



Pam Stewart, Commissioner

## 2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 25 - Hardee

Mr. David D Durastanti, Superintendent  
Jim Browder, Region 4 Executive Director

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## Current District Status

### Supportive Environment

#### Mission and Vision

##### District Mission Statement

The School Board of Hardee County is an organization committed to student Achievement, Accountability and Academics.

##### District Vision Statement

Building Learning partnerships with home, school, and community to ensure personal and academic excellence.

#### Supports for School Improvement

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

Any new programs or activities introduced to the district will be founded on scientifically-based empirical research. Using only proven, quality programs will promote the use of higher standards in the classroom which will result in improved student achievement. Purchase orders for instructional textbooks must be on the Florida Instructional Materials Adopted List. The district's Textbook Adoption Committee will rate only those textbooks that are state adopted and will assist in guiding the textbook selection at their respective school site. The Florida Center for Reading Research will be used to guide the selection of appropriate research based supplemental and intervention materials. Documentation of research based materials is required for all purchases. Using the best instructional materials we can find with fidelity will keep our teachers focused on the Florida Standards which are aligned to our state assessments. The directors of each federal project collaborate monthly at the District Differentiated Accountability Team meetings to determine how to coordinate and supplement the desired outcomes at district schools using the resources of district, state, and federal funds. The District Data Coach reports to the Differentiated Accountability Team monthly to review student achievement data. In addition to the review of student achievement data, the team reviews schools' SIP goals and strategies and the MTSS structures which enhance the core, remediation, and intensive intervention.

**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 LEA will continue to implement a Multi-Tiered System of Supports (MTSS) Plan to analyze the standards-based programs, instructional strategies, resources, assessments, and professional development to determine if they are meeting the needs of core, remediation, and intensive intervention. Hardee District has created a Differentiated Accountability (DA) Team to include the most experienced and qualified district leaders to support the schools in the district, including the SIG school. This District DA Team, with the support of our local union, Hardee Educational Association, United, has been dedicated to the overall improvement of all district schools but has made Hardee Junior High School its top priority. The Superintendent and Deputy Superintendent have dedicated district resources to strengthen the programs at our DA schools. The District Differentiated

Accountability Team members and their area(s) of expertise follows: Superintendent; Deputy Superintendent; Director of Student Academic Services and Federal Programs; Director of Staff Development, Personnel, and Food Services; Director of Exceptional Student Education Services; and the Director of Curriculum. The DA Team meets monthly to review student achievement data, goal implementation, and LEA support necessary for the district schools. The District Turnaround Leader is responsible for resource allocation at all district schools.

**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 turnaround leader, the Deputy Superintendent, will continue to closely collaborate with the DA school principals to provide sustained support in all reform efforts. Within this support, the principals will have the flexibility to interview and take his top personnel candidates to the Superintendent for his final approval. The principals will have control over the internal accounts and discretionary accounts from the district office for instructional materials that are used to provide a comprehensive program. All purchase order requisitions will continue to be reviewed and approved by district personnel to verify that they are in alignment with the goals and strategies developed in the SIP. The turnaround leader, transportation director, and school principal have worked together to adjust the morning bus schedule in an effort to allow Jr. High school to extend its instructional day to increase time for core instruction. Hardee Junior High School will continue to have the services of a full-time reading coach to analyze data to drive instruction and intervention, model effective instruction, teach the Florida Standards, and implement and facilitate the lesson study process. By providing targeted instructional coaching using the gradual release model, building capacity for literacy across the curriculum, promoting a culture for literacy learning to include all stakeholders, enhancing and refining reading instruction and intervention, the school will be able to sustain much of the student academic achievement that is anticipated as a result of the grant. All district school-level coaches will continue to provide the coaching cycle through ongoing, sustainable support to teachers by modeling, co-planning, co-teaching with teachers and providing feedback. The coaches will continue to actively seek and participate in all state and regional coach training to become more effective in their roles. In addition, the coaches will continue to receive support, technical assistance, and training from district leadership.

District staff will continue to conduct instructional fidelity checks, monitor student performance data, and provide feedback to DA schools. The LEA will continue the following initiatives as allowable by funding from other federal projects and district funds: Pacing Guide revisions each year, Professional Learning Communities, Reading and Math/Science Coach at the secondary schools, a longer instructional day for the former F school, extended day and year programs, Lesson Study, Florida standards-based instructional programs, high-yield professional development, and implementation of the MTSS system. The LEA will continue to meet with the school's leadership to conduct data chats, monitor School Improvement Goal (SIP) progress, analysis and review school interventions, and prioritize technical assistance and resources to the school, and intervene as necessary.

**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**

The Hardee County School District encourages school-level autonomy within our seven individual schools by allowing our school-based administrators to stand at the forefront of educational change and improvement. Providing opportunities for teachers and staff to work in tandem with the school administration to develop strategies and initiatives that will assist the schools in attaining their educational goals is a key part of our district's vision. Examples of these positive changes in our school district include modified scheduling for students in all grade levels, incorporating planning

sessions during the school day for teachers, and organizing both school-based and district-wide committees to research and implement cost-effective methods in expending school district funds, future staffing needs, and scheduling alternatives.

## Sustainability of Improvement

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

Hardee District created a Differentiated Accountability (DA) Team to include the most experienced and qualified district leaders to support the schools in the district. This District DA Team has been dedicated to the overall improvement of our Focus Schools and has made this school our top priority. The Superintendent will continue to dedicate district resources to implement research-based initiatives and interventions. The DA Team will continue to meet monthly to review student achievement data, goal implementation, and prioritize district resources, personnel, funding, and technical assistance. The Focus principals will continue to report to this team periodically to report student achievement progress and the progress of the interventions that were initiated as a result of SIP. Members of the DA Team will conduct onsite data chats periodically with the principal, assistant principal(s), and the Literacy Coaches to review and analyze student achievement data and SIP goal implementation. The District Data Coach, Title I Intervention Resource Teacher, and District Resource Teacher will continue to prioritize their services to the Focus schools to provide technical assistance and differentiated professional development. The schools will continue to meet with their School Advisory Council quarterly to report student progress and to seek input from these stakeholders on the school's improvement initiatives.

## Stakeholder Involvement

### PIP Link

<https://www.floridacims.org/documents/275366>

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

Hardee District employs each school's School Advisory Council (SAC) as the parent group that will develop each school's School Improvement Plan (SIP) jointly with each school's staff, and the school administration. The Director of Student Academic Services and Federal Programs leads the development of the District Assistance and Intervention Plan (DIAP) jointly with district leadership and school leadership. The DIAP is presented to each school's SAC for further meaningful input and feedback. The preceding groups are also responsible for the evaluation and implementation of the SIP and DIAP. The School Advisory Councils meet quarterly and address the SIP and DIAP strategies and implementation at these meetings. Each plan is placed on the district and school websites and also made available for review in each school's front office.

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

The Director of Student Academic Services & Federal Programs leads the development of the District Assistance and Intervention Plan (DIAP). District staff members contribute to the writing of various parts of the plan by reviewing school plans and the district plan and then providing feedback. Parents and school staff were included in the writing through input from school site School Advisory Councils. The DIAP was provided to schools' SACs and asked for meaningful input. Schools' input was derived through

their School Improvement Plans, data, and anecdotal records to include conversations with administrators regarding the needs at their schools.

The LEA utilizes the District Differentiated Accountability Team (DA) to lead and monitor school improvement initiatives in the district. This team is made up of district-level staff: superintendent, deputy superintendent, and directors. This team meets monthly with the Region IV Regional Executive Director to monitor student achievement, school improvement initiatives, and interventions. The DA Team also meets with school administration to provide feedback and recommendations to each school's school improvement plan.

Information learned from each review meeting was used in the writing of this plan.

## Effective Leadership

### District Turnaround Lead

#### Employee's Name and Email Address

Shayman, Bob, bshayman@hardee.k12.fl.us

#### Employee's Title

Assistant Superintendent

#### Employee's Phone Number

(863) 773-9058

#### Employee's Phone Extension

xxx

#### Supervisor's Name

Bob Shayman

#### Supervisor's Title

Assistant Superintendent

#### Employee's Role and Responsibilities

Mr. Shayman, Deputy Superintendent, is the Turnaround Lead for Hardee district. The Turnaround Leader is responsible for prioritizing and determining the tangible and intangible resources that are requisite for the Focus schools, Hardee Junior High School and Zolfo Springs Elementary. Mr. Shayman will provide financial and managerial oversight for budgets, staff hiring, scheduling, and facility operation. He will provide instructional leadership to the school's administration and leadership team in determining interventions and strategies to increase student achievement. As the visionary leader in the district, he will provide leadership in shaping the culture of the school as he coaches the school's administration in instructional leadership.

### District Leadership Team:

**Durastanti, David, ddurastanti@hardee.k12.fl.us****Title** Superintendent**Phone****Supervisor's Name****Supervisor's Title****Role and Responsibilities** Mr. Durastanti is the Superintendent of schools. He provides direction and technical assistance to the District Differentiated Team (DA).**Shayman, Bob, bshayman@hardee.k12.fl.us****Title** Assistant Superintendent**Phone****Supervisor's Name** David Durastanti**Supervisor's Title** Superintendent**Role and Responsibilities** Mr. Shayman, as the Deputy Superintendent, is the Turn Around Leader for the school district.**Albritton, Sherri, salbritton@hardee.k12.fl.us****Title** Director**Phone****Supervisor's Name** Bob Shayman**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Dr. Albritton is the Differentiated Accountability (DA) contact for the district. Her responsibilities are assessment, accountability, and student progression.**Dasher, Marie, mdasher@hardee.k12.fl.us****Title** Director**Phone****Supervisor's Name** Bob Shayman**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Mrs. Dasher provides curriculum updates and progress on non-Highly Qualified staff meeting the HQ requirements. In addition, Mrs. Dasher provides updates on the K-12 Reading plan implementation.

**Hall, Teresa, thall@hardee.k12.fl.us****Title** Director**Phone****Supervisor's Name** Bob Shayman**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Mrs. Hall is the MTSS contact for the district and provides updates each meeting on MTSS and PBS.**Kelly, George, gkelly@hardee.k12.fl.us****Title** Director**Phone****Supervisor's Name** Bob Shayman**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Mr. Kelly is the provided information and expertise to the DA Team in his role as the Director of Professional Development.**Wilkinson, Mike, mwilkinson@hardee.k12.fl.us****Title** Director**Phone****Supervisor's Name** Bob Shayman**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Mr. Wilkinson is the AVID contact for the LEA. He reports to the DA Team on the status of implementation. He is also the CTE contact and reports on these programs as well.**Educator Quality**

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

The LEA determines and ensures each Focus school has a school leadership team of high quality, including principal and assistant principal(s) with a record of increasing student achievement in a setting with similar challenges by debriefing with the principal and/or school leadership team where progress report updates are completed and next steps are discussed. The principal meets with the District Differentiated Accountability Team (DA) periodically to provide updates on student achievement and school improvement plan implementation progress. In addition, members of the DA team conduct instructional reviews and data chats with school staff to include instructional staff,



administration, and school coaches.

The DA team reviews VAM data and student achievement data to determine the instructional needs of the schools.

**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**

Determination of retaining or replacing members of teaching staff in Focus schools is made using the LEA's evaluation system. The primary purposes of the systems are to: improve the quality of instruction and school leadership by ensuring accountability for performance; provide a basis for improvement and self growth through productive teacher and leader performance appraisal; implement a performance evaluation system that promotes collaboration among teachers, leaders and evaluators; and optimize student learning and academic growth.

## Public and Collaborative Teaching

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

The Focus schools establish a common planning time within their master schedule or after contract hours using district funds, Title I funds, or School Improvement 1003a funds to allow Professional Learning Communities.

**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 LEA provides a Literacy Coach at each district school. While the Focus schools do not have an additional math or science coach, the district prioritizes the needs of these schools and provides additional technical assistance and support from district resource teachers. The District Data Coach and the District Intervention Resource Teacher support these schools in data analysis, professional development, and technical assistance to increase student achievement.

## Ambitious Instruction and Learning

### Instructional Programs

#### Reading

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

Yes

#### Writing

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

#### Reading Street: Writing to Sources and Writer's Notebook

**Program Type**

Core

**School Type**

Elementary School

**Description**

**Avid**

**Program Type** Core

**School Type** Middle School, High School

**Description** Writing is basic to thinking, learning and growth, requiring students to consider issues in new, complex ways, contributing to self-knowledge, and helping them to clarify and order experience and ideas. Writing consists of an essential, complex set of tools that enhance critical thinking—good writers tend to be good thinkers, and improving cognitive skill enhances one's writing ability. According to a survey of college students conducted by Richard Light (2001), students reported that the level of writing required was directly related to their engagement in their academic work. This relationship was stronger than the students' engagement in any other course characteristic.

**Spring Board**

**Program Type** Core

**School Type** Middle School, High School

**Description** SpringBoard provides a customizable pathway for rigorous instruction in print and online by integrating:  
 A variety of proven teaching and learning strategies  
 Relevant and increasingly complex content  
 Innovative methods that engage students on multiple levels  
 These key differences set the SpringBoard ELA program apart:  
 Teacher input: SpringBoard's challenging content and unique design are continuously informed by practicing teachers to work in the context of today's classrooms.  
 Integration: The program is vertically aligned from grades 6–12 so that all students benefit from coherence, rigor, and a consistent culture of high expectations.  
 Smart technology: SpringBoard Digital provides teachers and students with functionality that supports deep engagement with the text, standards alignment, and enhanced communication.

**Mathematics**

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

**Go Math****Program Type**

Core

**School Type**

Elementary School

**Description**

GO Math!® is the first K–8 math program written to fully support new standards. GO Math! provides teachers with in-depth instructional support, embedded professional development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success. GO Math! at both the elementary and middle school levels combine 21st-century educational technology with modern content, dynamic interactivities, and a variety of instructional videos to engage today's digital natives. Every student is supported through the universal access features of the program as they learn to think critically and apply their math knowledge. Whether using the innovative Online Student Edition or Write-in Student Edition, students have all the resources they need to succeed.

**IReady****Program Type**

Supplemental, Intensive Intervention

**School Type**

Elementary School, Middle School

**Description**

Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product that saves teachers time at a fraction of the cost of similar products. A single K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Provides rigorous, on-grade-level instruction and practice with Ready® and additional downloadable lessons to help meet individual student or small group needs. Provides personalized student instruction targeted to students' unique areas of needs and mobile apps to boost achievement. Easy-to-use reporting and ongoing progress monitoring provide educators with real-time insights for each student at the class, school, and district level.

**Math Connects****Program Type**

Core, Supplemental

**School Type**

Middle School, High School

**Description**

Macmillan/McGraw-Hill Math Connects provides opportunities for students to build their understanding of mathematical concepts and ample practice to master important skills. Most importantly, all concepts are taught through and practiced within a strong problem-solving environment, insuring that students become life-long problem solvers.

**Algebra Nation**

**Program Type** Supplemental

**School Type** High School

**Description** Algebra Nation is a collaborative initiative aimed at helping students across Florida conquer the Algebra End-of-Course Exam (EOC), a computer-based exam all algebra students need to pass for graduation credit. In 2012, 50% of high school students who took the Algebra EOC failed. In high needs schools, the results were even more alarming – over 80% of students did not pass the test. In response, the University of Florida partnered with Study Edge, an innovative educational technology company, to create Algebra Nation. Algebra Nation is a result of ongoing collaboration among teachers, professors, administrators, parents, and students. Algebra Nation provides a platform for everyone to share his or her best ideas and practices.

**Prentice Hall Math**

**Program Type** Intensive Intervention

**School Type** High School

**Description** Prentice Hall Mathematics maintains the quality content for which Prentice Hall is known, with the research-based approach students need. Daily, integrated intervention and powerful test prep help all students master the standards and prepare for high-stakes assessments.

**McDougal Litell Geometry**

**Program Type** Intensive Intervention

**School Type** 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.

**Science**

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

### Florida Science Fusion

**Program Type** Core

**School Type** Elementary School, 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.

### National Geographic

**Program Type** Core, Supplemental

**School Type** Middle School

**Description** Developed specifically for the Next Generation Science Standards (NGSS), National Geographic Exploring Science covers 100% of the NGSS for Grades K-5 to ensure student science success for the 21st century. Combine instruction in Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts to meet the rigor of the NGSS.  
Focus in-depth on 100% of the NGSS for grades K-5  
Introduce real-world science research with National Geographic Explorers, scientists, and photographers  
Connect concise content with investigations, engineering practices, and case studies for complete NGSS emersion

### Biology-Miller and Levine

**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.

## Chemistry Matter and Change

**Program Type** Core

**School Type** High School

**Description** Attract, enlighten, and engage your students with a program that helps them “bond” with chemistry. Whether you’re looking for a textbook-based program, a fully digital curriculum, or something in between, Chemistry Matter and Change gives you proven, comprehensive content with real-world concepts to help you ignite curiosity in your students.

Our program supports your differentiation needs with robust reading and math support built in. Comprehensive content, labs, and online resources are coupled with dynamic photography, diagrams, examples, and real-world connections, making this program approachable without losing the rigor you seek.

## Physical Science with Earth Space-Glencoe

**Program Type** Core

**School Type** High School

**Description**

## Physical Science-Glencoe

**Program Type** Core

**School Type** High School

**Description**

## Instructional Alignment and Pacing

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

Hardee District excels in monitoring and communicating comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders. The district has created a Differentiated Accountability (DA) leadership team to monitor and analyze student achievement data, provide school improvement technical assistance, and support the Multi-tier System of Supports (MTSS). School level administrators report to this team periodically on their school improvement progress and members of the team are provided opportunities to inquire about the school's student learning, school performance, and school improvement implementation. In addition, the District DA Team and a peer school team review each school's improvement plan and provide feedback. Members of the LEA's Differentiated Accountability (DA) Team and Region IV Team conduct instructional reviews to determine the degree of implementation of high-yield instructional strategies and Florida standards-based instructional programs and resources used in the core, remedial, and intensive intervention programs and then provide technical assistance to school leadership. The FDOE's Differentiated Accountability System's Instructional Review Checklist is used with a special emphasis on Student Engagement, Instructional Delivery, Higher Order Questioning, Rigor, and Differentiated Accountability. The district monitors the schools' implementation of the School Improvement Plan by reviewing each plan prior to submission,

District Benchmark Assessment and FAIR data reviews, data chats with school administration, instructional reviews, midyear SIP reviews and reflections, and SIP evaluations conducted at the end of the year.

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

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

No

*Provide the hyperlink to the plan*

*Provide the page numbers of the plan that addresses this question*

The LEA elementary schools collaborate with the middle school to provide elementary students an opportunity to visit the middle school and learn about the programs offered at the school. The district high school also collaborates with the middle school to provide opportunities for 8th graders to visit the high school and learn about their programs. Each of the schools provide orientation opportunities for parents and students at the beginning of each school year.

Teachers in the district meet periodically to discuss curriculum and program horizontal articulation between the elementary schools and vertical articulation between the grade levels and school levels.

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

Yes

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

*Portfolios are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*

22

*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:

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#### 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.

Strengths:

High School:

The lowest quartile in reading has been over 60% the last three years and reaching 76% in 2014.

The high school performs best in learning gains' cells. Science Proficiency has been over 50% the last two years.

Middle School:

The middle school has performed best in reading learning gains and reading lowest quartile gains.

Accelerated participation has made gains each year over the last three years.

Elementary Schools:

The elementary schools have been making gains in math proficiency the last three years-from 58.8% in

2012 to 69.7% in 2014.

Reading proficiency at the elementary level has increased from 52.1% in 2012 to 59% in 2014.

Science proficiency at the elementary level has increased from 42.8% in 2012 to 50.9% in 2014.

Reading gains and reading lowest quartile cells have both increased from 2013 to 2014.

Weaknesses:

High School:

The high school proficiency cells (reading, math, writing) have been below 50% the past two years.

Middle School:

Reading, Math, Writing, and Science proficiency has been approximately 40% the last three years.

Elementary Schools:

The elementary level has made no progress in math learning gains lowest quartile in the past two years.

### **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 “why” or 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.

x

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## 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.** Differentiated standards-based instruction, resources, programs, personnel, and professional development will increase student proficiency in reading and math for all non-proficient subgroups

## Strategic Goals Detail

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

**G1.** Differentiated standards-based instruction, resources, programs, personnel, and professional development will increase student proficiency in reading and math for all non-proficient subgroups

1a

G034989

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA English Language Arts - Achievement	2015-16	50.0
District-Wide	FSA Mathematics - Achievement	2015-16	50.0
0031 - Hardee Junior High School	FSA English Language Arts - Achievement	2015-16	63.0
0031 - Hardee Junior High School	FSA Mathematics - Achievement	2015-16	65.0
0061 - Zolfo Springs Elementary School	FSA English Language Arts - Achievement	2015-16	40.0
0061 - Zolfo Springs Elementary School	FSA Mathematics - Achievement	2015-16	40.0

### Resources Available to Support the Goal 2

- Literacy Coaches are provided for each district school.
- The LEA utilizes the District Data Coach, District Resource Teacher, and the District Intervention Resource Teacher to provide technical assistance, coaching, and professional development to teachers in high-yield instructional strategies and data disaggregation.
- The district is a member of Heartland Educational Consortium which provides technical assistance to member districts.
- The secondary schools, to include the SIG targeted school, are (AVID) Advancement Via Individual Determination schools.
- The District has created a Differentiated Accountability Team which meets monthly to analysis data, review MTSS, monitor school improvement and DIAP initiatives, and to discuss technical assistance needs of schools.
- Region IV Differentiated Accountability team members provide technical assistance to the LEA and to targeted DA schools.
- Florida Inclusion Network (FIN) provides technical assistance in exceptional education to the LEA.
- Each district school is partnered with a local business partner.

### Targeted Barriers to Achieving the Goal 3

- Lack of standards-based instruction using high yield quality instructional strategies
- Lack of alignment of Florida standards-based resources, high-yield instructional strategies, scheduling, and processes used for core, remediation, and intensive intervention for meeting the needs of students.

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

The LEA will monitor District Benchmark Assessments, FAIR data, School Grade, and AMO data at monthly District Differentiated Accountability meetings to determine goal progress.

**Person Responsible**

Sherri Albritton

**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Evidence will be student achievement reports: District Benchmark Assessments, FAIR, School Grade, and AMO reports.

## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier


**S** = Strategy

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

**G1.** Differentiated standards-based instruction, resources, programs, personnel, and professional development will increase student proficiency in reading and math for all non-proficient subgroups **1**

 G034989

**G1.B7** Lack of standards-based instruction using high yield quality instructional strategies **2**

 B083333

**G1.B7.S1** Members of the school's leadership and/or the LEA's Differentiated Accountability (DA) Team will conduct instructional reviews to determine the degree of implementation of high-yield instructional strategies and Florida standards-based instructional programs and resources used in the core, remedial, and intensive intervention programs and then provide technical assistance to school leadership. **4**

 S094209

### Strategy Rationale

The LEA believes that increasing the use of Florida standards-based instructional programs and high yield instructional strategies will increase student achievement.

### Action Step 1 **5**

The Director of Student Academic Services will create an instructional review schedule for the Differentiated Accountability Team members (district leadership) for the 2015-16 school year which prioritizes the number and frequency of reviews based on the DA Focus status.

### Person Responsible

Sherri Albritton

### Schedule

Semiannually, from 8/17/2015 to 5/31/2016

### Evidence of Completion

The evidence for this action step will be a schedule of the instructional reviews that are scheduled in DA schools and the meeting notes of the feedback provided to the principal.

**Action Step 2** 5

The DA Team will collaborate with the school's principal to align the School Improvement Plan initiatives to those areas that the team will observe.

**Person Responsible**

Sherri Albritton

**Schedule**

Semiannually, from 10/26/2015 to 5/31/2016

***Evidence of Completion***

The evidence collected will be meeting notes and observation tools created for the reviews.

**Action Step 3** 5

After each instructional review, the DA Team members will provide feedback to the school's leadership team regarding observed strengths and weaknesses.

**Person Responsible**

Sherri Albritton

**Schedule**

Semiannually, from 10/26/2015 to 5/31/2016

***Evidence of Completion***

The evidence collected will be the observation notes.

**Action Step 4** 5

After each school's instructional review, the District DA Team members will debrief about the observed Florida standards-based instructional programs, resources, and instructional strategies that were used in the core, remediation, and intensive intervention to determine how the district can better prioritize and allocate resources to meet the needs of the school.

**Person Responsible**

Sherri Albritton

**Schedule**

Semiannually, from 10/26/2015 to 5/31/2016

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

The District Differentiated Accountability Team will monitor fidelity at monthly meetings.

**Person Responsible**

Sherri Albritton

**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Evidence will be the artifacts that are mentioned in the action steps, agendas, and sign in sheets.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

The strategy will be monitored at monthly District Differentiated Accountability meetings to determine if it is reducing the barrier.

**Person Responsible**

Sherri Albritton


**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Evidence will be the data reviewed, agendas & sign in sheets of meetings, and meeting notes in which next steps were discussed.

**G1.B7.S2** The LEA will facilitate the alignment of Florida Standards with resources, instructional strategies, assessments, and programs used in the district schools through the creation of Pacing Guides in ELA and Math. **4**

 S094384

### Strategy Rationale

The LEA believes that this strategy will provide an opportunity for teachers to review the alignment of standards with the resources used in the classroom and eliminate those without proven increases in student achievement.

### Action Step 1 **5**

The LEA will facilitate the development of grades k-8 ELA and Math pacing guides by choosing classroom teachers to participate in training to learn how to develop and revise pacing guides. The District Curriculum Director, Director of Student Academic Services, District Data Coach, District Resource Teacher, District Intervention Resource Teacher, school coaches, and members of the Region IV Differentiated Accountability Team Members will provide training to teachers in how to create and revise ELA and Math pacing guides using ICPalms.

#### Person Responsible

Marie Dasher

#### Schedule

Annually, from 8/17/2015 to 6/30/2016

#### Evidence of Completion

The evidence for this action step will be the creation of pacing guides in grades k-8. In addition, meeting notes, sign in sheets, and agendas will provide evidence of teachers meeting to create pacing guides.

### Plan to Monitor Fidelity of Implementation of G1.B7.S2 **6**

The District Differentiated Accountability Team will monitor fidelity at monthly meetings.

#### Person Responsible

Sherri Albritton

#### Schedule

Monthly, from 8/17/2015 to 6/30/2016

#### Evidence of Completion

Evidence will be the artifacts that are mentioned in the action steps, agendas, and sign in sheets.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S2** 7

The strategy will be monitored at monthly District Differentiated Accountability meetings to determine if it is reducing the barrier.

**Person Responsible**

Sherri Albritton


**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Evidence will be the data reviewed, agendas & sign in sheets of meetings, and meeting notes in which next steps were discussed.

**G1.B7.S3** The LEA will facilitate high-yield differentiated Florida standards-based training by the school coaches. 4

 S094405
**Strategy Rationale**

The LEA believes that if teachers are using high-yield instructional strategies while teaching the standards, then student achievement will increase.

**Action Step 1** 5

The LEA will facilitate training in unpacking the standards, rigor in instructional strategies, the gradual release model, Webb's Depth of Knowledge, cognitive complexity, scoring rubrics, and collaborative structures.

**Person Responsible**

Marie Dasher

**Schedule**

Weekly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

The evidence collected for this action step will be the training schedule, agendas, sign in sheets, evaluations, and meeting notes.



**Action Step 2** 5

The Focus schools will send a team, teachers, principal, assistant principals, and coaches to the Region IV Differentiated Summer Academy.

**Person Responsible**

Sherri Albritton

**Schedule**

On 7/29/2016

***Evidence of Completion***

The evidence for this action step will be travel forms, meeting notes and sign in sheets from the training.

**Plan to Monitor Fidelity of Implementation of G1.B7.S3** 6

The District Differentiated Accountability Team will monitor fidelity at monthly meetings.

**Person Responsible**

Sherri Albritton

**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Evidence will be the artifacts that are mentioned in the action steps, agendas, and sign in sheets.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S3** 7

The strategy will be monitored at monthly District Differentiated Accountability meetings to determine if it is reducing the barrier.

**Person Responsible**

Sherri Albritton


**Schedule**

Monthly, from 8/17/2015 to 6/30/2016


***Evidence of Completion***

Evidence will be the data reviewed, agendas & sign in sheets of meetings, and meeting notes in which next steps were discussed.

**G1.B9** Lack of alignment of Florida standards-based resources, high-yield instructional strategies, scheduling, and processes used for core, remediation, and intensive intervention for meeting the needs of students. **2**

 B083336

**G1.B9.S1** The LEA will continue to implement a Multi-Tiered System of Supports (MTSS) Plan to analyze the standards-based programs, instructional strategies, resources, assessments, and professional development to determine if they are meeting the needs of core, remediation, and intensive intervention. **4**

 S094111

### **Strategy Rationale**

The LEA believes that this strategy will help more students become proficient and decrease the need for remediation and intensive intervention.

### **Action Step 1** **5**

The LEA has created a Differentiated Accountability District Team comprised of the Superintendent, Deputy Superintendent, district Directors, and the Region IV Executive Director to meet monthly to review the progress of district schools (student achievement data and School Improvement implementation) and the structures in place in the district to support schools.

#### **Person Responsible**

Sherri Albritton

#### **Schedule**

Monthly, from 8/17/2015 to 6/30/2016

#### ***Evidence of Completion***

The evidence collected for this action step are monthly agendas, sign in sheets, and meeting notes.

**Action Step 2** 5

Each month, the district leadership will review any collected student achievement data, demographic data, or perception data to include: district benchmark assessments, anecdotal data, instructional review observational data, principal and assistant principal walk-through data, teacher professional development attendance and evidence of use in the classroom, teacher's self reflection, lesson plans, and data chats with school leadership and teachers and determine the implications for core, remediation, and intensive intervention as part of the CNA.

**Person Responsible**

Sherri Albritton

**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

The evidence for this action step will be monthly meeting notes, agendas, and sign in sheets which demonstrate the review of the data and implications.

**Action Step 3** 5

The Director of Student Academic Services will create an instructional review schedule for the Differentiated Accountability Team members (district leadership and Region IV members) for the 2015-16 school year which prioritizes the number and frequency of instructional reviews at the schools based on the DA Focus status.

**Person Responsible**

Sherri Albritton

**Schedule**

Quarterly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

The evidence for this action step will be a schedule of the instructional reviews that are scheduled in DA schools and the meeting notes of the feedback provided to the principal.

**Action Step 4** 5

The Director of Exceptional Education, LEA MTSS lead, will meet with guidance counselors, school coaches, school leadership, district leadership, and teacher representatives to review the current MTSS written plan and determine any needs for revision.

**Person Responsible**

Teresa Hall

**Schedule**

Quarterly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

The evidence for this action step will be agendas, sign in sheets, meeting notes which document discussions about the MTSS plan.

**Action Step 5** 5

The District Differentiated Accountability Team will prioritize meeting with school principals to provide differentiated technical assistance to district schools based on the school's DA category.

**Person Responsible**

Sherri Albritton

**Schedule**

On 6/30/2016

***Evidence of Completion***

The evidence collected will be a prioritized schedule for meeting with school principals.

**Action Step 6** 5

The LEA will prioritize the schedule of district personnel, the District Data Coach, District Resource Teacher, and the District Intervention Resource Teacher to provide differentiated technical assistance to district schools based on the school's DA category: Priority, Focus, Prevent, and grade B and A schools.

**Person Responsible**

Sherri Albritton

**Schedule**

On 6/30/2016

***Evidence of Completion***

The evidence collected will be the schedule of the District Data Coach which documents prioritized services to schools.

**Action Step 7** 5

The Director of Curriculum and the Director of Student Academic Services will meet with the schools' Literacy Coaches quarterly to review student achievement data, professional development, coaching, and the structures in place for core, remediation, and intensive intervention and the directors will schedule more frequent meetings for coaches Focus schools.

**Person Responsible**

Marie Dasher

**Schedule**

Quarterly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

The evidence for this action step will be calendared meetings, sign in sheets, agendas, and meeting notes.

**Action Step 8** 5

District Leadership will review the School Improvement Plans of all schools to determine the current standards-based programs, instructional strategies, resources, assessments, and professional development used at the schools and any needs. Each school principal will meet with the district leadership to review the School Improvement Plan.

**Person Responsible**

Sherri Albritton

**Schedule**

Semiannually, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

The evidence collected for this action step will be agendas, sign in sheets, meeting notes outlining the current standards-based programs, instructional strategies, resources, assessments, and professional development used at the schools.

**Action Step 9** 5

The District Data Coach will present to district leadership on progress monitoring (FAIR, District Benchmark Assessments) and outcome (FCAT, FSA, EOC, School grades, AMOs) trends at each grade level at each school in reading and math over the past 5 years in an effort to determine strengths and weaknesses.

**Person Responsible**

Julie Farr

**Schedule**

Quarterly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

The evidence for this action step will be the presentation notes, sign in, agenda.

**Action Step 10** 5

The LEA will direct each school's Literacy Coach to provide a professional development calendar for the 2014-2015 which outlines all of the planned differentiated professional development offered to teachers to include: modeling, coaching cycle, whole group training, grade level training, Lesson Study, and School Improvement initiatives.

**Person Responsible**

Marie Dasher

**Schedule**

Semiannually, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

The evidence for this action step will be a calendar submitted by each school's Literacy Coach.

**Action Step 11** 5

The district leadership will schedule professional development and technical assistance training from Region IV Differentiated Accountability Team Members, and other organizations such as the Florida Inclusion Network, FDLRS, and Florida's Problem Solving & Response to Intervention Project as a method of improving the district's MTSS structures and processes.

**Person Responsible**

Sherri Albritton

**Schedule**

Semiannually, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

The evidence for this action step will be calendared trainings, sign in sheets, and meeting notes.

**Plan to Monitor Fidelity of Implementation of G1.B9.S1** 6

The District Differentiated Accountability Team will monitor fidelity at monthly meetings.

**Person Responsible**

Sherri Albritton

**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Evidence will be the artifacts that are mentioned in the action steps, agendas, and sign in sheets.

**Plan to Monitor Effectiveness of Implementation of G1.B9.S1** 7

The strategy will be monitored at monthly District Differentiated Accountability meetings to determine if it is reducing the barrier.

**Person Responsible**

Sherri Albritton

**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Evidence will be the data reviewed, agendas & sign in sheets of meetings, and meeting notes in which next steps were discussed.



**G1.B9.S2** Professional Learning Communities (PLCs) will conduct Lesson Study to analyze standards-based programs, resources, and instructional strategies used in core, remediation, and intensive intervention. **4**

 S094401

### Strategy Rationale

The LEA believes that this strategy will improve student achievement as teachers analyze how to strengthen the core program.

### Action Step 1 **5**

Hardee Junior High School's administration will create Professional Learning Communities (PLCs) which are comprised of content area teachers to meet for job-embedded professional learning.

#### Person Responsible

Sherri Albritton

#### Schedule

Monthly, from 8/17/2015 to 6/30/2016

#### Evidence of Completion

Evidence of this completed action step will be the timesheets, meeting notes, agendas, and products created as a result of the meetings.

### Action Step 2 **5**

PLC lead teachers will provide meeting notes to school administration after meetings and meet with school leadership monthly to discuss PLC progress and determine upcoming learning goals.

#### Person Responsible

Doug Herron

#### Schedule

Weekly, from 8/17/2015 to 6/30/2016

#### Evidence of Completion

The evidence for this action step will be weekly meeting notes and monthly agendas, sign ins, and meeting notes.

**Action Step 3 5**

The District Turn Around Leader will attend the meetings of PLC groups to monitor group meeting effectiveness.

**Person Responsible**

Bob Shayman

**Schedule**

Semiannually, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

The evidence for this action step will be PLC meeting notes indicating that the District Turn Around Leader was in attendance.

**Plan to Monitor Fidelity of Implementation of G1.B9.S2 6**

The District Differentiated Accountability Team will monitor fidelity at monthly meetings.

**Person Responsible**

Sherri Albritton

**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Evidence will be the artifacts that are mentioned in the action steps, agendas, and sign in sheets.

**Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7**

The strategy will be monitored at monthly District Differentiated Accountability meetings to determine if it is reducing the barrier.

**Person Responsible**

Sherri Albritton

**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Evidence will be the data reviewed, agendas & sign in sheets of meetings, and meeting notes in which next steps were discussed.

**G1.B9.S3** Extended day and Extended year programs will be implemented at DA and Title I schools to meet the need of core, remediation, intensive intervention, and enrichment. 4

 S094422

### Strategy Rationale

The LEA believes that the needs of some students can only be achieved with extended time.

#### Action Step 1 5

The Title I schools will provide extended day programs for remediation and enrichment which will be available to all students.

##### Person Responsible

Sherri Albritton

##### Schedule

On 6/30/2016

##### Evidence of Completion

The evidence collected for this action step will be letters and flyers sent to parents and students to advertise the extended day programs, teacher time sheets, student attendance records, plan books detailing high-quality extended day programs.

#### Action Step 2 5

The district leadership will meet with the Focus principals to monitor extended day and year programs and to provide technical assistance as needed.

##### Person Responsible

Sherri Albritton

##### Schedule

Semiannually, from 8/17/2015 to 6/30/2016

##### Evidence of Completion

The evidence for this action step will be meeting notes

**Plan to Monitor Fidelity of Implementation of G1.B9.S3** 6

The District Differentiated Accountability Team will monitor fidelity at monthly meetings.

**Person Responsible**

Sherri Albritton

**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Evidence will be the artifacts that are mentioned in the action steps, agendas, and sign in sheets.

**Plan to Monitor Effectiveness of Implementation of G1.B9.S3** 7

The strategy will be monitored at monthly District Differentiated Accountability meetings to determine if it is reducing the barrier.

**Person Responsible**

Sherri Albritton

**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

***Evidence of Completion***

Evidence will be the data reviewed, agendas & sign in sheets of meetings, and meeting notes in which next steps were discussed.

## Implementation Timeline

## Professional Development Opportunities

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

**G1.** Differentiated standards-based instruction, resources, programs, personnel, and professional development will increase student proficiency in reading and math for all non-proficient subgroups

**G1.B7** Lack of standards-based instruction using high yield quality instructional strategies

**G1.B7.S2** The LEA will facilitate the alignment of Florida Standards with resources, instructional strategies, assessments, and programs used in the district schools through the creation of Pacing Guides in ELA and Math.

### PD Opportunity 1

The LEA will facilitate the development of grades k-8 ELA and Math pacing guides by choosing classroom teachers to participate in training to learn how to develop and revise pacing guides. The District Curriculum Director, Director of Student Academic Services, District Data Coach, District Resource Teacher, District Intervention Resource Teacher, school coaches, and members of the Region IV Differentiated Accountability Team Members will provide training to teachers in how to create and revise ELA and Math pacing guides using ICPalms.

#### Facilitator

Region IV Differentiated Accountability Team Members

#### Participants

Instructional staff from the k-8 schools chosen by the LEA to participate

#### Schedule

Annually, from 8/17/2015 to 6/30/2016

**G1.B7.S3** The LEA will facilitate high-yield differentiated Florida standards-based training by the school coaches.

### **PD Opportunity 1**

The LEA will facilitate training in unpacking the standards, rigor in instructional strategies, the gradual release model, Webb's Depth of Knowledge, cognitive complexity, scoring rubrics, and collaborative structures.

#### **Facilitator**

District Title I Intervention Resource Teacher, School Literacy Coaches, Region IV DA Team members

#### **Participants**

instructional staff at all schools

#### **Schedule**

Weekly, from 8/17/2015 to 6/30/2016

### **PD Opportunity 2**

The Focus schools will send a team, teachers, principal, assistant principals, and coaches to the Region IV Differentiated Summer Academy.

#### **Facilitator**

Region IV Differentiated Accountability Team

#### **Participants**

Focus school teams

#### **Schedule**

On 7/29/2016

**G1.B9** Lack of alignment of Florida standards-based resources, high-yield instructional strategies, scheduling, and processes used for core, remediation, and intensive intervention for meeting the needs of students.

**G1.B9.S1** The LEA will continue to implement a Multi-Tiered System of Supports (MTSS) Plan to analyze the standards-based programs, instructional strategies, resources, assessments, and professional development to determine if they are meeting the needs of core, remediation, and intensive intervention.

### **PD Opportunity 1**

The district leadership will schedule professional development and technical assistance training from Region IV Differentiated Accountability Team Members, and other organizations such as the Florida Inclusion Network, FDLRS, and Florida's Problem Solving & Response to Intervention Project as a method of improving the district's MTSS structures and processes.

#### **Facilitator**

Region IV team members, FIN, FLDRS

#### **Participants**

district leadership

#### **Schedule**

Semiannually, from 8/17/2015 to 6/30/2016



## Technical Assistance Items

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

**G1.** Differentiated standards-based instruction, resources, programs, personnel, and professional development will increase student proficiency in reading and math for all non-proficient subgroups

**G1.B9** Lack of alignment of Florida standards-based resources, high-yield instructional strategies, scheduling, and processes used for core, remediation, and intensive intervention for meeting the needs of students.

**G1.B9.S1** The LEA will continue to implement a Multi-Tiered System of Supports (MTSS) Plan to analyze the standards-based programs, instructional strategies, resources, assessments, and professional development to determine if they are meeting the needs of core, remediation, and intensive intervention.

### PD Opportunity 1

The LEA will prioritize the schedule of district personnel, the District Data Coach, District Resource Teacher, and the District Intervention Resource Teacher to provide differentiated technical assistance to district schools based on the school's DA category: Priority, Focus, Prevent, and grade B and A schools.

#### Facilitator

District Data Coach and District Intervention Resource Teacher

#### Participants

school staff

#### Schedule

On 6/30/2016

**G1.B9.S2** Professional Learning Communities (PLCs) will conduct Lesson Study to analyze standards-based programs, resources, and instructional strategies used in core, remediation, and intensive intervention.

### PD Opportunity 1

PLC lead teachers will provide meeting notes to school administration after meetings and meet with school leadership monthly to discuss PLC progress and determine upcoming learning goals.

#### Facilitator

SIG school leadership

#### Participants

PLC lead teachers

#### Schedule

Weekly, from 8/17/2015 to 6/30/2016

### PD Opportunity 2

The District Turn Around Leader will attend the meetings of PLC groups to monitor group meeting effectiveness.

#### Facilitator

Bob Shayman, Deputy Superintendent, District Turn Around Leader

#### Participants

PLC instructional staff

#### Schedule

Semiannually, from 8/17/2015 to 6/30/2016

## Budget

### Budget Data

1	G1.B7.S1.A1	The Director of Student Academic Services will create an instructional review schedule for the Differentiated Accountability Team members (district leadership) for the 2015-16 school year which prioritizes the number and frequency of reviews based on the DA Focus status.	\$0.00
2	G1.B7.S1.A2	The DA Team will collaborate with the school's principal to align the School Improvement Plan initiatives to those areas that the team will observe.	\$0.00
3	G1.B7.S1.A3	After each instructional review, the DA Team members will provide feedback to the school's leadership team regarding observed strengths and weaknesses.	\$0.00

## Budget Data

4	G1.B7.S1.A4	After each school's instructional review, the District DA Team members will debrief about the observed Florida standards-based instructional programs, resources, and instructional strategies that were used in the core, remediation, and intensive intervention to determine how the district can better prioritize and allocate resources to meet the needs of the school.	\$0.00
5	G1.B7.S2.A1	The LEA will facilitate the development of grades k-8 ELA and Math pacing guides by choosing classroom teachers to participate in training to learn how to develop and revise pacing guides. The District Curriculum Director, Director of Student Academic Services, District Data Coach, District Resource Teacher, District Intervention Resource Teacher, school coaches, and members of the Region IV Differentiated Accountability Team Members will provide training to teachers in how to create and revise ELA and Math pacing guides using ICPalms.	\$0.00
6	G1.B7.S3.A1	The LEA will facilitate training in unpacking the standards, rigor in instructional strategies, the gradual release model, Webb's Depth of Knowledge, cognitive complexity, scoring rubrics, and collaborative structures.	\$0.00
7	G1.B7.S3.A2	The Focus schools will send a team, teachers, principal, assistant principals, and coaches to the Region IV Differentiated Summer Academy.	\$0.00
8	G1.B9.S1.A1	The LEA has created a Differentiated Accountability District Team comprised of the Superintendent, Deputy Superintendent, district Directors, and the Region IV Executive Director to meet monthly to review the progress of district schools (student achievement data and School Improvement implementation) and the structures in place in the district to support schools.	\$0.00
9	G1.B9.S1.A10	The LEA will direct each school's Literacy Coach to provide a professional development calendar for the 2014-2015 which outlines all of the planned differentiated professional development offered to teachers to include: modeling, coaching cycle, whole group training, grade level training, Lesson Study, and School Improvement initiatives.	\$0.00
10	G1.B9.S1.A11	The district leadership will schedule professional development and technical assistance training from Region IV Differentiated Accountability Team Members, and other organizations such as the Florida Inclusion Network, FDLRS, and Florida's Problem Solving & Response to Intervention Project as a method of improving the district's MTSS structures and processes.	\$0.00
11	G1.B9.S1.A2	Each month, the district leadership will review any collected student achievement data, demographic data, or perception data to include: district benchmark assessments, anecdotal data, instructional review observational data, principal and assistant principal walk-through data, teacher professional development attendance and evidence of use in the classroom, teacher's self reflection, lesson plans, and data chats with school leadership and teachers and determine the implications for core, remediation, and intensive intervention as part of the CNA.	\$0.00
12	G1.B9.S1.A3	The Director of Student Academic Services will create an instructional review schedule for the Differentiated Accountability Team members (district leadership and Region IV members) for the 2015-16 school year which prioritizes the number and frequency of instructional reviews at the schools based on the DA Focus status.	\$0.00
13	G1.B9.S1.A4	The Director of Exceptional Education, LEA MTSS lead, will meet with guidance counselors, school coaches, school leadership, district leadership, and teacher representatives to review the current MTSS written plan and determine any needs for revision.	\$0.00

## Budget Data

14	G1.B9.S1.A5	The District Differentiated Accountability Team will prioritize meeting with school principals to provide differentiated technical assistance to district schools based on the school's DA category.	\$0.00
15	G1.B9.S1.A6	The LEA will prioritize the schedule of district personnel, the District Data Coach, District Resource Teacher, and the District Intervention Resource Teacher to provide differentiated technical assistance to district schools based on the school's DA category: Priority, Focus, Prevent, and grade B and A schools.	\$0.00
16	G1.B9.S1.A7	The Director of Curriculum and the Director of Student Academic Services will meet with the schools' Literacy Coaches quarterly to review student achievement data, professional development, coaching, and the structures in place for core, remediation, and intensive intervention and the directors will schedule more frequent meetings for coaches Focus schools.	\$0.00
17	G1.B9.S1.A8	District Leadership will review the School Improvement Plans of all schools to determine the current standards-based programs, instructional strategies, resources, assessments, and professional development used at the schools and any needs. Each school principal will meet with the district leadership to review the School Improvement Plan.	\$0.00
18	G1.B9.S1.A9	The District Data Coach will present to district leadership on progress monitoring (FAIR, District Benchmark Assessments) and outcome (FCAT, FSA, EOC, School grades, AMOs) trends at each grade level at each school in reading and math over the past 5 years in an effort to determine strengths and weaknesses.	\$0.00
19	G1.B9.S2.A1	Hardee Junior High School's administration will create Professional Learning Communities (PLCs) which are comprised of content area teachers to meet for job-embedded professional learning.	\$0.00
20	G1.B9.S2.A2	PLC lead teachers will provide meeting notes to school administration after meetings and meet with school leadership monthly to discuss PLC progress and determine upcoming learning goals.	\$0.00
21	G1.B9.S2.A3	The District Turn Around Leader will attend the meetings of PLC groups to monitor group meeting effectiveness.	\$0.00
22	G1.B9.S3.A1	The Title I schools will provide extended day programs for remediation and enrichment which will be available to all students.	\$0.00
23	G1.B9.S3.A2	The district leadership will meet with the Focus principals to monitor extended day and year programs and to provide technical assistance as needed.	\$0.00
<b>Total:</b>			<b>\$0.00</b>