

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

62 - Taylor

Mr. Paul E Dyal, Superintendent
Melissa Ramsey, Region 1 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

The Taylor County School District is committed to equipping students for life-long learning through lessons in academics, accountability, and attitude.

District Vision Statement

The Taylor County School District will provide a rigorous and relevant education for all our students, in an effort to prepare them to be successful citizens in the 21st Century.

Supports for School Improvement

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

The collective responsibility of the District Leadership Team is to insure alignment between state, district, and school initiatives through implementation of the District MTSS Plan. This is achieved through regular analysis of the results of universal screenings and Early Warning Systems data provided by school-based leadership teams, review of summative data collections such as MTSS Surveys, Needs Assessments, Benchmarks of Quality, and statewide assessments, as well as on-going assessments including classroom walkthroughs to provide input, oversight and leadership for the school-based leadership teams, working in a cooperative spirit for continuous improvement of student achievement. The Director of Instruction (DOI) is responsible both for school improvement and federal programs under ESEA. In this capacity, the DOI relies on several district processes to analyze data and meets with school leaders and other district leaders to prioritize funds and activities. Allocations of local and federal funds are aligned with school needs with interventions applicable to the school's focus areas and differentiated accountability designations. Schools with a Focus or Priority designation receive additional support as determined by problem solving outcomes. Protocols used within the LEA to ensure identification and alignment of resources aimed at maximizing student potential are

1. Annual Summer Leadership Institutes are scheduled by the Director of Personnel/Professional Development and the Director of Instruction/Federal Grants. The intent of this leadership institute is to provide a focused opportunity to problem-solve around data at the district, school, classroom, teacher, and administrative levels. Agenda items include articulation sessions for transitioning grades (pre k to K; 2 to 3; 5 to 6; 8 to 9) to ensure that plans for needed instructional supports for all students are in place; strategies to align tiered supports within the district, develop and insure the inventory of resources is maintained; and provision of administrative training to insure school-based leadership is equipped to provide clear guidance for instructional decision-making at the school and classroom level.
2. LEA-wide school-level data chats and FCIM activities enable schools to identify trends and patterns using school-wide and grade-level data gathered at quarterly intervals to provide high-quality instruction and address intervention needs. The District-Based Leadership Team conducts quarterly on-site visits to assist school administration in calibrating their instructional assessments and support of teachers and helps to insure that the practice of high-quality instruction and intervention are

matched to student needs during these visits. After all assessments and site visits are completed, district-wide debriefing sessions are facilitated by the Director of Instruction to ensure desired student outcomes are maximized across priority and focus schools. The district calendar of assessments, on-site visits, and instructional leadership meetings are scheduled by the Director of Instruction and Federal Programs.

3. Taylor County is a District Action-Planning Problem-Solving (DAPPS) district. Monthly meetings of the DAPPS District Leadership Team (DLT), made up of the superintendent, district administrators, and principals, are organized by the ESE Supervisor and PS/Rtl Liaison. At these meetings, action plans using the 8 Step Problem-Solving Process reflect the ongoing, systematic planning/problem solving used by the team to outline decisions addressing the targeted needs of students in Taylor County. These action plans provide a unified approach to improve instruction and student engagement across the district.

4. The Director of Instruction conducts regularly scheduled meetings with Instructional Coaches to ensure that coaches are adequately prepared to provide instructional support at every grade level in the core subject areas. The Supervisor of ESE/Student Services conducts regularly scheduled meetings (every 6 weeks) with the district PBS Coaches to review discipline data, discuss trends, evaluate needs and develop plans to improve student engagement at Tiers 1 and 2. In addition to meeting with the PBS Coaches, weekly meetings are held with ESE Specialists to discuss the quality delivery of services for students with disabilities who are served across all three tiers. The process of working collaboratively between the district and school level teams, as well as support personnel (subject area coaches, PBS coaches, ESE Specialists) helps to ensure organizational readiness for systemic change. Collaboration and calibration are key to the successful implementation of improvement plans in the Taylor County School District.

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 Taylor County School District allocates baseline resources to schools based upon board adopted staffing plans and additional funding is based upon actual student enrollment. Additional funding is provided to schools based upon their needs as evidenced through data sets. Student and teacher performance results provide the foundation for data-driven decision making. For example, student performance results dictate which students may need additional learning time and support.

Description of District DA Monitoring Activities:

School Level Data Chats: School administrators schedule data analysis meetings with individual teachers or teams to review, and revise if necessary, progress monitoring, assessment, grade distribution data, EWS indicators and the instructional implications based upon analysis of the data. Completion of School Level Analysis/FCIM Progress Monitoring: School leadership teams complete self-assessments and prepare for DLT DA site visits. The DLT meets with SBLT to review data, action plans, and assess needs.

Differentiated Accountability Compliance Visits: The DLT and SBLT visit schools to complete walk-throughs with school leadership using "Instructional Elements" to verify needs and gain information to assist with improvement planning.

DLT DA Debriefing - After completing instructional walk-throughs at each school site and a thorough review of the school site data, the DLT will assist the SBLT with identification and implementation of strategies and improvement initiatives. It is at this point that the actual monitoring of resource supports and processes are in place to differentiate allocation of resources based upon need.

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

The district has been very proactive in the quest for school improvement. School leadership was replaced at both of the Focus and Priority schools in 2013. Additional Math/Science coaches have been hired to support additional content area instruction. Ongoing professional development has been provided to staff, instructional coaches, and leadership.

The Taylor County School District shall continue to use a reflective collaboration process to determine school needs and make adjustments to the improvement action plans. Improving student achievement will involve a careful analysis of student data with particular attention being given to each areas of focus.

It is the intent of the LEA to provide an efficient Multi-Tiered System of Support (MTSS) with sufficient professional development based upon the identified needs of the instructional personnel to enable high quality standards-based instruction. Utilizing data-differentiated instruction to provide instructional supports and interventions that are directly correlated to student need will be the ultimate goal.

Problem solving and action planning require time! The district and the schools are committed to providing time for district personnel, school leadership, instructional coaches, and teachers to meet, discuss, reflect upon data, and make informed instructional decisions. Schools will be required to outline this annually within their improvement planning schedules which will includes: School-wide Data Analysis Days, Teacher and Student Data Chats, FCIM Plans, EWS Monitoring and MTSS Intervention meeting dates and times. It is the intent of the LEA that continual exposure to data will help to build a district and school cultures that value the use of reliable, complete information to guide decisions and solve problems.

School improvement efforts can and will improve student learning. There is no beginning or end to school improvement; it is cyclical. Essentially, the 8 step problem solving model will be used to guide decisions to add, modify, or remove improvement strategies. The District Leadership Team will facilitate the problem-solving process on an as needed basis.

Data driven decision making will result in:

- focused staff development programs as an improvement strategy to address documented problems/needs
- budget allocations for programs based upon data-informed needs,
- staff assignments based on skills needed as indicated by the data,
- organized factual reports to the community about the learning progress of students,
- goal setting based on data about problems with possible explanations,
- staff meetings that focus on strategies and issues raised by the local school's data,
- regular parent communication regarding the progress of their children, and
- administrative team meetings that focus on measured progress toward data-based improvement goals.

Specific policies and practices that the district plans to create or modify in order to strengthen the systems that support school-based leadership teams as they implement interventions:

1. Early Warning System: Evaluate needs at various grade levels and develop a district protocol.
2. Progress Monitoring Data Collection: Determine specific data sets and formats for collection to facilitate cross-school interface and articulation.
3. MTSS District-wide Intervention and Data Capture Processes: Develop formal system and collection process for both Tier 2 and Tier 3.
4. Action Planning and Problem Solving Process: Normalize the use of the 8 Step Problem Solving Model across the district at the leadership level and the 4 Step Problem Solving Process at the student level.

As in most small and rural districts, the district and school leadership teams will work together to develop and refine the policies and practices outlined above.

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 Taylor County School district affords each site based leadership team the operational autonomy to utilize the 8 Step Problem Solving Model to make decisions about staffing needs, scheduling resources, and allocating budget funds as necessary. Participation in regularly scheduled and on-going monitoring through coordinated efforts of the school and district leadership teams of the schools' resources enables adjustments to be made as needed. Flexible and focused accountability and support systems are critical to continuously improving the academic achievement of all students, closing achievement gaps, and providing educational equity. School-based leadership has the charge to recognize student growth and school progress through the use of Florida's Grading System and Annual Measureable Objective Targets, align accountability determinations with support and capacity-building efforts, and provide for systemic, context-specific interventions that focus on the lowest-performing sub-groups with the largest achievement gaps. If a need arises, the school based leadership team has the authority to revise plans and reallocate resources. The district is also involved in the District Action Planning and Problem Solving (DAPPS) Process. Each school principal is, also, a member of the District DAPPS team.

Some of the district initiatives that guide and support sound decision making and operational flexibility are:

- Monthly Instructional Leadership Meetings which provide a venue for open discussion about site based needs, concerns, and problem solving.
- Quarterly School Level Data Chats and Florida Continuous Improvement Model (FCIM) Action Planning create an ongoing analytical environment where School Based Leadership Teams (SBLT) are constantly working with teachers to assess growth and areas in need of additional support. Although the district provides guidance and develops protocols for school endeavors, the actual inner-workings of the school are facilitated by the principal. Decisions about teacher evaluation, placement, and scheduling are handled at the school level, as are decisions regarding differentiated recognition, accountability, and support. The principal also has autonomy over managing the school's allocations and budget utilization to meet the needs of the school.

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

This district's school improvement process builds in sustainability by front-loading professional development and technical assistance expenditures, and investing heavily in teacher and administrative capacity building. These investments will ensure that in future years, the district will be able to provide the necessary financial support to continue implementation as the financial impact will be significantly lower. As Priority and Focus schools improve as a result of interventions, the district will plan to sustain and nourish improvement initiatives by extending and adapting them over time to meet the ever-evolving needs of the schools. Prolonged, continuous improvement requires continually asking and acting on the answers to several key questions: How can we do better tomorrow? What's working and what is not? What do we need to change next? Essentially, through the ongoing use of the 8 Step Problem Solving Process, the DLT and SBLT will strive to make sound improvement decisions.

To maintain improvement initiatives beyond the DA designation will involve persistent, clearly articulated expectations of excellence to all stakeholders. Routinely inspecting what is expected will take place through the use of classroom walkthroughs and district differentiated accountability visits. Facilitated vertical and horizontal time for collaboration and discussion will serve as an ongoing enhancement of improvement efforts. Additionally, school improvement efforts, based on data showing positive change results, will be used as springboards to enact additional improvements, promoting the philosophy that "good enough never is" and asking the question, "How can we do

better tomorrow than we did today?" Finally, the ability to be flexible and adapt improvement efforts that may not have achieved the expected outcomes as planned will be part of the fine-tuning of continued improvement efforts. Funding will support initiatives that are proven successful and those indicated as necessary by the data.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275321>

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

Taylor County is a small rural district where the schools are an integral part of all community functions. Our schools have relationships with local businesses, industries, services organizations, churches, and civic groups. For the purposes of School Improvement efforts to be implemented as a result of the District TurnAround Process, if activated, the district will use a Community Assessment Team to review grade level performance data for grade levels in differentiated accountability. Data that the CAT team will review will include progress monitoring data, such as Discovery Education Assessment, Write Score, FAIR, high stakes assessment data such as FSA, EOC, ITBS, and AMO targets, along with Early Warning System indicators which include attendance and discipline referrals. The CAT will utilize the 8 Step Problem Solving Process to determine, analyze, and develop plans to recommend actions to improve school performance.

The Taylor County Community Assessment Team will include members from the community, parents, school and district level representatives. The Taylor County School District is unique in that 98% of the students attend school in Perry and only 2% in Steinhatchee. Students attend Perry Primary School in grades K through 2 and then move on to Taylor County Elementary School for grades 3 through 5. Although Perry Primary School is the primary feeder and receives the grade earned by Taylor County Elementary School, it is not eligible for the SIG 1003(g), but the LEA made the decision to include representation from Perry Primary School on the CAT. Steinhatchee School serves approximately 2% of the K-5 student population in the district.

The DLT visits each school in the district to review current school improvement legislation and outline district plans and related statutory requirements. Ongoing school improvement problem solving, action planning, and onsite instructional reviews make up our improvement system.

Although the school district has a good working relationship with entities in the county, family engagement continues to be an identified barrier to student success. There are many parent involvement goals outlined in the Taylor County Title I Parent Involvement Plan that can be at <https://app1.fldoe.org/bsa/ParentInvolvementPlan/MainMenu.aspx> or <http://www.fldoe.org/flbpso/pi/pipp.asp>.

In an effort to increase family engagement, raise test scores, and equip parents with the necessary tools to help their children academically, the Taylor County K-5 schools are working together to implement an innovative way of parent conferencing through the Academic Parent Teacher Team (APTT) model. The traditional parent-teacher conference is being replaced by the APTT model which consists of three group meetings throughout the year, where teachers meet with all parents in their classroom. Each parent is provided with a folder of their child's performance indicators. Teachers then provide an in-depth coaching session on how to interpret this data based on overall classroom performance, school benchmarks, and state standards. Parents are provided with strategies and tools to help support learning at home. While working together, parents and teachers set goals for their students both individually and as a class.

Research has proven that when parents and schools work together, children are more successful. As a school system, we need to educate parents on ways to help their children. APTT is a positive way for teachers and parents to work together and enhances communication between the two stakeholders. It also provides parents with the knowledge needed for helping their child become the best student they can possibly be. All Taylor County K-5 parents are encouraged to attend their child's school on

designated APTT nights.

In addition to the APTT family engagement initiatives, the K-5 schools have many other community organizations involved in the educational programming. "Character Now" is a non-profit character education program that involves social skills classwide presentations, mentoring, and a daily "Words of Wisdom" announcement. The Taylor County Master Gardeners, in conjunction with 4-H IFAS, provide weekly horticultural and nutrition education for students. The Taylor County Health Department provides dental support services and tobacco prevention education resources. Buckeye Employees Federal Credit and FSU Tree Capital Credit Unions provide the schools with financial support for student recognition and incentives. Parents and community member volunteers provide additional emotional and academic support.

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

Determining whether or not our educational system is preparing students for the demands of the 21st century requires a comprehensive look at identified indicators across our diverse student population. The decisions are best facilitated using a data-based problem-solving process. The effectiveness of engaging in that process of empower educators to collaboratively and systematically adjust instruction requires assessment of problem-solving practices. School leadership is integrally involved in monthly meeting district action planning and problem-solving process (DAPPS) utilizing the 8 Step Problem-Solving Process. All plans, including the District Turn-Around Plan and the interventions required to facilitate student growth and achievement, are addressed through problem-solving and action planning. Historically, the Taylor County School District has facilitated an on-going progress monitoring process even when there were no identified DOE DA schools. The District Differentiated Accountability process involves scheduled progress monitoring, school level data analysis, grade level, teacher, and student data chats, use of the Florida Continuous Improvement Model (FCIM), site visits and instructional walkthroughs involving school and district personnel. Also part of the District Differentiated Accountability process involves vertical articulation visits between sending and receiving schools.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Hathcock, Sharon, sharon.hathcock@taylor.k12.fl.us

Employee's Title

Director

Employee's Phone Number

(850) 838-2500

Employee's Phone Extension

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Supervisor's Name

Paul Dyal

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

The role of the district turnaround lead in Taylor County is one that focuses on strategic approaches that build capacity, encourage initiatives, and provide opportunities and incentives that support

improvement efforts.

Building school turn-around capacity includes

- Assisting schools in selecting the best approaches for improvement efforts
- Recruiting and selecting high-potential turnaround leaders and school operators
- Targeting and differentiating support based on need
- Building parent and community support for dramatic action in failing schools

Turnaround opportunities provided by the district lead are designed to enable the ability to fix struggling schools:

- By giving high-capacity school leaders or start-fresh operators “the big yes” – the political cover to make tough decisions
- Through empowering these leaders and operators to manage staff, funding, and time

The district turnaround lead also assists with opportunities and incentives to complement school improvement initiatives:

- Setting clear, fast timelines for results; expecting strong gains in Year One,
- Facilitating “Try try again” when initial efforts fall short,
- and Maintaining a commitment to success!

District Leadership Team:

Dyal, Paul, paul.dyal@taylor.k12.fl.us	
Title	Superintendent
Phone	(850) 838-2500
Supervisor's Name	Governor Rick Scott
Supervisor's Title	Administrator
Role and Responsibilities	<p>In addition to serving at the Chief Executive Officer of the Taylor County School District, the Superintendent serves as an active member of the District Differentiated Accountability Leadership Team.</p> <p>The leadership of the superintendent is critical to successful implementation of MTSS in Taylor County, insuring that MTSS and the problem-solving process is the under-pinning of the district’s way of work. The Superintendent’s responsibility is to ensure that there is district support for MTSS in the form of policy implementation and enforcement, financial infrastructure, and ensure oversight of the district implementation plan.</p>

Thompson, Michael, michael.thompson@taylor.k12.fl.us**Title** Director**Phone** 850-838-2512**Supervisor's Name** Director of Student Support Services**Supervisor's Title** Superintendent**Role and Responsibilities**

The Director of Student Support Services position oversees discipline, drop-out prevention, virtual education, equity, and Title IX. In addition to these job duties, the Director of Student Support Services serves as an active member of the District Differentiated Accountability Leadership Team. He participates in all District Differentiated Accountability initiatives.

The Director of Student Support Services has the responsibility of insuring that the DLT meeting follows the problem solving process with integrity, using the MTSS 8 Step Problem Solving Template and facilitation discussion components as a guide. The last item on each DBLT meeting agenda will be the review of the results of the completed to help insure the processes of the problem-solving team process at the district level will continually improve.

Walker, Jan, jan.walker@taylor.k12.fl.us**Title** Director**Phone** (850) 838-2500**Supervisor's Name** Paul Dyal**Supervisor's Title** Superintendent**Role and Responsibilities**

The Director of Personnel manages staffing allocations, employee hiring, and certification activities within the district. Additional duties include Title III, ESOL, and Professional Development. The Director of Personnel is also an active member of District Differentiated Accountability Leadership Team and participates in instructional rounds, data analysis and problem solving, and district level decision making.

The Director of Personnel is responsible for working with the Director of Instruction and Supervisor of ESE and Student Services to insure that administrative and instructional personnel have professional development opportunities that enable effective implementation of the MTSS processes and that the personnel evaluation system is structured in a manner that supports effective implementation with fidelity. At DLT meetings, the Director of Personnel will act as time keeper/parliamentarian to insure that all voices are equally heard and the focus on the problem-solving process is maintained throughout the MTSS DLT meeting.

Patrick, Ramona, ramona.patrick@taylor.k12.fl.us

Title Director

Phone 850-838-2536

Supervisor's Name Paul Dyal

Supervisor's Title Superintendent

Role and Responsibilities

The Supervisor of Exceptional Student Education provides educational programs for students with disabilities and related support services. In addition, this position facilitates the district's MTSS and PBS programs. As a member of the District Differentiated Accountability Leadership Team, the ESE Supervisor makes instructional rounds, analyzes data and participates in MTSS problem solving. The Supervisor of Exceptional Student Education and Student Services is appointed by the Superintendent as the primary contact person for MTSS processes in the district. The ESE/SS Supervisor is responsible for organization of district-level MTSS meetings, dissemination of relevant information to team members, maintenance of documentation processes, assisting with organization of school-based leadership team development, and contributing to the professional development activities. The Supervisor of ESE and Student Services is directly responsible for the assurance that all MTSS processes meet IDEA and ADA compliance requirements.

Additionally, the Supervisor of ESE and Student Services will develop the agenda for DBLT, facilitate the DLT meetings, supporting action plans developed during DLT meetings, and maintain other documentation of the district meetings. At a minimum, DLT meetings will be scheduled to follow quarterly instructional review summary meetings organized by the DOI and will focus on data analysis of universal screenings at school level and results of the site visits to facilitate a discussion of actions needing to be taken at the district level to support the School-Based Leadership Teams.

Hathcock, Sharon, sharon.hathcock@taylor.k12.fl.us

Title Director

Phone 850-838-2500

Supervisor's Name Paul Dyal

Supervisor's Title Superintendent

Role and Responsibilities

The Director of Instruction & Federal Programs facilitates the K-12 instructional curriculum within the district including educational program development, textbook selection and related professional development. This position also oversees the Head Start Program and manages Title I, II and VI. Currently the Director of Instruction serves as the District Turnaround Lead and facilitates the District Differentiated Accountability School Improvement initiatives.

The Director of Instruction (DOI) is responsible for establishing the schedule for Universal Screenings, district-level data chats that coincide with a school level review of the results of universal screenings, quarterly school site visits by the DLT, and coordinating district DA activities that are critical to the MTSS process at the district and school-based levels. The Director of Instruction will disseminate results of universal screenings to members of the DLT. At the beginning of each school year, the DOI will disseminate a DA data organizational template for each site to maintain the results of the universal screenings.

Working in concert with the Director of Personnel and the Supervisor of ESE and Student Services, the DOI will suggest and oversee professional development to insure quality implementation of MTSS/Problem-Solving processes. At DLT meetings, the DOI will serve as note-taker, using the MTSS Action Planning Template for documentation of the meeting.

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 Taylor County School District Leadership Team reviews the school level data, makes focused site visits and articulates with the SBLT to determine strengths, weaknesses and areas to improve. These discussions include staff performance data, student growth and achievement data, and other pertinent factors. Data is used to make determinations about staff retention and replacement.

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

Teacher growth and achievement data is used to make retention replacement decisions. Performance data is also used to make position placement changes.

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

Determining whether or not our educational system is preparing students for the demands of the 21st century requires a comprehensive look at identified indicators across our diverse student population. The decisions are best facilitated using a data-based problem-solving process. Based upon data analyses, resources are allocated to Focus and Priority schools to meet identified needs. Additional early release days are built into the district calendar to allow more indepth common planning and professional development.

Collaborative teaching was identified as an area of need on school level 5 Essentials reports. Schools are in the process of investigating strategies to shore up collaborative efforts within schools and between schools.

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 is currently using Title I and Title II funds to provide additional content area coaches to meet the instructional needs of the Focus and Priority schools. The district works in conjunction with the school sites to monitor the daily activities and responsibilities of the instructional coaches.

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:

Journeys, K-5

**Program
Type**

Core

**School
Type**

Elementary School

Description

The Comprehensive Core Instructional Program Houghton Mifflin Harcourt's Journeys provides a core writing program that is used in Kindergarten through 5th grade. This all inclusive program includes Common Core aligned Write About Reading performance tasks, Common Core Writing Handbook spiraling instruction of narrative, informative, and opinion forms. Journeys also provides explicit instruction of spelling, the process of writing including writing traits and strategies, as well as grammar instruction. There are grammar lessons and daily skill practice that are assessed weekly. Students are involved in text dependent writing in all grade levels. In addition, the 4th graders are completing narrative and expository prompt wiring with an emphasis on elaboration and supporting details.

SpringBoard, Grades 6-12

Program Type Core

School Type Middle School, High School

Description Using SpringBoard, students will have opportunities to read deeply and develop critical thinking skills and writing skills needed as 21st Century Learners. Purposeful student writing activities will be relevant, rigorous, interactive and collaborative. Students will develop skills that enable them to be able to evaluate, analyze, write, and communicate effectively.

Write Score, Grades K-12

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description The LEA provides Write Score services to all grade levels as a part of the district's formative assessment system. Student essays that are hand-scored according to state-mandated criteria and reflect similar findings. Machine-scored essays cannot mirror the state's scoring process to provide accurate results. Write Score uses professional, trained scorers in a process that replicates the state's scoring process. An analysis of student writing that identifies strengths and weaknesses to inform the most effective instruction and guarantee differentiation according to needs. Individual student data reports linked directly to an online bank of targeted lesson plans designed to meet specific needs of individual students, small groups, or whole classes. Teachers can access data and lessons anytime, anywhere to provide immediate intervention or support. Professional development for educators to support data analysis and best instructional practices. Write Score provides training and materials to help teachers use analytical results to identify student needs and design instruction to help students master those needs.

Collections, Grades 6-12

Program Type Supplemental

School Type Middle School

Description The HMH Collections curriculum is used to provide supplemental reading instruction to students in grades 6-12.

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:

HMH Go Math**Program Type**

Core

School Type

Elementary School

Description

GO Math! is a focused program designed to meet the objectives and intent of the Common Core State Standards for Mathematics. The author team for GO Math! consists of mathematics educators and school district personnel and includes representation from the leadership of NCTM. The team's balance between state and national perspectives as well as the team's research expertise and practical experience makes GO Math! both accessible and mathematically sound. GO Math! was specifically written to provide thorough coverage of the CCSS with an emphasis on depth of instruction. Particular attention was given to providing support for teachers as they transition to a focused, rigorous curriculum. These efforts are apparent in the ways lessons begin with context-based situations and progress toward more abstract problems. Students and teachers are supported as they advance from concrete to abstract content through the use of models and math talk prompts presented in the Student Editions, and sample questions provided in the Teachers Editions. The program is designed so that teachers can easily create the environments necessary for teaching the Common Core State Standards for Mathematics with depth without having to develop new materials. - See more at: <http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/go-math#sthash.HCQ6SCZg.dpuf>

Big Ideas - Grades 6-8**Program Type**

Core

School Type

Middle School

Description

Professional development from Big Ideas; MTSS interventions; Discovery Assessment and Digital Educator training

Mountain Math, Grades K-5**Program Type**

Supplemental

School Type

Elementary School

Description

The LEA uses Mountain Math as a supplemental math curriculum to support student growth and achievement Mountain Math and Mountain Math Extensions correlate to the Common Core State Standards Initiative. Preview, practice, and review are important components of any program. Mountain Math provides these necessary components in an organized, easy, fun, teacher friendly format. Your students will love the variety of skills they review each day.

HMH- Geo, Alg, and Trig**Program Type** Core**School Type****Description** DA/CIM training, Rtl trainings, professional development from HMH; Digital Educator trainings**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:****HMH Fusion, Grades K-8****Program Type** Core**School Type** Elementary School, Middle School**Description** Science Fusion gives students a meaningful way to interact with science. Every click, every page turn, every lab and activity is an opportunity for students to ask questions, think critically, and make informed decisions. In any direction a student turns, they will be asked to inquire, think, predict, analyze, and apply. These skills are the foundation for success in science, in school, and in life. - See more at: <http://www.hmhco.com/shop/education-curriculum/science/elementary-science/sciencefusion#sthash.gWyaFHpa.dpuf>**Glencoe McGraw Hill Chem, Physics, Bio, Physical Science - Grades 9-12****Program Type** Core**School Type** High School**Description** Taylor County High School also uses Szpyrka curriculum maps for Biology and Discovery Ed progress monitoring to provide data based instruction and remediation. The following texts are used:
Chemistry: Matter and Change (Glencoe Mc-Graw-Hill)
Physics - Physics Principles and Problems (Glencoe Mc-Graw Hill)
Bio - Biology Glencoe Science (Glencoe Mc-Graw Hill)
Physical Science - Physical Science by Glencoe (The Mc-Graw Hill Companies)
Biomed - Digital PLTW Books and Classroom resources**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**

Taylor County uses a district-wide Early Warning System (EWS) to gather specific data about instruction and student engagement in grades K-12. Key EWS metrics include attendance, discipline, progress monitoring data, and current student grades. The purpose of the EWS is to make issues less opaque, more personal, and to serve as a starting point for possible intervention - to become an incubator network that would begin to refine the data and discover ways in which instruction is not successfully addressing student needs on a systems level. The district leadership team uses the analysis of the EWS (updated at 4.5 week intervals), the results of the FCAT or other year-end standardized assessments, PBS Tier 1 evaluations tools (BAT, BoQ, and PIC), and the results of additional universal screenings to analyze the health of Tier 1 as well the relationship of Tier 1 to Tier 2 interventions.

Assessments used at Tier 1 should be able to answer specific questions in order to help guide problem solving efforts at Tier 1 and should align with evidence-based instructional standards adopted in the State of Florida that ALL students are expected to master. Some of those questions are (but not limited to):

1. What percent of students are meeting grade level expectations and/or are "on track" for promotion/graduation?
2. Is Tier 1 instruction for each grade level content or subject area effective (i.e., approximately 80% or more students are proficient or making significant growth)?
3. How effective have improvement plans (i.e., SIP) been at increasing growth of all students in addition to reaching higher percentages of students reaching proficiency in content and subject areas?
4. Which students demonstrate significant gaps between their current performance on Tier 1 assessments in relation to grade level expectations of performance for a given point in time?
5. What is the relationship between Tier 1 formative classroom assessments or benchmark assessments and performance on summative measures (e.g., FCAT, end-of-course exams, etc.)

To ensure continuity and utilization of the problem-solving process across the district, a member of the District Level Team (DLT) attends the School Level Team (SLT) meetings as an observer of the team problem-solving process, using the Tier 1 Critical Components Checklist to document the observation. Immediately following the SLT meeting, the results of the observation are discussed with the school administrative staff to help ensure the fidelity of the implementation of the problem-solving process as the way of work in Taylor County. The SLT addresses the results of the observation in the form of an action plan in effort to increase the fidelity of using the team problem-solving process. At subsequent DLT meetings, the results of all SLT meeting observations will be evaluated in a systemic view to evaluate the growth of fidelity when using the problem-solving process across the district. Grade-level teams (GLT) manage Tier 2 (Standard Protocol) interventions at each site. GLTs are trained in the Four Step Problem-Solving Process to analyze the results of the intervention in terms of the grade, class, group, subgroups, and individual student. Each site has a school level tech/data team to assist in data analysis and data management. Alignment with core instruction and assessment of fidelity of implementation is maintained by the SBLT.

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?

Yes

Provide the hyperlink to the plan

<http://www.taylor.k12.fl.us/Default.asp?PN=DocumentUploads>

Provide the page numbers of the plan that addresses this question

Pages 8 - 10

The district essentially is a single feeder district and uses transition strategies for both students and families between each school. These activities include site visits to the new school, tours, early registration, etc.

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.

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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:

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.

Schools within the Taylor County School District have strengths that are inherent to a small, rural, single-feeder school district. Curriculum and instructional planning are completed as a team network. Our district 5 Essentials Executive Summary also supports this claim. Ambitious instruction is rated as Strong; hence, much effort has been placed on cultivating extensive knowledge of the Florida State Standards and implementing ambitious instruction to support student mastery of the standards. The FSA quintile list data analysis extrapolation also points to the fact that our third grade reading scores should be right at the state average based upon the percentage of Taylor 3rd graders on the list. Additionally, our Discovery Education Assessment #3 indicates that gains have been made in both reading and math at most grade levels. Hopefully our FSA data will also depict these increases.

Areas of need as evidenced by data are:

-Supportive Environment, as shown in the 5 Essentials Summary, is a weak area for the Taylor County School District. Thus the need for additional support in the areas of teacher-student relationship building, developing growth mindsets, and behavioral interventions are necessary. 5th grade NGSSS Science and Biology EOC scores also indicate a need for additional support in the science content area. Discovery Education Assessment #3 data also indicates a need for additional intervention supports in the core math and reading areas to meet the differentiated needs of our learners.

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.

As our district leadership team has worked through the DAPPS process using the 8 step problem solving process, we seem to draw the following root causes or "whys."

-Efforts over the past few years have focused on the data. More attention must be given to the needs and skill sets of the instructional staff.

-Although a comprehensive EWS system has been in place, we must strive to do more than identify struggling learners.

-Interventions have been in place; yet, students still are deficient. Our district must ensure that instructional staff understand the process of intervention paired with quality Tier I instruction.

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.** If a comprehensive system of supports is provided to insure that each student meets requirements for the next grade level and is on track for graduation with their cohort, then it will be evidenced by increased promotion rates and decreased retention rates at each grade level.
- G2.** If an effective multi-tiered system of supports is implemented to ensure all students receive relevant, high-quality instruction delivered with fidelity across the tiers, then students will proficiently master grade level standards.

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. If a comprehensive system of supports is provided to insure that each student meets requirements for the next grade level and is on track for graduation with their cohort, then it will be evidenced by increased promotion rates and decreased retention rates at each grade level. 1a

 G035061

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)	2015-16	64.0

Resources Available to Support the Goal 2

- Instructional review team
- Commitment for improvement and change by the District Leadership Team
- Adequate data collection system in place
- Lots of technology in schools
- Timely professional development provided to teachers
- District and school teams have diverse perspectives in looking at problems and resources available
- Site based decision making is in action within the district
- Open communication system across the district

Targeted Barriers to Achieving the Goal 3

- Consensus with the understanding and use of an Early Warning System

Plan to Monitor Progress Toward G1. 8

Comparison of Dropout Rates of Students with IEPs- 14/15 to 15/16

Person Responsible

Michael Thompson


Schedule

On 6/30/2016

Evidence of Completion

Dropout rate data

G2. If an effective multi-tiered system of supports is implemented to ensure all students receive relevant, high-quality instruction delivered with fidelity across the tiers, then students will proficiently master grade level standards. **1a**

 G030364

Targets Supported **1b**

Focus	Indicator	Year	Target
0041 - Taylor County Elementary Schl	Attendance rate	2015-16	94.0
0111 - Steinhatchee School	Attendance rate	2015-16	94.0
0041 - Taylor County Elementary Schl	FCAT 2.0 Math Proficiency	2015-16	60.0
0041 - Taylor County Elementary Schl	FCAT 2.0 Reading % proficient	2015-16	65.0
0111 - Steinhatchee School	FCAT 2.0 Math Proficiency	2015-16	55.0
0111 - Steinhatchee School	FCAT 2.0 Reading % proficient	2015-16	57.0

Resources Available to Support the Goal **2**

- Fiscal resources available to support parent involvement activities
- Attendance rewards (determined by school site)
- Sufficient curricula and resources in classrooms
- An effective system of progress monitoring and data management (DEA, FAIR, Performance Matters)
- Open system of communication within the district at all levels
- Opportunities for professional development
- Academic coaches at every school site

Targeted Barriers to Achieving the Goal **3**

- Poor student attendance
- Parents and teachers lack understanding of data and how it is used to improve instruction
- Stakeholders lack knowledge of high-impact instructional teaching practices and Florida's new State Standards
- Because of negative experiences themselves, many parents are not effectively involved in the educational processes of their children.
- Some teachers are not comfortable and skilled with parent communication
- Lack of vertical and horizontal collaboration - planning by teachers by grade level and grade-to-grade progression
- Stakeholders lack a full understanding of grade level expectations
- Lack of support for teachers in implementing standards-based, high-quality instruction
- Additional instructional time is needed for struggling students
- School teams need additional behavior management training

Plan to Monitor Progress Toward G2. 8

Data will be monitored to assess achievement against expected incremental growth target at predetermined intervals (Monthly School Level Data Checks and Quarterly District Monitoring).

Person Responsible

Sharon Hathcock

Schedule

Quarterly, from 10/17/2014 to 6/5/2017

Evidence of Completion

Comparison of progress monitoring indicators with established growth targets to determine gap and need for adjustments in instructional strategies and resources.

Plan to Monitor Progress Toward G2. 8

Implementation progress will be discussed during monthly principals meetings.

Person Responsible

Sharon Hathcock

Schedule

Monthly, from 10/1/2014 to 6/5/2017

Evidence of Completion

Minutes, agendas, teacher PD survey responses, principal walk-through data

Plan to Monitor Progress Toward G2. 8

Teacher response to professional development will be collected and compared to principal and other School-Based Leadership Team observations.

Person Responsible

Michael Thompson

Schedule

Quarterly, from 8/31/2014 to 6/5/2017

Evidence of Completion

Analysis of teacher response to professional development in comparison to principal walk-through data.

Plan to Monitor Progress Toward G2. 8

Risk ratio for suspension/expulsion for greater than 10 days for students with disabilities for 2015/16 school year will be 1.5% or less

Person Responsible

Ramona Patrick

Schedule

Monthly, from 1/30/2015 to 6/30/2016

Evidence of Completion

Discipline risk ratios are calculated for students with disabilities by dividing the discipline rate of a special by the rate of all none disabled students.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If a comprehensive system of supports is provided to insure that each student meets requirements for the next grade level and is on track for graduation with their cohort, then it will be evidenced by increased promotion rates and decreased retention rates at each grade level. **1**

 G035061

G1.B2 Consensus with the understanding and use of an Early Warning System **2**

 B083603

G1.B2.S1 work with the DAPPS and BEESS teams to develop a system for monitoring Early Warning System indicators relevant to the district dropout and graduation rates for students with disabilities. **4**

 S094388

Strategy Rationale

EWS protocols will enable monitoring of struggling students more effectively and efficiently

Action Step 1 **5**

Schedule DAPPS problem solving meetings

Person Responsible

Ramona Patrick

Schedule

Monthly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Agenda, Sign In Sheets, Action Plans developed as a result of the meetings; notes

Action Step 2 5

Enhance and Focus EWS protocols and monitoring system

Person Responsible

Ramona Patrick

Schedule

On 6/1/2016

Evidence of Completion

EWS protocols outlined and communicated to all school based leadership teams

Action Step 3 5

Implement Check and Connect

Person Responsible

Ramona Patrick

Schedule

Monthly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Implement the Check and Connect Protocol and Progress Monitoring;

Action Step 4 5

Implement Check and Connect

Person Responsible

Ramona Patrick

Schedule

Monthly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Implement the Check and Connect Protocol and Progress Monitoring

Action Step 5 5

Increase/reduce LRE indicators (BPIE)

Person Responsible

Ramona Patrick

Schedule

On 6/1/2016

Evidence of Completion

LEA Profile documentation; Results of the FSP

Action Step 6 5

Increase/Decrease LRE Indicators - School BPIEs self-assessment and development of FIN Service Plans for each school site

Person Responsible

Ramona Patrick

Schedule

On 6/30/2016

Evidence of Completion

Completion of School BPIEs

Action Step 7 5

Work with ESE Specialists and Administrators to develop co-teaching training and implementation plans for each site

Person Responsible

Ramona Patrick

Schedule

On 6/30/2016

Evidence of Completion

Sign-In Sheets, Training Materials, Follow-up Activities

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

DAPPS meeting agendas and sign-in sheets

Person Responsible

Ramona Patrick

Schedule

Monthly, from 8/11/2014 to 6/30/2016

Evidence of Completion

Review of progress made in the development and use of the EWS for students with IEPs.

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

EWS protocols in use by all schools

Person Responsible

Paul Dyal

Schedule

Semiannually, from 10/1/2014 to 6/1/2016

Evidence of Completion

EWS reports, status, and updates

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

LRE Profile, Indicator 5; AMO Targets outlined on FSP

Person Responsible

Ramona Patrick

Schedule

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

Evidence of Completion

LRE Profile, Indicator 5: AMO Targets outlined on FSP

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

Disaggregate subgroup data for determine if students are closing the Tier 1 gap

Person Responsible

Ramona Patrick

Schedule

Monthly, from 10/9/2015 to 6/30/2016


Evidence of Completion

EWS data reports


G2. If an effective multi-tiered system of supports is implemented to ensure all students receive relevant, high-quality instruction delivered with fidelity across the tiers, then students will proficiently master grade level standards. 1

 G030364

G2.B1 Poor student attendance 2

 B070729

G2.B1.S2 Continue to use APTT meetings to promote awareness of the importance of school attendance 4

 S094370

Strategy Rationale

Increase in parent involvement will result in an increase in student attendance

Action Step 1 5

Develop attendance goals with parents at each APTT meeting

Person Responsible

Charles Finley

Schedule

On 5/24/2016

Evidence of Completion

APTT powerpoint presentations and handouts

Action Step 2 5

Develop attendance goals with parents at each APTT meeting

Person Responsible

Julie Hurst

Schedule

On 5/24/2016

Evidence of Completion

APTT powerpoint presentations and handouts

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

Fidelity checklists will be completed at APTT meetings along with Walkthrough Observations

Person Responsible

Julie Hurst

Schedule

Quarterly, from 8/10/2015 to 5/24/2016

Evidence of Completion

APTT Fidelity Checklists

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

Student Attendance will be monitored monthly

Person Responsible


Michael Thompson

Schedule

Monthly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Average Daily Attendance by grade level and Early Warning absentee lists.

G2.B3 Parents and teachers lack understanding of data and how it is used to improve instruction 2 B070737**G2.B3.S1** Student data will be shared with parents in a format that is easy to understand. 4 S189484**Strategy Rationale**

If parents understand test scores and student grades, they will be able to support student learning and their own child's needs more effectively.

Action Step 1 5

Student formative and summative assessment score reports will be provided to families in a timely manner.

Person Responsible

Michael Thompson

Schedule

Quarterly, from 10/1/2015 to 6/1/2016

Evidence of Completion**Action Step 2** 5

Update website to insure testing information (accommodations, scores, dates, reports, contact information, etc.) is readily available for parent access

Person Responsible

Michael Thompson

Schedule

Semiannually, from 10/8/2015 to 6/30/2017

Evidence of Completion

The district website and each school/department website will display appropriate testing information for parental access, training, and support

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Student score reports will be sent home within 30 days to families.

Person Responsible

Michael Thompson

Schedule

Quarterly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Copies of score release dates will be maintained.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Random check to be conducted to determine if information is readily available

Person Responsible

Jan Walker

Schedule

Triannually, from 10/12/2015 to 10/8/2017

Evidence of Completion

Completion of a random check and report to the DLT of the results

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Review results of parent survey to determine if parents perceive data format and availability of data is easy to understand and if changes have made an improve

Person Responsible

Sharon Hathcock


Schedule

On 6/30/2016


Evidence of Completion

Results of parent surveys

G2.B5 Stakeholders lack knowledge of high-impact instructional teaching practices and Florida's new State Standards 2

 B070740

G2.B5.S1 To increase stakeholder knowledge of the use of data to differentiate instruction 4

 S079301

Strategy Rationale

When parents and teachers understand how to interpret and act on data, they will be able to plan instruction to meet student needs and student achievement will increase.

Action Step 1 5

Utilize instructional coaches (see Barrier 8 below) to facilitate ongoing data disaggregation and collaborative planning in reading and math at all grade levels.

Person Responsible

Sharon Hathcock

Schedule

Annually, from 8/11/2014 to 6/5/2017

Evidence of Completion

Team planning documentation

Action Step 2 5

Facilitate the implementation of the Performance Matters Early Warning System and MTSS through professional development and support to School-Based Leadership Teams

Person Responsible

Ramona Patrick

Schedule

Quarterly, from 7/1/2014 to 6/5/2017

Evidence of Completion

Usage data of EWS; sign-in sheets; lists of identified at-risk students

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Quarterly updates on the strategies outlined in the action plan will be made by the DLT

Person Responsible

Michael Thompson

Schedule

Quarterly, from 7/1/2014 to 5/24/2016

Evidence of Completion

Meeting agendas, sign-in sheets, and progress toward goal attainment

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Progress monitoring data will be reviewed to determine if the number of students scoring at levels 1 and 2 are decreasing.

Person Responsible

Sharon Hathcock

Schedule

Quarterly, from 9/30/2014 to 6/5/2017

Evidence of Completion

Discovery Education Data, Performance Matters Data, EWS Data

G2.B5.S2 To develop understanding of the MTSS system among stakeholders-parents, students, teachers, administrators, school support staff, and community members. 4

 S079302

Strategy Rationale

When stakeholders understand and are able to implement a multi-tiered system of support, student needs are addressed at all levels.

Action Step 1 5

Provide professional development on ways to assess Tier 1: High Quality Instruction for school staff

Person Responsible

Ramona Patrick

Schedule

Monthly, from 6/5/2014 to 6/30/2016

Evidence of Completion

Professional development documentation, powerpoint handouts, meeting surveys, and sign-in sheets

Action Step 2 5

Develop an awareness presentation for families regarding Tier 1 MTSS characteristics: curriculum, data, instructional strategies, and classroom environment.

Person Responsible

Ramona Patrick

Schedule

On 6/30/2016

Evidence of Completion

MTSS Tier 1 Awareness Overview for Parents, Parent Handouts, Powerpoint, and Sign-in Sheets

Action Step 3 5

Reach out to community organizations - Girls & Boys Club; faith community; Chamber of Commerce; Early Learning Coalition

Person Responsible

Paul Dyal

Schedule

Semiannually, from 7/1/2014 to 6/5/2017

Evidence of Completion

Agendas, Talking points, commitment documents from external organizations

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Completion of MTSS Professional Development for School Staff and Parents

Person Responsible

Ramona Patrick

Schedule

Monthly, from 7/25/2014 to 6/30/2016

Evidence of Completion

MTSS Professional Development Agenda, APTT Meeting #1 Agenda, Presentations, Sign-In Sheets, and PD Follow-up

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Progress monitoring and early warning system data will reflect increased proficiency in reading and math and improved attendance.

Person Responsible

Michael Thompson


Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Progress Monitoring Data from FOCUS, Performance Matters, and EWS Systems

G2.B5.S3 To enable successful implementation of Florida's new State Standards and aligned curriculum frameworks. **4**

 S079303

Strategy Rationale

When teachers understand the revised standards and grade level curriculum expectations, they can better gauge the rigor of required instruction and determine where instructional supports are needed.

Action Step 1 **5**

To provide ongoing, job-embedded, professional development and technical assistance with the implementation of Florida's State Standards for instructional staff throughout the school year.

Person Responsible

Sharon Hathcock

Schedule

Monthly, from 7/1/2014 to 6/5/2017

Evidence of Completion

All professional development opportunities on master calendar with appropriate follow-up.

Plan to Monitor Fidelity of Implementation of G2.B5.S3 **6**

Classroom Walk-throughs

Person Responsible

Julie Hurst

Schedule

Biweekly, from 9/1/2014 to 6/7/2017

Evidence of Completion

Walk-throughs will be documented using standardized observation tools.

Plan to Monitor Effectiveness of Implementation of G2.B5.S3 7

Classroom walk-throughs

Person Responsible


Charles Finley

Schedule

Monthly, from 9/1/2014 to 6/7/2017

Evidence of Completion


Comparisons of walk-through documentation to rubrics.

G2.B5.S4 To deliver rigorous instruction aligned with the new Florida State Standards 4
 S093916
Strategy Rationale


Rigorous, aligned instruction is necessary to accelerate student to enable students to be on grade level.

Action Step 1 5**Person Responsible****Schedule*****Evidence of Completion*****Action Step 2** 5**Person Responsible****Schedule*****Evidence of Completion***

G2.B6 Because of negative experiences themselves, many parents are not effectively involved in the educational processes of their children. **2**

 B070741

G2.B6.S1 Research and develop a program to educate parents on the importance of the home-school relationship. **4**

 S079548

Strategy Rationale

Parents will see the need and importance of regular school attendance, and will ensure that their child attends school regularly.

Action Step 1 **5**

School based leadership teams will research and carry out methods to deliver information to families out in the community (ie. churches, sporting events, and other special occasions)

Person Responsible

Sabrina Lytle

Schedule

Quarterly, from 8/15/2014 to 6/5/2017

Evidence of Completion

Promotional flyers, brochures, newspaper articles, and guest speakers

Action Step 2 **5**

Provide Academic Parent Teacher Teams as a family engagement and relationship building initiative.

Person Responsible

Sharon Hathcock

Schedule

Quarterly, from 8/8/2014 to 6/5/2017

Evidence of Completion

Professional Development for Teachers, APTT Schedule for 2014-2015, Data Powerpoints, Parent Goals

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Relationship building events with families in the community and at school.

Person Responsible

Julie Hurst

Schedule

Quarterly, from 8/15/2014 to 6/5/2015

Evidence of Completion

Agendas and Sign-in Sheets

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Increased parent support will be evident with parent and student attendance.

Person Responsible

Debby Powers


Schedule

On 6/5/2015

Evidence of Completion

Increased student proficiency in reading and math as well as attendance.

G2.B6.S2 Facilitate team-building strategies in the classroom to strengthen relationships between teachers and students. 4

 S079549

Strategy Rationale

Teachers and parents working together can better support and reinforce each child's learning.

Action Step 1 5

Leadership support for teachers in the area of relationship and team building.

Person Responsible

Sharon Hathcock

Schedule

Semiannually, from 8/11/2014 to 6/30/2016

Evidence of Completion

Professional development agendas, sign-in sheets and follow-up

Plan to Monitor Fidelity of Implementation of G2.B6.S2 6

Classroom Walk Throughs

Person Responsible

Charles Finley

Schedule

Biweekly, from 9/1/2014 to 6/7/2017

Evidence of Completion

Classroom walkthroughs documented on standardized forms

Plan to Monitor Effectiveness of Implementation of G2.B6.S2 7

Teacher and Student Surveys

Person Responsible



Sharon Hathcock

Schedule

Semiannually, from 8/15/2014 to 6/7/2017

Evidence of Completion

Survey analysis will show the impact of this strategy on both teachers and students.

G2.B7 Some teachers are not comfortable and skilled with parent communication 2 B070742**G2.B7.S1** Provide professional development for teachers on the impact of relationships, positive support, and active engagement and its correlation to student achievement. [copy] 4 S080031**Strategy Rationale**

Empower teachers to more effectively promote positive relationships to improve attendance.

Action Step 1 5

Provide Kagan Collaborative Structures professional development and coaching to all school staff.

Person Responsible

Sharon Hathcock

Schedule

Annually, from 8/12/2014 to 6/5/2017

Evidence of Completion

Professional Development Agendas, Sign-in sheets, PD Follow-up, Coaching Schedules, Observation Records

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Fidelity of the implementation of Kagan strategies will be monitored through classroom walkthroughs, lesson plans, and observations

Person Responsible

Sharon Hathcock

Schedule

Monthly, from 8/29/2014 to 6/5/2015

Evidence of Completion

Samples of lesson plans, classroom walkthrough documentation

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Improved classroom working environment and increased student engagement.

Person Responsible

Charles Finley


Schedule

Bi Weekly, from 8/15/2014 to 6/5/2015


Evidence of Completion

Increased student attendance rates and student achievement in reading and math.

G2.B8 Lack of vertical and horizontal collaboration - planning by teachers by grade level and grade-to-grade progression **2**

 B070744

G2.B8.S1 Facilitate cross grade level, cross school site vertical Florida State Standards instructional planning and articulation sessions to complete long range planning each quarter. **4**

 S093912

Strategy Rationale

To enable high quality instruction at every grade level, in addition to being knowledgeable of their own grade level, teachers need to be aware of expectations in the grade above and below their grade level.

Action Step 1 **5**

The DLT will schedule and facilitate quarterly vertical FSS instructional long range planning sessions.

Person Responsible

Sharon Hathcock

Schedule

On 6/30/2017

Evidence of Completion

Meeting agenda, sign-in sheets, and follow-up notes

Plan to Monitor Fidelity of Implementation of G2.B8.S1 **6**

Monitoring the implementation of the Florida State Standards vertical instructional planning will take place through lesson plan reviews and classroom walkthroughs at the school sites.

Person Responsible

Charles Finley

Schedule

Monthly, from 8/25/2014 to 6/4/2017

Evidence of Completion

Fidelity of implementation will be determined by the coverage of grade level state standards.

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7

The strategy will be monitored for effectiveness through teacher and instructional coach input along with state test data.

Person Responsible


Sharon Hathcock

Schedule

Quarterly, from 9/12/2014 to 6/4/2017

Evidence of Completion

Instructional staff climate surveys and state testing results.

G2.B12 Stakeholders lack a full understanding of grade level expectations 2
 B070753

G2.B12.S1 Monthly collaboration meetings will be held between Perry Primary School and Taylor County Elementary School to develop a more efficient system for second to third grade instruction and student progression. 4

 S189488
Strategy Rationale

Students must be adequately prepared for grade level transition; thus teachers must understand the appropriate rigor required by each grade level.

Action Step 1 5

Participants will share information from the collaborative meeting with teachers at both school sites.

Person Responsible



Pamela Padgett

Schedule

Monthly, from 8/1/2015 to 6/1/2016

Evidence of Completion

Monthly collaboration meeting notes and evidence of it being shared with site teachers.

G2.B19 Lack of support for teachers in implementing standards-based, high-quality instruction 2 B070984**G2.B19.S1** Interventionists are needed to provide additional MTSS supports for struggling students. 4 S079551**Strategy Rationale**

Additional resources are needed due to the high number of students in need of MTSS.

Action Step 1 5

Hire and train personnel to provide additional learning time and MTSS services.

Person Responsible

Ramona Patrick

Schedule

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

Evidence of Completion

Annual contracts, training logs, curriculum

Plan to Monitor Fidelity of Implementation of G2.B19.S1 6

Train SBLT on use of MTSS Process and Procedures for implementation with integrity and fidelity

Person Responsible

Ramona Patrick

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, agenda, powerpoints, follow-ups, collaboration with the PS/Rtl project

Plan to Monitor Fidelity of Implementation of G2.B19.S1 6

Develop implementation strategy and data analysis to assess effectiveness of implementation/use of MTSS

Person Responsible

Ramona Patrick

Schedule

Monthly, from 8/6/2014 to 5/29/2015

Evidence of Completion

Monitoring using Tier 1, Tier 2, and Tier 3 implementation checklists from the PS/Rtl project, with follow-up trainings provided based on results from structured observations of the MTSS meetings; agenda, sign-in sheets, action plans, and other deliverables

Plan to Monitor Effectiveness of Implementation of G2.B19.S1 7

The SBLT will observe MTSS data of targeted students to determine the effect of the system on student achievement.

Person Responsible

Ramona Patrick

Schedule


On 6/5/2015

Evidence of Completion

Increased proficiency in reading and math scores according to pm data

G2.B19.S2 Incentives for teachers who achieve learning gains for a majority of their students.

4

 S093917**Strategy Rationale**

Teachers are motivated by concrete acknowledgement of their achievements.

Action Step 1 5

Teachers who succeed in meeting escalating student learning gains goals will receive financial compensation.

Person Responsible

Sharon Hathcock

Schedule

Annually, from 7/31/2015 to 7/31/2017

Evidence of Completion

Payroll records and student learning gains per staff member

Plan to Monitor Fidelity of Implementation of G2.B19.S2 6

Finance office will verify payments to selected teachers who meet established criteria.

Person Responsible

Paul Dyal

Schedule

Annually, from 8/3/2015 to 8/1/2017

Evidence of Completion

Finance office printouts from CARDS system.

Plan to Monitor Effectiveness of Implementation of G2.B19.S2 7

Analyze overall school data by content area and subgroup.

Person Responsible

Sharon Hathcock

Schedule

Annually, from 8/28/2015 to 8/30/2017

Evidence of Completion

Trends indicated by classroom and grade level content area data will be shared with stakeholders.

G2.B20 Additional instructional time is needed for struggling students 2
 B083561

G2.B20.S1 Additional instructional intervention time for struggling students after school hours would enable differentiated, specialized student instruction designed to meet needs. 4

 S094317
Strategy Rationale

Additional intervention time in a focused small group setting will increase the proficiency and achievement of the low quartile students.

Action Step 1 5

After school extended learning time

Person Responsible

Debby Powers

Schedule

Weekly, from 9/8/2014 to 5/15/2017

Evidence of Completion

Student rosters, personnel, instructional planning for differentiated groups

G2.B20.S2 Small group Tier 2 intervention time during the school day will support struggling students.

4

 S094318

Strategy Rationale

Increase student proficiency in reading and math

Action Step 1 5

Provide differentiated instruction in a homogeneous setting during the school day to support the needs of all learners.

Person Responsible

Sabrina Lytle

Schedule

Weekly, from 9/8/2014 to 6/4/2017

Evidence of Completion

Differentiated student groups, schedule, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B20.S2 6

Monitor lesson plans for differentiation and effective instructional strategies to address individual needs

Person Responsible

Debby Powers

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Lesson plans should reflect specificity in planning to meet student needs.

Plan to Monitor Effectiveness of Implementation of G2.B20.S2 7

Compare baseline and mid-year data to validate success of differentiated instruction by percentage of learning gains.

Person Responsible

Sharon Hathcock

Schedule

On 1/9/2015

Evidence of Completion

Compare DEA data to determine comparative growth of students by grade level.

G2.B21 School teams need additional behavior management training 2
 B138374
G2.B21.S1 PBS Tier 1 training will be provided to specific school sites based upon needs. 4
 S150347
Strategy Rationale

Staff turnover since previous Tier 1 PBS training and current data indicate a need for site specific behavior management training.

Action Step 1 5

Schedule initial PBS Tier 1 training at SS and TCCA

Person Responsible

Martha Murray

Schedule

On 6/30/2016

Evidence of Completion

Schedule of PBS Tier 1 PD for SS and TCCA

Action Step 2 5

Initial PBS Tier 1 Training for SS and TCCA

Person Responsible

Martha Murray

Schedule

On 6/30/2016

Evidence of Completion

Sign In Sheets; completed Tier 1 PBS Implementation Plan

Action Step 3 5

PBS Administrator Training

Person Responsible

Martha Murray

Schedule

On 6/30/2016

Evidence of Completion

Schedule and provide PBS Tier 1 Refresher Training

Plan to Monitor Fidelity of Implementation of G2.B21.S1 6

PBS professional development agendas and sign-in sheets

Person Responsible

Martha Murray

Schedule

On 3/31/2015

Evidence of Completion

PD evaluation results will be collected.

Plan to Monitor Effectiveness of Implementation of G2.B21.S1 7

PBS Implementation Checklist and Rtl-B data will be reviewed.

Person Responsible

Martha Murray


Schedule

On 3/31/2015

Evidence of Completion

2014-15 data will be reviewed

G2.B21.S2 Implement strategies/system to more fully understand and "breakdown" behavior data for complete analysis 4

 S150349

Strategy Rationale

Provide a sound behavioral data that will enable accurate analyses

Action Step 1 5

Each school site will use Rtl-B and input all behavioral data for the 2015-2016 school year.

Person Responsible

Michael Thompson

Schedule

Daily, from 8/10/2015 to 6/30/2016

Evidence of Completion

Rtl-B Data reports

Plan to Monitor Fidelity of Implementation of G2.B21.S2 6

Rtl-B Use

Person Responsible

Michael Thompson

Schedule

Monthly, from 11/21/2014 to 6/30/2015

Evidence of Completion

Monthly Rtl-B reports will be reviewed.

Plan to Monitor Effectiveness of Implementation of G2.B21.S2 7

Rtl-B school level data would depict positive trends.

Person Responsible

Michael Thompson

Schedule

Every 2 Months, from 11/21/2014 to 6/30/2015

Evidence of Completion

Bi-monthly data reviews @ DAPPS meetings

Implementation Timeline

Professional Development Opportunities

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

G1. If a comprehensive system of supports is provided to insure that each student meets requirements for the next grade level and is on track for graduation with their cohort, then it will be evidenced by increased promotion rates and decreased retention rates at each grade level.

G1.B2 Consensus with the understanding and use of an Early Warning System

G1.B2.S1 work with the DAPPS and BEESS teams to develop a system for monitoring Early Warning System indicators relevant to the district dropout and graduation rates for students with disabilities.

PD Opportunity 1

Enhance and Focus EWS protocols and monitoring system

Facilitator

Ramona Patrick / Performance Matters

Participants

School based leadership teams, MTSS school-based facilitators, Performance Matters Champions

Schedule

On 6/1/2016

PD Opportunity 2

Implement Check and Connect

Facilitator

Ramona Patrick with Audie Ash, SPDG Grant representative Peg Sullivan

Participants

TCHS Mentors

Schedule

Monthly, from 8/10/2015 to 6/1/2016

PD Opportunity 3

Implement Check and Connect

Facilitator

Ramona Patrick with Kiki Puhl, SPDG Grant representative Peg Sullivan

Participants

TCMS Mentors

Schedule

Monthly, from 8/10/2015 to 6/1/2016

PD Opportunity 4

Increase/reduce LRE indicators (BPIE)

Facilitator

FIN

Participants

Teachers and Administrators

Schedule

On 6/1/2016

PD Opportunity 5

Work with ESE Specialists and Administrators to develop co-teaching training and implementation plans for each site

Facilitator

Kelly Claude, FIN; Beth Williams, FDLRS

Participants

Classroom Teachers/ESE Teachers

Schedule

On 6/30/2016

G2. If an effective multi-tiered system of supports is implemented to ensure all students receive relevant, high-quality instruction delivered with fidelity across the tiers, then students will proficiently master grade level standards.

G2.B5 Stakeholders lack knowledge of high-impact instructional teaching practices and Florida's new State Standards

G2.B5.S1 To increase stakeholder knowledge of the use of data to differentiate instruction

PD Opportunity 1

Facilitate the implementation of the Performance Matters Early Warning System and MTSS through professional development and support to School-Based Leadership Teams

Facilitator

Performance Matters

Participants

SBLTs and MTSS teams

Schedule

Quarterly, from 7/1/2014 to 6/5/2017

G2.B5.S2 To develop understanding of the MTSS system among stakeholders-parents, students, teachers, administrators, school support staff, and community members.

PD Opportunity 1

Provide professional development on ways to assess Tier 1: High Quality Instruction for school staff

Facilitator

Staffing Specialists, FSU Psychologists, PBS-MTSS

Participants

School staff: teachers, aides, and support staff

Schedule

Monthly, from 6/5/2014 to 6/30/2016

PD Opportunity 2

Develop an awareness presentation for families regarding Tier 1 MTSS characteristics: curriculum, data, instructional strategies, and classroom environment.

Facilitator

School Based MTSS Teams

Participants

Students and Family Members

Schedule

On 6/30/2016

G2.B6 Because of negative experiences themselves, many parents are not effectively involved in the educational processes of their children.

G2.B6.S1 Research and develop a program to educate parents on the importance of the home-school relationship.

PD Opportunity 1

Provide Academic Parent Teacher Teams as a family engagement and relationship building initiative.

Facilitator

Dr. Maria Paredes, West Ed

Participants

Teachers, Parents, and Students

Schedule

Quarterly, from 8/8/2014 to 6/5/2017

G2.B6.S2 Facilitate team-building strategies in the classroom to strengthen relationships between teachers and students.

PD Opportunity 1

Leadership support for teachers in the area of relationship and team building.

Facilitator

External Provider

Participants

All K-5 staff

Schedule

Semiannually, from 8/11/2014 to 6/30/2016

G2.B7 Some teachers are not comfortable and skilled with parent communication

G2.B7.S1 Provide professional development for teachers on the impact of relationships, positive support, and active engagement and its correlation to student achievement. [copy]

PD Opportunity 1

Provide Kagan Collaborative Structures professional development and coaching to all school staff.

Facilitator

Kagan Consultants

Participants

All School Staff

Schedule

Annually, from 8/12/2014 to 6/5/2017

G2.B19 Lack of support for teachers in implementing standards-based, high-quality instruction

G2.B19.S1 Interventionists are needed to provide additional MTSS supports for struggling students.

PD Opportunity 1

Hire and train personnel to provide additional learning time and MTSS services.

Facilitator

SBLT will be responsible for training interventionists

Participants

Interventionists, MTSS students

Schedule

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

G2.B21 School teams need additional behavior management training

G2.B21.S1 PBS Tier 1 training will be provided to specific school sites based upon needs.

PD Opportunity 1

Initial PBS Tier 1 Training for SS and TCCA

Facilitator

PBS Staff

Participants

SS and TCCA PBS teams

Schedule

On 6/30/2016

PD Opportunity 2

PBS Administrator Training

Facilitator

PBS Staff

Participants

TCES and TCHS

Schedule

On 6/30/2016

Technical Assistance Items

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

G1. If a comprehensive system of supports is provided to insure that each student meets requirements for the next grade level and is on track for graduation with their cohort, then it will be evidenced by increased promotion rates and decreased retention rates at each grade level.

G1.B2 Consensus with the understanding and use of an Early Warning System

G1.B2.S1 work with the DAPPS and BEESS teams to develop a system for monitoring Early Warning System indicators relevant to the district dropout and graduation rates for students with disabilities.

PD Opportunity 1

Schedule DAPPS problem solving meetings

Facilitator

Beth Hardcastle; Martha Murray

Participants

DLT and SBLT

Schedule

Monthly, from 8/10/2015 to 6/1/2016

G2. If an effective multi-tiered system of supports is implemented to ensure all students receive relevant, high-quality instruction delivered with fidelity across the tiers, then students will proficiently master grade level standards.

G2.B1 Poor student attendance

G2.B1.S2 Continue to use APTT meetings to promote awareness of the importance of school attendance

PD Opportunity 1

Develop attendance goals with parents at each APTT meeting

Facilitator

School Leadership Teams and APTT Consultant

Participants

Instructional teachers at K-5 Schools

Schedule

On 5/24/2016

PD Opportunity 2

Develop attendance goals with parents at each APTT meeting

Facilitator

School Leadership Teams and APTT Consultant

Participants

Instructional teachers at K-5 Schools

Schedule

On 5/24/2016

G2.B5 Stakeholders lack knowledge of high-impact instructional teaching practices and Florida's new State Standards

G2.B5.S1 To increase stakeholder knowledge of the use of data to differentiate instruction

PD Opportunity 1

Utilize instructional coaches (see Barrier 8 below) to facilitate ongoing data disaggregation and collaborative planning in reading and math at all grade levels.

Facilitator

Instructional coaches

Participants

K-5 Reading and Math Teachers

Schedule

Annually, from 8/11/2014 to 6/5/2017

G2.B5.S3 To enable successful implementation of Florida's new State Standards and aligned curriculum frameworks.

PD Opportunity 1

To provide ongoing, job-embedded, professional development and technical assistance with the implementation of Florida's State Standards for instructional staff throughout the school year.

Facilitator

DLT and SBLTs

Participants

Instructional Staff

Schedule

Monthly, from 7/1/2014 to 6/5/2017

G2.B8 Lack of vertical and horizontal collaboration - planning by teachers by grade level and grade-to-grade progression

G2.B8.S1 Facilitate cross grade level, cross school site vertical Florida State Standards instructional planning and articulation sessions to complete long range planning each quarter.

PD Opportunity 1

The DLT will schedule and facilitate quarterly vertical FSS instructional long range planning sessions.

Facilitator

Instructional Coaches

Participants

ELA, Math, and Science Teachers

Schedule

On 6/30/2017

G2.B20 Additional instructional time is needed for struggling students

G2.B20.S1 Additional instructional intervention time for struggling students after school hours would enable differentiated, specialized student instruction designed to meet needs.

PD Opportunity 1

After school extended learning time

Facilitator

Deana White

Participants

Targeted Tier 2 Students and Instructors

Schedule

Weekly, from 9/8/2014 to 5/15/2017

G2.B20.S2 Small group Tier 2 intervention time during the school day will support struggling students.

PD Opportunity 1

Provide differentiated instruction in a homogeneous setting during the school day to support the needs of all learners.

Facilitator

Sharon Hathcock

Participants

SIG Targeted Schools

Schedule

Weekly, from 9/8/2014 to 6/4/2017

G2.B21 School teams need additional behavior management training**G2.B21.S1** PBS Tier 1 training will be provided to specific school sites based upon needs.**PD Opportunity 1**

Schedule initial PBS Tier 1 training at SS and TCCA

Facilitator

Martha Murray

Participants

SS and TCCA PBS Teams

Schedule

On 6/30/2016

G2.B21.S2 Implement strategies/system to more fully understand and "breakdown" behavior data for complete analysis**PD Opportunity 1**

Each school site will use Rtl-B and input all behavioral data for the 2015-2016 school year.

Facilitator

PBS / Student Support Services

Participants

All school sites

Schedule

Daily, from 8/10/2015 to 6/30/2016

Budget**Budget Data**

Budget Data			
1	G1.B2.S1.A1	Schedule DAPPS problem solving meetings	\$0.00
2	G1.B2.S1.A2	Enhance and Focus EWS protocols and monitoring system	\$0.00
3	G1.B2.S1.A3	Implement Check and Connect	\$0.00
4	G1.B2.S1.A4	Implement Check and Connect	\$0.00
5	G1.B2.S1.A5	Increase/reduce LRE indicators (BPIE)	\$0.00

Budget Data			
6	G1.B2.S1.A6	Increase/Decrease LRE Indicators - School BPIEs self-assessment and development of FIN Service Plans for each school site	\$0.00
7	G1.B2.S1.A7	Work with ESE Specialists and Administrators to develop co-teaching training and implementation plans for each site	\$0.00
8	G2.B1.S2.A1	Develop attendance goals with parents at each APTT meeting	\$0.00
9	G2.B1.S2.A2	Develop attendance goals with parents at each APTT meeting	\$0.00
10	G2.B12.S1.A1	Participants will share information from the collaborative meeting with teachers at both school sites.	\$0.00
11	G2.B19.S1.A1	Hire and train personnel to provide additional learning time and MTSS services.	\$0.00
12	G2.B19.S2.A1	Teachers who succeed in meeting escalating student learning gains goals will receive financial compensation.	\$0.00
13	G2.B20.S1.A1	After school extended learning time	\$0.00
14	G2.B20.S2.A1	Provide differentiated instruction in a homogeneous setting during the school day to support the needs of all learners.	\$0.00
15	G2.B21.S1.A1	Schedule initial PBS Tier 1 training at SS and TCCA	\$0.00
16	G2.B21.S1.A2	Initial PBS Tier 1 Training for SS and TCCA	\$0.00
17	G2.B21.S1.A3	PBS Administrator Training	\$0.00
18	G2.B21.S2.A1	Each school site will use RtI-B and input all behavioral data for the 2015-2016 school year.	\$0.00
19	G2.B3.S1.A1	Student formative and summative assessment score reports will be provided to families in a timely manner.	\$0.00
20	G2.B3.S1.A2	Update website to insure testing information (accommodations, scores, dates, reports, contact information, etc.) is readily available for parent access	\$0.00
21	G2.B5.S1.A1	Utilize instructional coaches (see Barrier 8 below) to facilitate ongoing data disaggregation and collaborative planning in reading and math at all grade levels.	\$0.00
22	G2.B5.S1.A2	Facilitate the implementation of the Performance Matters Early Warning System and MTSS through professional development and support to School-Based Leadership Teams	\$0.00
23	G2.B5.S2.A1	Provide professional development on ways to assess Tier 1: High Quality Instruction for school staff	\$0.00
24	G2.B5.S2.A2	Develop an awareness presentation for families regarding Tier 1 MTSS characteristics: curriculum, data, instructional strategies, and classroom environment.	\$0.00
25	G2.B5.S2.A3	Reach out to community organizations - Girls & Boys Club; faith community; Chamber of Commerce; Early Learning Coalition	\$0.00
26	G2.B5.S3.A1	To provide ongoing, job-embedded, professional development and technical assistance with the implementation of Florida's State Standards for instructional staff throughout the school year.	\$0.00

Budget Data			
27	G2.B5.S4.A1		\$0.00
28	G2.B5.S4.A2		\$0.00
29	G2.B6.S1.A1	School based leadership teams will research and carry out methods to deliver information to families out in the community (ie. churches, sporting events, and other special occasions)	\$0.00
30	G2.B6.S1.A2	Provide Academic Parent Teacher Teams as a family engagement and relationship building initiative.	\$0.00
31	G2.B6.S2.A1	Leadership support for teachers in the area of relationship and team building.	\$0.00
32	G2.B7.S1.A1	Provide Kagan Collaborative Structures professional development and coaching to all school staff.	\$0.00
33	G2.B8.S1.A1	The DLT will schedule and facilitate quarterly vertical FSS instructional long range planning sessions.	\$0.00
Total:			\$0.00