instructional Support Coordinators, one Director of Student Services, and indirectly supervises one Instructional Support Coordinator in Student Services and 45+ staff members in the Curriculum and Instruction Department.

2. District Leadership Team:

Appel, Crystal, appelc@walton.k12.fl.us**Title** Administrator**Phone** (850) 892-1100**Supervisor's Name** Kay Dailey**Supervisor's Title** Administrator**Role and Responsibilities**

Mrs. Appel's responsibilities include oversight and management of:

- Advanced Placement
- Acceleration Success
- Career Technical Education
- CTE Guidance Counselor
- Secondary Perkins Grant
- Title IV
- AVID and Credit Recovery
- School Imp & Accountability
- School Improvement Process
- District Advisory Council
- School Grades and Accountability
- MSID Contact
- Social Studies & Science Content Support
- Science & Academic Competitions
- Student Progression
- Secondary Programs
- Secondary Guidance Counselor support
- Graduation rate & requirements
- Bright Futures & Talented Twenty
- Sunshine & Presidential Scholars
- Digital Curriculum and Instruction
- Development and monitoring of Digital Classroom Plan
- Supervises Digital Instruction TSA
- Support to Digital Lead Teachers
- Secondary Data Manager
- Analyzes all assessment data
- Creates data reports
- 6 - 12 Math
- Supervises Secondary Math Coach
- Math content support
- Math standards implementation

Stafford, Kim, staffordk@walton.k12.fl.us
Title Administrator

Phone (850) 892-1100

Supervisor's Name Kay Dailey

Supervisor's Title Administrator

Role and Responsibilities

Mrs. Stafford has the responsibility for oversight and management of:
 PreK- 12 Literacy
 K-12 Literacy Plan development,
 Implementation and monitoring
 Literacy Coaches supervision
 Teacher Leader Development
 Training teacher leaders to develop leadership skills and support leadership advancement activities
 SAI Plan
 SAI development & implementation
 Intensive Reading monitoring & training
 iii interventions monitoring & training
 Elementary Programs
 Elem Guidance Counselor support
 Elementary Principal meetings
 3rd grade retention & support
 Kindergarten registration
 Mentor Program Plan development
 Implementation and monitoring
 Related professional learning
 New Teacher Induction and support
 Professional Learning
 District-wide PD oversight
 Monitors ePDC and inservice records
 Supports school PLFs
 PL modules development
 Contracts for professional learning platform and programs
 Charter and private schools support
 Elementary Data Manager
 Analyzes all assessment data
 Creates data reports
 PreK-5 Math
 Supervises Elem Math Coach
 Math content support
 Math standards implementation

Stafford, Randy, staffordr@walton.k12.fl.us

Title Director

Phone (850) 892-1100

Supervisor's Name Kay Dailey

Supervisor's Title Administrator

Role and Responsibilities

Mr. Stafford has the responsibility for oversight and management of:

- Director of Student Services
- Psychological Services
- 504 Plan support
- Student Risk Assessment
- Response to behavioral events
- Testing and evaluations
- Office of Civil Rights
- District contact & agency responder
- Complaint investigator
- Medicaid
- Monitor service documentation
- Billing & Budget
- PreK-12 Intervention Programs
- MTSS Process
- Guidance Support
- Academic interventions
- Behavioral intervention & programs
- DJJ Transition
- ESE Responsibilities
- McKay Scholarships
- Special Programs & Procedures
- Staffing Specialists; SLPS;OT/PT;
- Special Transportation; Deaf/Hard of Hearing; Visually Impaired; Assistive Technology; Hospital Homebound
- SWD Parent Involvement; ESE
- Transitions; Gifted & Talented
- Community Liaison
- Walton County Sheriff Office
- Department of Children & Families
- Region 1 Task Force
- School Safety
- Safe Schools & Taskforce
- SESIR & OPPAGA reporting
- Attendance
- Attendance Officer supervisor
- Drivers' Education
- Drivers License reporting

Chandler, Myca, myca.chandler@walton.k12.fl.us**Title** Administrator**Phone** (850) 892-1100**Supervisor's Name** Kay Dailey**Supervisor's Title** Administrator

Role and Responsibilities

Mrs. Harrison has the responsibility for oversight and management of:

Title I, Part A

- Conduct annual needs assessment surveys at all Title I schools
- Application development
- Implementation and monitoring
- Budget process
- Provide guidance to Title I schools
- Monthly Title I contact meeting
- Compliance checks all Title I schools
- Data collection for application, surveys, and progress monitoring

Charter and private schools support

- District-wide project management
- Title I parent involvement
- Title II, Part A
- Application development
- Implementation and monitoring
- Collaboration with PD Coordinator for professional learning activities

Budget process

Title IX

- Application development
- Implementation and monitoring
- Supervise contract services for homeless students

Budget process

School Choice

- Controlled Open Enrollment Plan
- Guidance to schools regarding student options
- Classroom choice notice and guidance
- Parent Notification
- School capacity determination
- Facilitate waiver requests for capacity schools

Hawthorne, Jennifer, jennifer.hawthorne@walton.k12.fl.us**Title** Administrator**Phone** (850) 892-1100**Supervisor's Name** A. Russell Hughes**Supervisor's Title** Superintendent**Role and Responsibilities** Specialist – Schools and Leadership Development

Hughes, A. Russell, hughesr@walton.k12.fl.us**Title** Superintendent**Phone** (850) 892-1100**Supervisor's Name****Supervisor's Title****Role and Responsibilities** Chief Executive Officer of the Walton County School District**Dailey, Kay, daileyk@walton.k12.fl.us****Title** Administrator**Phone** (850) 892-1100**Supervisor's Name** A. Russell Hughes**Supervisor's Title** Superintendent

Role and Responsibilities Supervisor of Curriculum and Instruction - oversees all curriculum and instructional programs in the K-12 system. Directly supervises six Instructional Support Coordinators, one Director of Student Services, and indirectly supervises one Instructional Support Coordinator in Student Services and 45+ staff members in the Curriculum and Instruction Department.

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.

All personnel with teacher evaluation responsibilities will participate in inter-rater reliability training. Inter-rater reliability training will be provided once every 3 years and as changes are made to the evaluation tool. Inter-rater reliability training will include the following:

- Review of evaluation policies and procedures
- Training on evaluation tool expectations and rubric descriptions
- Training on teaching and learning best practices
- Lesson observation practice and evaluation rater practice
- A review of evaluator accuracy

During the 2016-17 school year, inter-rater reliability training was provided through Instructional Rounding, where Administrative attendees looked for, scored and collectively reflected on specific academic lessons carried out in classrooms.

Any individual with evaluative responsibilities who does not perform to standards during the evaluator review will be required to participate in remedial training. Individuals with evaluation responsibilities not performing acceptably will be provided additional supports and assistance in conducting evaluations to ensure accuracy of results.

Evaluators will provide necessary and timely feedback to employees being evaluated.

Administrative feedback will be monitored through the BaselineEdge software management system. All evaluation practices will follow district policies and procedures in the implementation of all evaluation systems. WCSD will monitor compliance of evaluation policies and procedures by surveying at least 10% of our teacher population annually.

All supervisors with teacher evaluation responsibilities will continue to participate in lesson observation practice and evaluation rater practice yearly. Information collected through rater results during these observation and rater practice sessions will be used to identify the need for additional inter-rater reliability training and evaluator assistance.

Evaluation data will be used to inform individual professional development plans, school improvement plans and district improvement plans. Annually, 10% of all professional development plans (deliberate practice evaluation components) and school improvement plans will be reviewed to ensure the incorporation of teacher evaluation results.

The supervisor is to provide the employee with coaching and assistance throughout each yearly cycle in meeting any performance expectations where difficulty is encountered. The supervisor also may suggest other forms of assistance such as advice from a colleague, inservice training, observing a master teacher.

For employees whose performance is rated Highly Effective or Effective, the supervisor is encouraged to assist them in building on their strengths and further developing their skills. These effective employees should be encouraged to share their experiences or mentor beginners.

When performance is rated as Needs Improvement or Unsatisfactory during the interim performance review or the final annual review, the coaching and assistance plan is documented within the Deliberate Practice component of the evaluation system.

At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction, will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning cycle to provide for this correction.

Additionally, at the beginning of each year, administrators and teachers will consider previous years' evaluation results when developing deliberate practice goals. When appropriate, deliberate practice goals will be support with professional learning opportunities (progress points) focusing on evaluation system components.

In compliance with F.S. 1012.98(10), teachers receiving a U or NI rating on any domain, or for an overall summative rating, will receive professional development the following school year regarding the respective domain(s).

In addition to the above, Administrators of each Focus and Priority school will meet with their District Liaison and District Leadership Team more frequently.

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.

In addition to Teacher Evaluations, FSA data (including VAM), progress monitoring data and course grades, each school-based administrator creates a Teacher Report Card. The report cards provides

data specific to the teacher:

1. attendance and participation in school-based professional development
2. teacher leave (personal, sick, comp), TDE and a comparable rank in the school
3. percentage of students scoring Level 3 or above in FSA ELA and a comparable rank in the school
4. percentage of students scoring Level 3 or above in FSA Math and a comparable rank in the school
5. number of office referrals for the previous year and a comparable rank in the school
6. previous year's grade distribution

Once all data is collected, principals discuss with the Superintendent and HR specific teacher placement in the school or placement in another setting.

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 district reviews schedule of all personnel including aides' and paras to ensure common planning at Focus schools and common planning is in place at this time. This allows time each day, as needed, for teachers to meet by grade level or content area for planning, data chats, problem-solving and decision-making. Additional time (15.0 hrs) is provided in pre-planning, two early-release days, quarterly teacher work days (no student contact), a mid-year day for professional development and periodic meetings for professional learning communities.

2. Instructional Coaches

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

The district provides instructional coaching support through highly trained academic coaches. Coaches provide job-embedded professional learning opportunities at each school site including facilitating/supporting school-based professional learning communities (including Lesson Study opportunities), and address district-wide trends through district-wide professional development. Math coaches focus supporting teachers with the shifts associated with the math standards -focus, rigor and coherence - utilizing high quality resources available to math teachers on every campus. Literacy coaches focus on the key shifts related to ELA standards including regular practice navigating complex text, reading/writing/listening and speaking based on textual evidence, and building broad knowledge through informational text as well as content-area literacy. Coaches also facilitate / support administrators and teachers with navigating data generated through local assessments (STAR, District Formative Assessments, Math Formative Assessments) to inform school-wide decisions and classroom instruction. The District Digital Learning Specialists supports the use of digital instructional and data resources at all schools. The Supervisor of Curriculum and Instruction as well as the Coordinators of Instructional Support monitor the daily activities of coaches through coaching calendars/logs and bi-weekly coaching meeting. Additionally, the Coordinators of Instructional Supports collaborate with administrators and coaches to design and implement 'care plans' which include student performance goals which are regularly updated with progress monitoring data to ensure increased student outcomes. If performance data indicates that a school/grade level is not on track to meet goals, the problem solving process occurs with the Coordinator of Instructional Supports, school administrator and coach.

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 Planshttps://www.floridacims.org/districts/walton?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:

Ready Gen**Program Type**

Core

School Type

Elementary School

Description

WCSD elementary schools utilize Ready Gen in the 120 minute ELA block which addresses grade level standards associated with each ELA standard including writing standards. ReadyGEN supports the reading writing connection including writing to sources and citing evidence.

SpringBoard**Program Type**

Core

School Type

Middle School, High School

Description

WCSD secondary schools utilize SpringBoard curriculum in all ELA classes. SpringBoard supports text based writing instruction which includes formative writing assessments embedded in each unit.

District Writes Formative Assessments**Program Type**

Supplemental

School Type

Elementary School

Description

District Writes assessments are administered in all K-5 grades as a formative assessment each quarter. Literacy coaches support school teams in analyzing results and facilitating coaching conversations to maximize the impact this data has on informing quality instruction.

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:

Engage NY

Program Type Core, Supplemental

School Type Elementary School, Middle School, High School

Description The district utilizes Engage NY for daily math instruction in Elementary School. The units include carefully sequenced modules which support focus, coherence and rigor including conceptual understanding, procedural skills and fluency as well as application.

The district utilizes Engage NY materials as a supplement in Middle and High Schools.

Big Ideas

Program Type Core

School Type Middle School, High School

Description The district utilizes Big Ideas curriculum for daily math instruction in Middle and High School. The units include carefully sequenced modules which support focus, coherence and rigor including conceptual understanding, procedural skills and fluency as well as application.

PathBlazer- Compass Learning

Program Type Supplemental, Intensive Intervention

School Type Elementary School, Middle School

Description Digital math curriculum that automatically generates tailored learning paths for students based on internal and external diagnostics.

MyPath-Edgenuity

Program Type Supplemental, Intensive Intervention

School Type Middle School, High School

Description Digital math curriculum used to generate tailored learning paths for students based on internal and external diagnostics.

Lumio Math

Program Type Supplemental

School Type Elementary School

Description Lumio is an online resource utilized to enrich instructional resources for building deeper understanding of concepts and strategies in elementary math.

Khan Academy

Program Type Supplemental, Intensive Intervention

School Type Middle School, High School

Description Khan academy is utilized to personalize student self-paced practice, lesson-aligned practice, and skill review. These models are not mutually exclusive: they are often combined and refined by teachers over time. Most teachers adapt and combine models to fit their teaching personality and intended classroom outcome.

Math Nation

Program Type Supplemental

School Type Middle School, High School

Description Math Nation is utilized to personalize student self-paced practice, aligned practice, and skill review for Algebra I, Algebra II and Geometry. These models are not mutually exclusive: they are often combined and refined by teachers over time. Most teachers adapt and combine models to fit their teaching personality and intended classroom outcome.

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:

Science Fusion in Grades K-5

Program Type Core

School Type Elementary School

Description ScienceFusion is a comprehensive print and digital curriculum solution and align to the framework for our K-5 Science Education with the foundation for NGSS. The ScienceFusion program contains hands-on activities and virtual labs for every lesson or every day of the week. Inquiry lessons (Grades K–5) can be modified to provide three levels of inquiry: directed inquiry, guided inquiry, and independent inquiry.

Interactive Science Grades 6-8

Program Type Core

School Type Middle School

Description Interactive Science is a comprehensive middle school science curriculum that supports project-based inquiry and hands-on learning. Lessons incorporate Next Generation Science Standards (NGSS) Interdisciplinary STEM activities and projects are included in every chapter. Interactive Science provides digital lessons and teaching tools for blended learning experiences to engage students and drive inquiry.

Study Island Grades 3-8

Program Type Supplemental, Intensive Intervention

School Type Elementary School, Middle School

Description Study Island is a supplement used to engage students and to improve science performance for students in grades 3-8 science. Students are provided with academic support through digital practice with immediate feedback and built-in remediation to improve students' performance in core skill areas. Analytics and real-time progress monitoring features track student performance, identify strengths, and pinpoint learning gaps to improve student outcomes.

Pearson, Holt McDougal, SEG McGraw Hill and Herff Jones

Program Type

School Type High School

Description The use of textbooks in High School Science courses and Advanced Placement Science courses are dependent on the course and site selection. Many schools utilize Holt McDougal curriculum for Biology.

2. Instructional Alignment and Pacing

a. Program Monitoring

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

The district has several structures in place to monitor core instruction and interventions programs. First, for baseline information, The New Teacher Project (TNP) conducted a diagnostic walkthrough. Based on the information gained from this walkthrough, TNP worked with district leaders to design and facilitate a series of professional learning opportunities focused on the instructional shifts related to the Florida Standards. Instructional leaders - Supervisor of Curriculum and Instruction, Coordinators of Instructional Supports, Instructional Coaches and Principals - participated in a customized version of this professional development. Assistant Principals and teachers in the district's leadership pool will attend similar professional learning on September 11th. Additionally, teacher leaders and administrators from five schools attended the Standards Institute in 16-17. TNP observational data revealed the need to increase rigor and text complexity. This data and data from Edreports.org was used to select standards-aligned instructional materials district-wide in ELA and Math. Ongoing professional development is being provided to ensure that teachers maximize the impact of these standards-aligned instructional tools. Using their understanding of instructional shifts, school administrators walkthrough classrooms on a weekly basis to observe implementation integrity. They use the data collected to inform ongoing school-based professional development cycles including Professional Learning Communities (PLCs). The PLCs analyze student performance data and use collective information to drive instructional moves.

In the 2016-17 school year, Dr. Dianne Kelly of Priority Professional Development facilitated monthly professional learning sessions for principals and district instructional leaders. Principals and district instructional leaders were involved in ongoing 'learning walks' used to ensure quality implementation of school improvement strategies, particularly standards alignment.

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?

No

a. Link to Student Progression Plan

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

Annually the District Curriculum and Instruction Team and School Improvement Review Team meets with feeder pattern schools for transition planning. The agenda below describes the discussion and planning that takes place during these meetings.

Event: Transition Meeting – Mossy Head, Maude Saunders, West DeFuniak & Walton Middle

Facilitator: Curriculum & Instruction Department – Kay Dailey

Location: PDC Training Room

Agenda

Purpose: Collaborate with feeder-pattern schools to support transition of students into a new learning environment.

Transition Goal: The primary goal is to ensure all students have opportunities to experience academic excellence and a strong sense of well-being and establish a range of transition supports.

Strategic Goals:

Goal 1 - Highest Student Achievement – Increase achievement for each student by ensuring access

to rigorous programs, addressing diverse educational needs, and providing access to technology
 Goal 2 - Standards-Based Curriculum and Instruction – Implement a comprehensive curriculum driven by Florida Standards and other standards established by the State of Florida Standards-Based Curriculum and Instruction

Data:

Student Performance:

- Use of 5th grade FSA data
- Use of 5th grade STAR data
- Use of 5th grade FCAT (Science) data
- Intervention data

Content Areas:

Math

- CAP Implications
- Math Academy impact
- Task complexity

English Language Arts

- CAP Implications
- Writing in response to reading
- Increasingly complex text

Programs:

Gifted

- Rigorous instruction for more students

ESE

- Pre-Planning for specific needs of students
- Ensure appropriate staff and resources are available

Professional Development:

Needs

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.

Increase ELA Lowest 25%, Math Lowest 25% and Science in grades 3-5.

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.

Previously, a root cause analysis was conducted with one of our current Tier 3 schools. As part of our current planning, we will review and revise, if needed, the original analysis.

Root Cause:

After a careful analysis of our student data and using the “5-whys” technique, the Maude Saunders Elementary Leadership Team determined the root cause of failure to make AYP is inconsistent quality of instruction in every classroom, every day.

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.** Standards-Based Curriculum and Instruction The percentage of teachers receiving Effective or Highly Effective evaluation ratings on Domain 3 (Direct Instruction) of their performance evaluations will increase by 1% ensuring demonstration of high quality classroom instruction and professional growth that is aligned with the Florida Standards in all courses at all grade levels.
- G2.** Student Achievement - Align the Supplemental Academic Instruction (SAI) Plan and federal and local grant applications to increase achievement for ALL students by 3% in ELA, Math and Science by ensuring access to rigorous programs, addressing diverse educational needs, equity for all students and providing access to technology.

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. Standards-Based Curriculum and Instruction The percentage of teachers receiving Effective or Highly Effective evaluation ratings on Domain 3 (Direct Instruction) of their performance evaluations will increase by 1% ensuring demonstration of high quality classroom instruction and professional growth that is aligned with the Florida Standards in all courses at all grade levels. **1a**

G092434

Targets Supported **1b**

Focus	Indicator	Year	Target
0281 - Maude Saunders Elementary School	Highly Effective Teachers (Performance Rating)	2017-18	1.0
0281 - Maude Saunders Elementary School	Effective Teachers (Performance Rating)	2017-18	1.0
District-Wide			

Targeted Barriers to Achieving the Goal **3**

- Few instructional strategies and/or modifications/accommodations for all students

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Learning Communities designed to address specific student needs
- Cadre of teachers attending Standards Institute to support school-wide implementation of effective and differentiated instructional strategies

Plan to Monitor Progress Toward G1. **8**

Progress monitoring data will be used throughout the year. STAR Enterprise ELA and Math assessments are given 4 times per year. These assessments measure student achievement, learning gains, and the third assessment is an FSA predictor. Additional, locally developed Science assessments are used three times per year to monitor progress toward improving student achievement in third through fifth grades.

Person Responsible

Kim Stafford


Schedule

Quarterly, from 8/31/2017 to 5/18/2018

Evidence of Completion

Data from each assessment will be collected and formatted to identify grade level, classroom, and student performance trends. This will be used to modify flexible grouping for interventions and iii.

G2. Student Achievement - Align the Supplemental Academic Instruction (SAI) Plan and federal and local grant applications to increase achievement for ALL students by 3% in ELA, Math and Science by ensuring access to rigorous programs, addressing diverse educational needs, equity for all students and providing access to technology. **1a**

 G092161

Targets Supported **1b**

Focus		Indicator	Year	Target
District-Wide	FSA ELA Achievement		2018-19	3.0
District-Wide	FSA Mathematics Achievement		2018-19	3.0
District-Wide	Statewide Science Assessment Achievement		2018-19	3.0

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding of how to plan standards-based lessons for Core Tier 1 Instruction & Student Engagement

Resources Available to Help Reduce or Eliminate the Barriers **2**

- New ELA instructional materials and professional development
- New Math instructional materials and professional development
- New Science professional development and online resources
- Standards training with TNTP
- Training with TNTP on instructional shifts

Plan to Monitor Progress Toward G2. **8**

Progress monitoring data will be used throughout the year. STAR Enterprise ELA and Math assessments are given 4 times per year. These assessments measure student achievement, learning gains, and the third assessment is an FSA predictor. Additional, locally developed Science assessments are used three times per year to monitor progress toward improving student achievement in third through fifth grades.

Person Responsible

Kim Stafford

Schedule

Quarterly, from 8/31/2017 to 5/18/2018

Evidence of Completion

Data from each assessment will be collected and formatted to identify grade level, classroom, and student performance trends. This will be used to modify flexible grouping for interventions and iii.

District Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Standards-Based Curriculum and Instruction The percentage of teachers receiving Effective or Highly Effective evaluation ratings on Domain 3 (Direct Instruction) of their performance evaluations will increase by 1% ensuring demonstration of high quality classroom instruction and professional growth that is aligned with the Florida Standards in all courses at all grade levels. **1**

 G092434

G1.B2 Few instructional strategies and/or modifications/accommodations for all students **2**

 B247721

G1.B2.S1 An administrator selected cadre of teacher leaders will attend a Standards Institute this fall. This week-long learning experience will follow a thoughtful instructional scope and sequence. Teachers will learn how best to teach to higher standards and support instructional change in their school. **4**

 S261029

Strategy Rationale

Participants will leave the Institute with a foundational understanding of standards-based instruction and practical next steps to support and implement standards based teaching and learning, including:

What the standards are, and what they are not.

How to balance students' current skill gaps against the rigorous demands of grade level standards.

How to modify and adapt curricula without losing the rigor.

The outcome enables teachers to provide rigorous and engaging instruction that raises student achievement.

Action Step 1 **5**

Administrators and select teacher leaders will participate in Standards Institute professional development

Person Responsible

Pam Jones

Schedule

On 8/1/2018

Evidence of Completion

Administrators and Teachers are selected and registered for the Standards Institute. agendas, handouts and sign-in sheets

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

Participating teachers will present to school faculty

Person Responsible

Pam Jones

Schedule

Monthly, from 12/1/2017 to 5/18/2018

Evidence of Completion

Signin sheets, powerpoints, and handouts will be collected.

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

Person Responsible


Schedule

Evidence of Completion

G2. Student Achievement - Align the Supplemental Academic Instruction (SAI) Plan and federal and local grant applications to increase achievement for ALL students by 3% in ELA, Math and Science by ensuring access to rigorous programs, addressing diverse educational needs, equity for all students and providing access to technology. 1

 G092161

G2.B4 Lack of understanding of how to plan standards-based lessons for Core Tier 1 Instruction & Student Engagement 2

 B247665

G2.B4.S1 Provide Language Arts standards-based professional development to include instructional shifts, rigorous tasks for students and effective lesson planning. 4

 S260961

Strategy Rationale

Effective implementation of Florida Standards in ELA will improve Core Tier 1 instruction and student achievement for all students.

Action Step 1 5

Administration and all ELA teachers will participate in professional development with TNTP (The New Teacher Project).

Person Responsible

Kim Stafford

Schedule

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

Evidence of Completion

Sign in sheets Agendas Handouts Program Notes Lesson Plans Walk throughs Reports/ feedback from TNTP

Action Step 2 5

An additional instructional coach will support effective implementation of core ELA instruction.

Person Responsible

Pam Jones

Schedule

On 6/30/2018

Evidence of Completion

PAF, semi-annual certification, personnel records

Action Step 3 5

Library books will be purchased to update the media center and provide students more opportunities to engage with high-quality texts of their choosing.

Person Responsible

Amanda English

Schedule

Daily, from 8/31/2017 to 6/30/2018

Evidence of Completion

Evidence of completion of activity will be invoices of books ordered for media center and media circulation records.

Action Step 4 5

Teachers will participate in ELA Curriculum Alignment Project PD.

Person Responsible

Pam Jones

Schedule

On 6/30/2018

Evidence of Completion

Evidence of completion of activity will include PD sign in sheets, agendas and handouts.

G2.B4.S2 Data will be utilized to drive instruction. Teachers in grades 3-5 will administer pre, mid, and post science standards assessments. 4

 S264454

Strategy Rationale

Collecting and reviewing standards based assessments for progress monitoring.

Action Step 1 5

Teachers will participate in district led science professional development.

Person Responsible

Pam Jones


Schedule

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

Evidence of Completion

Sign In Sheets, PD Handouts, Lesson Plans

G2.B4.S3 Professional development will be provided to train teachers to unpack the Math Florida Standards (MAFS) and plan lessons that will focus on student learning. 4

 S264455

Strategy Rationale

Effective implementation of Florida Standards in Math will improve Core Tier 1 instruction and student achievement for all students.

Action Step 1 5

Staff will increase their ability to teach and assess MFAS by participating in grade level PLCs that improve teacher knowledge of FL standards, and the alignment of those standards to common assessments.

Person Responsible

Pam Jones












Schedule

On 6/1/2018

Evidence of Completion

Lesson plans Classroom Walkthrough follow-ups STAR Math Reports PLC Minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.MA1  M365124	[no content entered]		No Start Date		No End Date one-time
G1.MA1  M364984	Progress monitoring data will be used throughout the year. STAR Enterprise ELA and Math assessments...	Stafford, Kim	8/31/2017	Data from each assessment will be collected and formatted to identify grade level, classroom, and student performance trends. This will be used to modify flexible grouping for interventions and iii.	5/18/2018 quarterly
G2.MA1  M364838	Progress monitoring data will be used throughout the year. STAR Enterprise ELA and Math assessments...	Stafford, Kim	8/31/2017	Data from each assessment will be collected and formatted to identify grade level, classroom, and student performance trends. This will be used to modify flexible grouping for interventions and iii.	5/18/2018 quarterly
G1.B2.S1.MA1  M365093	Participating teachers will present to school faculty	Jones, Pam	12/1/2017	Signin sheets, powerpoints, and handouts will be collected.	5/18/2018 monthly
G2.B4.S3.A1  A350140	Staff will increase their ability to teach and assess MFAS by participating in grade level PLCs...	Jones, Pam	8/3/2017	Lesson plans Classroom Walkthrough follow-ups STAR Math Reports PLC Minutes	6/1/2018 one-time
G2.B4.S1.A2  A350135	An additional instructional coach will support effective implementation of core ELA instruction.	Jones, Pam	8/31/2017	PAF, semi-annual certification, personnel records	6/30/2018 one-time
G2.B4.S1.A3  A350136	Library books will be purchased to update the media center and provide students more opportunities...	English, Amanda	8/31/2017	Evidence of completion of activity will be invoices of books ordered for media center and media circulation records.	6/30/2018 daily
G2.B4.S1.A4  A350137	Teachers will participate in ELA Curriculum Alignment Project PD.	Jones, Pam	5/1/2018	Evidence of completion of activity will include PD sign in sheets, agendas and handouts.	6/30/2018 one-time
G2.B4.S1.A1  A350134	Administration and all ELA teachers will participate in professional development with TNTP (The New...	Stafford, Kim	9/1/2017	Sign in sheets Agendas Handouts Program Notes Lesson Plans Walk throughs Reports/feedback from TNTP	7/31/2018 quarterly
G2.B4.S2.A1  A350139	Teachers will participate in district led science professional development.	Jones, Pam	9/1/2017	Sign In Sheets, PD Handouts, Lesson Plans	7/31/2018 semiannually
G1.B2.S1.A1  A344151	Administrators and select teacher leaders will participate in Standards Institute professional...	Jones, Pam	8/31/2017	Administrators and Teachers are selected and registered for the Standards Institute. agendas, handouts and sign-in sheets	8/1/2018 one-time

V. Professional Development Opportunities

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

G1. Standards-Based Curriculum and Instruction The percentage of teachers receiving Effective or Highly Effective evaluation ratings on Domain 3 (Direct Instruction) of their performance evaluations will increase by 1% ensuring demonstration of high quality classroom instruction and professional growth that is aligned with the Florida Standards in all courses at all grade levels.

G1.B2 Few instructional strategies and/or modifications/accommodations for all students

G1.B2.S1 An administrator selected cadre of teacher leaders will attend a Standards Institute this fall. This week-long learning experience will follow a thoughtful instructional scope and sequence. Teachers will learn how best to teach to higher standards and support instructional change in their school.

PD Opportunity 1

Administrators and select teacher leaders will participate in Standards Institute professional development

Facilitator

The New Teacher Project, TNTP

Participants

ELA Teachers, Administrators, Instructional Coaches

Schedule

On 8/1/2018

G2. Student Achievement - Align the Supplemental Academic Instruction (SAI) Plan and federal and local grant applications to increase achievement for ALL students by 3% in ELA, Math and Science by ensuring access to rigorous programs, addressing diverse educational needs, equity for all students and providing access to technology.

G2.B4 Lack of understanding of how to plan standards-based lessons for Core Tier 1 Instruction & Student Engagement

G2.B4.S1 Provide Language Arts standards-based professional development to include instructional shifts, rigorous tasks for students and effective lesson planning.

PD Opportunity 1

Administration and all ELA teachers will participate in professional development with TNTP (The New Teacher Project).

Facilitator

TNTP

Participants

Administrators, Teacher Leaders and ELA Teachers

Schedule

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

PD Opportunity 2

An additional instructional coach will support effective implementation of core ELA instruction.

Facilitator

WCSD Human Resource Department & School

Participants

Instructional Staff

Schedule

On 6/30/2018

PD Opportunity 3

Teachers will participate in ELA Curriculum Alignment Project PD.

Facilitator

Instructional coaches/teacher leaders

Participants

Teachers

Schedule

On 6/30/2018

G2.B4.S2 Data will be utilized to drive instruction. Teachers in grades 3-5 will administer pre, mid, and post science standards assessments.

PD Opportunity 1

Teachers will participate in district led science professional development.

Facilitator

Crystal Appel and Kim Stafford

Participants

Teachers in grades 2-5

Schedule

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

G2.B4.S3 Professional development will be provided to train teachers to unpack the Math Florida Standards (MAFS) and plan lessons that will focus on student learning.

PD Opportunity 1

Staff will increase their ability to teach and assess MFAS by participating in grade level PLCs that improve teacher knowledge of FL standards, and the alignment of those standards to common assessments.

Facilitator

District Math Instructional Coach

Participants

MSE Math Teachers

Schedule

On 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Administrators and select teacher leaders will participate in Standards Institute professional development	\$0.00
2	G2.B4.S1.A1	Administration and all ELA teachers will participate in professional development with TNTP (The New Teacher Project).	\$0.00
3	G2.B4.S1.A2	An additional instructional coach will support effective implementation of core ELA instruction.	\$0.00
4	G2.B4.S1.A3	Library books will be purchased to update the media center and provide students more opportunities to engage with high-quality texts of their choosing.	\$0.00
5	G2.B4.S1.A4	Teachers will participate in ELA Curriculum Alignment Project PD.	\$0.00
6	G2.B4.S2.A1	Teachers will participate in district led science professional development.	\$0.00
7	G2.B4.S3.A1	Staff will increase their ability to teach and assess MFAS by participating in grade level PLCs that improve teacher knowledge of FL standards, and the alignment of those standards to common assessments.	\$0.00
Total:			\$0.00