



Pam Stewart, Commissioner

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

62 - Taylor

Mr. Danny Glover, Jr. , Superintendent
Wallace Selph, Northwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

The Taylor County School District is committed to providing a safe, supportive, unified environment that empowers students and educators to work collaboratively as successful life-long learners positively impacting our community.

b. District Vision Statement

The students of Taylor County School District will receive a rigorous and relevant education that prepares them to be college and career ready.

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

http://images.pcmac.org/Uploads/TaylorCountySD/TaylorCountySD/Divisions/DocumentsCategories/Documents/Strategic_Plan_2017-2022_-_Final.pdf

2. Supports for School Improvement

a. Alignment of Resources

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

The collective responsibility of the District Leadership Team is to ensure 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 and Conferences 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. The Technology and Curriculum Specialist 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 monthly data reviews 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 and review discipline records for students with disabilities who are served across all three tiers. Coordinated meetings between deans and ESE Specialists, which will also include the Director of Student Support Services, will be held to review data concerning disproportionate discipline issues in the district.

The process of working collaboratively between the district and school level teams, as well as with 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.

b. School Allocation Process

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

The 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 School Improvement (SI) 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 SI site visits. The DLT meets with SBLT to review data, action plans, and assess needs.

School Improvement 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 SI 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.

c. Modifications to System Policies and Practices

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

The district has been very proactive in the quest for school improvement. Ongoing professional development is 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 district protocol to address the identified needs.
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 across all tiers, including specially designed instruction and related services.
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 school and student level.

Continuous efforts are required if the district and school leadership teams is to refine and ingrain the policies and practices outlined above so that the way of work is completed with automaticity.

d. Operational Flexibility

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

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 to 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.

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.

3. Sustainability of Improvement

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

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 SI 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 walk-throughs 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.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

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

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 Write Score, STAR, high stakes assessment data such as FSA, EOC, 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 99% of the students attend school in Perry and only 1% 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 1% of

the K-6 student population in the district. The district also seeks the input and guidance from parents through the use of the ESE Parent Advisory Council and the Title I District Parent Advisory Committee. 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 Family and Parent Engagement Plan that can be found on the district website. 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 family engagement events.

3. Engagement of School Leadership

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

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 district action planning and problem-solving. 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 are no identified DOE DA schools. The District School Improvement 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 walk-throughs involving school and district personnel. Also part of the District School Improvement process involves vertical articulation visits between sending and receiving schools.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

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

b. Employee's Title

Director

c. Employee's Phone Number

(850) 838-2500

d. Employee's Phone Extension

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e. Supervisor's Name

Danny Glover, Jr.

f. Supervisor's Title

Superintendent

g. 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!

2. District Leadership Team:

Glover, Danny, danny.glover@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 School Improvement 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 School Improvement 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** Danny Glover, Jr.**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 School Improvement 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 ensure 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.

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

Title Director

Phone 850-838-2500

Supervisor's Name Danny Glover

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 and manages Titles I, II IV and V. Currently the Director of Instruction serves as the District Turnaround Lead and facilitates the District School Improvement 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 SI 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.

Poole, Alicia, alicia.poole@taylor.k12.fl.us**Title** Director**Phone** 850-838-2536**Supervisor's Name** Danny Glover, Jr.**Supervisor's Title** Superintendent

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 School Improvement Leadership Team, the ESE Supervisor makes instructional rounds, analyzes data and participates in MTSS problem solving.

Role and Responsibilities

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.

Pearson, Connie, connie.pearson@taylor.k12.fl.us**Title** Instructional Technology**Phone** 850-838-2500**Supervisor's Name** Danny Glover, Jr.**Supervisor's Title** Superintendent

The Technology and Curriculum Specialist facilitates the K-12 instructional curriculum within the district including educational software and related professional development.

Role and

Responsibilities Working in concert with the Director of Personnel and the Supervisor of ESE and Student Services, the Technology and Curriculum Specialist will suggest and oversee professional development to ensure quality implementation of instructional delivery.

3. Educator Quality

a. School Leadership Teams

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

The 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.

b. Instructional Staff

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

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

D. Professional Capacity

1. Common Planning Time

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

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.

2. Instructional Coaches

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

The district 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.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

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

Yes

District Reading Plans

https://www.floridacims.org/districts/taylor?current_tab=reading

b. Writing

1. Description of Programs

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

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 writing 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

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.

Description

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.

c. Mathematics**1. Description of Programs**

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

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

HMH- Geo, Alg, and Trig**Program Type** Core**School Type**

Description DA/CIM training, Rtl trainings, professional development from HMH; Digital Educator trainings

d. Science**1. Description of Programs**

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

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

2. Instructional Alignment and Pacing**a. Program Monitoring**

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

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 FSA/FSAA 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., FSA/FSAA, 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.

b. Supports for Student Transitions

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

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

Yes

a. Link to Student Progression Plan

http://images.pcmac.org/Uploads/TaylorCountySD/TaylorCountySD/Departments/DocumentsCategories/Documents/SPP_Taylor_2017-18_Rev_8-15-17_1.pdf

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

c. Alignment of Pacing Guides to Florida Standards

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

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

The following documents were submitted as evidence for this section:

Taylor_5_E_Execreport-exec_(5).pdf
<i>The Taylor County School District's 2017 5 Essentials Executive Report.</i>
Attendance_Aggregate_RCA_Report_Final.pdf
<i>The Taylor County RCA Chronic Absenteeism Report</i>
Motivational_Climate_Survey_2017.pdf
<i>The Taylor County 2017 Staff Motivation Assessment Survey</i>

2. Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

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. Instructional delivery is a top priority; 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 data analysis extrapolation also points to the fact that our third grade reading scores fall below the state average based upon the percentage of Taylor 3rd graders on the list, with all FSA ELA data lagging in overall proficiency as well as learning gains.

Areas of need as evidenced by data are:

- Involved Families, 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-parent trust, developing growth mindsets, and building meaningful relationships with families aimed at developing strategies for student success are necessary. 5th grade NGSSS Science and Biology EOC scores also indicate a need for additional support in the science content area.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

As our district leadership team has worked through the data analysis 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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. 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	District Grade - Percentage of Points Earned	2017-18	580.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2016-17	63.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G1. 8

Comparison of Dropout Rates of Students- 16/17 to 17/18

Person Responsible

Michael Thompson

Schedule

On 6/29/2018

Evidence of Completion

Dropout rate data

Plan to Monitor Progress Toward G1. 8

Track 9th Grade EWS Data

Person Responsible

Michael Thompson

Schedule

Quarterly, from 9/29/2017 to 6/29/2018

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. 1a

G030364

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Attendance rate	2017-18	94.0
District-Wide	Math Achievement District Assessment	2017-18	51.0
District-Wide	Bio I EOC Pass	2017-18	55.0
District-Wide	Civics EOC Pass	2017-18	55.0
District-Wide	ELA Achievement District Assessment	2017-18	45.0

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

Resources Available to Help Reduce or Eliminate the Barriers 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
- Schools have sufficient and reliable technology and internet access

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 9/29/2017 to 6/1/2018

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 principal's meetings.

Person Responsible

Sharon Hathcock

Schedule

Monthly, from 9/1/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

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 2017/18 school year will be 3.5% or less

Person Responsible

Alicia Poole

Schedule

Monthly, from 9/1/2017 to 6/29/2018

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


 = 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 BEESS teams to develop a system for monitoring Early Warning System indicators relevant to the district dropout and graduation rates. **4**

 S094388

Strategy Rationale

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

Action Step 1 **5**

Enhance and Focus EWS protocols and monitoring system

Person Responsible

Alicia Poole

Schedule

On 6/29/2018

Evidence of Completion

EWS protocols outlined and communicated to all school based leadership teams

Action Step 2 **5**

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

Person Responsible

Alicia Poole

Schedule

On 6/29/2018

Evidence of Completion

Completion of School BPIEs

Action Step 3 5

Continue with development of inclusion teacher training and implementation plans for each site

Person Responsible

Alicia Poole

Schedule

On 6/29/2018

Evidence of Completion

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

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

EWS protocols in use by all schools

Person Responsible

Alicia Poole

Schedule

Semiannually, from 8/3/2017 to 6/29/2018

Evidence of Completion

EWS reports, status, and updates

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

LRE Profile, Indicator 5; Other indicators

Person Responsible

Alicia Poole

Schedule

Quarterly, from 8/3/2017 to 6/29/2018

Evidence of Completion

LRE Profile, Indicator 5

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

Disaggregate subgroup data to determine if students are closing the Tier 1 and Tier 2 gap

Person Responsible

Alicia Poole


Schedule

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


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 family engagement 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

Person Responsible

Sabrina Lytle

Schedule

On 6/1/2018

Evidence of Completion

family engagement presentations and handouts

Action Step 2 5

Develop attendance goals with parents

Person Responsible

Kris Bray

Schedule

On 6/1/2018

Evidence of Completion

family engagement and handouts

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

Walkthrough Observations

Person Responsible

Sabrina Lytle

Schedule

Quarterly, from 8/3/2017 to 6/29/2018

Evidence of Completion

Title I 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 8/3/2017 to 6/1/2018

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

On 6/29/2018

Evidence of Completion**Action Step 2** **5**

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

Person Responsible

Michael Thompson

Schedule

Semiannually, from 8/3/2017 to 6/29/2018

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 8/3/2017 to 6/29/2018

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

Alicia Poole

Schedule

Triannually, from 8/3/2017 to 6/29/2018

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 6/29/2018

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 8/3/2017 to 6/29/2018

Evidence of Completion

Team planning documentation

Action Step 2 5

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

Person Responsible

Alicia Poole

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

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 7/3/2017 to 6/29/2018

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 8/3/2017 to 6/29/2018

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

Alicia Poole

Schedule

Monthly, from 8/10/2017 to 6/29/2018

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

Alicia Poole

Schedule

On 6/29/2018

Evidence of Completion

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

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

Completion of MTSS Professional Development for School Staff and Parents

Person Responsible

Alicia Poole

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

MTSS Professional Development Agenda, Family Engagement 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 10/2/2017 to 6/29/2018

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

Quarterly, from 7/3/2017 to 6/29/2018

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

Michael Thompson

Schedule

Biweekly, from 9/5/2017 to 5/29/2018

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

Danny Glover

Schedule

Monthly, from 10/2/2017 to 5/29/2018

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**

Provide training for the school leadership team on the Marzano Teacher Evaluation Model.

Person Responsible

Connie Pearson

Schedule

Monthly, from 8/8/2017 to 6/4/2018

Evidence of Completion

Administrators efficiently using Marzano I-Observation and associated rubrics

Action Step 2 **5**

Provide training for all instructional staff on the Marzano Teacher Evaluation Model

Person Responsible

Connie Pearson

Schedule

Semiannually, from 8/8/2017 to 6/4/2018

Evidence of Completion

Meeting agendas, handouts, and sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B5.S4 **6**

The usage of the I-Observation system will be monitored at the district level.

Person Responsible

Michael Thompson

Schedule

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

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B5.S4 7

Additional support will be provided as data indicates the need.

Person Responsible


Connie Pearson

Schedule


Quarterly, from 10/2/2017 to 6/4/2018

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 9/25/2017 to 6/29/2018

Evidence of Completion

Promotional flyers, brochures, newspaper articles, and guest speakers

Action Step 2 5

Provide events aimed at supporting family engagement and relationship building initiatives.

Person Responsible

Sharon Hathcock

Schedule

Quarterly, from 9/29/2017 to 6/1/2018

Evidence of Completion

Professional Development for Teachers, Family Engagement Plan and Schedule, 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

Charles Finley

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

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

Michael Thompson

Schedule

On 6/1/2018

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

Jan Walker

Schedule

Semiannually, from 8/3/2017 to 6/1/2018

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

Kiki Puhl

Schedule

Biweekly, from 9/5/2017 to 6/1/2018

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 9/5/2017 to 6/1/2018

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 professional development and coaching to all school staff.

Person Responsible

Ann Joiner

Schedule

Annually, from 9/5/2017 to 6/1/2018

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 strategies learned in professional development will monitored through classroom walk-throughs, lesson plans, and observations

Person Responsible

Marion McCray

Schedule

Monthly, from 8/3/2017 to 6/1/2018

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

Danny Glover

Schedule

On 6/29/2018


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 5/11/2018

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

Connie Pearson

Schedule

Monthly, from 9/5/2017 to 6/1/2018

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 8/3/2017 to 6/1/2018

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

Quarterly, from 8/3/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B12.S1 6

Vertical cross-school professional learning collaborative

Person Responsible

Sabrina Lytle

Schedule

Quarterly, from 8/3/2017 to 6/1/2018

Evidence of Completion

PLC documentation

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 7

Reduction of the number of students in the lowest quartile.

Person Responsible


Kris Bray

Schedule

Quarterly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Progress monitoring data

G2.B18 Lack of support for teachers in implementing standards-based, high-quality instruction **2** B070984**G2.B18.S1** Schools need to develop a plan to provide needed additional MTSS supports for struggling students. **4** S079551**Strategy Rationale**

Resource alignment is 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

Alicia Poole

Schedule

Annually, from 8/10/2017 to 6/29/2018

Evidence of Completion

Annual contracts, training logs, curriculum

Plan to Monitor Fidelity of Implementation of G2.B18.S1 **6**

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

Person Responsible

Ramona Patrick

Schedule

Quarterly, from 8/11/2016 to 6/5/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B18.S1 6

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

Person Responsible

Alicia Poole

Schedule

Monthly, from 8/3/2017 to 6/29/2018

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.B18.S1 7

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

Person Responsible

Alicia Poole

Schedule

Quarterly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Increased proficiency in reading and math scores according to progress monitoring data

G2.B18.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 8/3/2017 to 7/31/2018

Evidence of Completion

Payroll records and student learning gains per staff member

Plan to Monitor Fidelity of Implementation of G2.B18.S2 6

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

Person Responsible

Ashley Valentine

Schedule

Annually, from 8/3/2017 to 6/29/2018

Evidence of Completion

Finance office printouts from CARDS system.

Plan to Monitor Effectiveness of Implementation of G2.B18.S2 7

Analyze overall school data by content area and subgroup.

Person Responsible

Sharon Hathcock

Schedule

Annually, from 9/5/2017 to 6/29/2018


Evidence of Completion

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

G2.B19 Additional instructional time is needed for struggling students 2

 B083561

G2.B19.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

Deana White

Schedule

Weekly, from 10/2/2017 to 4/20/2018

Evidence of Completion

Student rosters, personnel, instructional planning for differentiated groups

Plan to Monitor Fidelity of Implementation of G2.B19.S1 6**Person Responsible****Schedule*****Evidence of Completion*****Plan to Monitor Effectiveness of Implementation of G2.B19.S1** 7**Person Responsible****Schedule*****Evidence of Completion*****G2.B19.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 9/5/2017 to 6/1/2018

Evidence of Completion

Differentiated student groups, schedule, lesson plans

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

Monitor lesson plans for differentiation and effective instructional strategies to address individual needs and identified accommodations for SWDs.

Person Responsible

Cherie Lavallo

Schedule

Weekly, from 8/3/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B19.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 1/9/2017

Evidence of Completion

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

G2.B20 School teams need additional behavior management training **2** B138374**G2.B20.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 as needed at school sites.

Person Responsible

Alicia Poole

Schedule

On 6/1/2018

Evidence of Completion

Schedule of PBS Tier 1 PD for SS and TAS

Action Step 2 **5**

PBS Administrator Training

Person Responsible

Martha Murray

Schedule

On 6/29/2018

Evidence of Completion

Schedule and provide PBS Tier 1 Refresher Training

Plan to Monitor Fidelity of Implementation of G2.B20.S1 6

PBS professional development agendas and sign-in sheets

Person Responsible

Alicia Poole

Schedule

On 6/1/2018

Evidence of Completion

PD evaluation results will be collected.

Plan to Monitor Effectiveness of Implementation of G2.B20.S1 7

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

Person Responsible

Alicia Poole


Schedule

On 6/1/2018

Evidence of Completion

2014-15 data will be reviewed

G2.B20.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 analyze MTSS data

Person Responsible

Alicia Poole

Schedule

Daily, from 8/3/2017 to 6/1/2018

Evidence of Completion

MTSS Data reports

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

MTSS Process

Person Responsible

Alicia Poole

Schedule

Monthly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Quarterly MTSS reports will be reviewed.

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

MTSS school level data would depict positive trends.

Person Responsible

Alicia Poole





















Schedule





















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





















Evidence of Completion













Quarterly data reviews

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B19.S1.MA1  M373607	[no content entered]		No Start Date		No End Date one-time
G2.B19.S1.MA1  M373606	[no content entered]		No Start Date		No End Date one-time
G2.B19.S2.MA2  M001521	Compare baseline and mid-year data to validate success of differentiated instruction by percentage...	Hathcock, Sharon	12/18/2016	Compare DEA data to determine comparative growth of students by grade level.	1/9/2017 one-time
G2.B18.S1.MA1  M000246	Train SBLT on use of MTSS Process and Procedures for implementation with integrity and fidelity	Patrick, Ramona	8/11/2016	Sign in sheets, agenda, powerpoints, follow-ups, collaboration with the PS/Rtl project	6/5/2017 quarterly
G2.B19.S1.A1  A100989	After school extended learning time	White, Deana	10/2/2017	Student rosters, personnel, instructional planning for differentiated groups	4/20/2018 weekly
G2.B8.S1.A1  A099769	The DLT will schedule and facilitate quarterly vertical FSS instructional long range planning...	Hathcock, Sharon	4/9/2018	Meeting agenda, sign-in sheets, and follow-up notes	5/11/2018 one-time
G2.B5.S3.MA1  M000234	Classroom Walk-throughs	Thompson, Michael	9/5/2017	Walk-throughs will be documented using standardized observation tools.	5/29/2018 biweekly
G2.B5.S3.MA1  M000235	Classroom walk-throughs	Glover, Danny	10/2/2017	Comparisons of walk-through documentation to rubrics.	5/29/2018 monthly
G2.B1.S2.A1  A100987	Develop attendance goals with parents	Lytle, Sabrina	9/1/2017	family engagement presentations and handouts	6/1/2018 one-time
G2.B20.S2.MA1  M123032	MTSS Process	Poole, Alicia	11/1/2017	Quarterly MTSS reports will be reviewed.	6/1/2018 monthly
G2.B6.S1.MA1  M000237	Increased parent support will be evident with parent and student attendance.	Thompson, Michael	8/10/2017	Increased student proficiency in reading and math as well as attendance.	6/1/2018 one-time
G2.B6.S1.MA1  M000236	Relationship building events with families in the community and at school.	Finley, Charles	10/2/2017	Agendas and Sign-in Sheets	6/1/2018 quarterly
G2.B20.S2.MA1  M123033	MTSS school level data would depict positive trends.	Poole, Alicia	11/1/2017	Quarterly data reviews	6/1/2018 quarterly
G2.B6.S1.A2  A082489	Provide events aimed at supporting family engagement and relationship building initiatives.	Hathcock, Sharon	9/29/2017	Professional Development for Teachers, Family Engagement Plan and Schedule, Data Powerpoints, Parent Goals	6/1/2018 quarterly
G2.B18.S1.MA1  M000247	The SBLT will observe MTSS data of targeted students to determine the effect of the system on...	Poole, Alicia	8/3/2017	Increased proficiency in reading and math scores according to progress monitoring data	6/1/2018 quarterly
G2.B12.S1.MA1  M252619	Reduction of the number of students in the lowest quartile.	Bray, Kris	8/3/2017	Progress monitoring data	6/1/2018 quarterly
G2.B1.S2.A2  A100988	Develop attendance goals with parents	Bray, Kris	8/3/2017	family engagement and handouts	6/1/2018 one-time
G2.B20.S2.A1  A174915	Each school site will analyze MTSS data	Poole, Alicia	8/3/2017	MTSS Data reports	6/1/2018 daily
G2.B1.S2.MA2  M001517	Student Attendance will be monitored monthly	Thompson, Michael	8/3/2017	Average Daily Attendance by grade level and Early Warning absentee lists.	6/1/2018 monthly
G2.B20.S1.A1  A174910	Schedule initial PBS Tier 1 training as needed at school sites.	Poole, Alicia	8/3/2017	Schedule of PBS Tier 1 PD for SS and TAS	6/1/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B7.S1.A1  A082938	Provide professional development and coaching to all school staff.	Joiner, Ann	9/5/2017	Professional Development Agendas, Sign-in sheets, PD Follow-up, Coaching Schedules, Observation Records	6/1/2018 annually
G2.B8.S1.MA2  M000796	The strategy will be monitored for effectiveness through teacher and instructional coach input...	Hathcock, Sharon	8/3/2017	Instructional staff climate surveys and state testing results.	6/1/2018 quarterly
G2.B8.S1.MA1  M000795	Monitoring the implementation of the Florida State Standards vertical instructional planning will...	Pearson, Connie	9/5/2017	Fidelity of implementation will be determined by the coverage of grade level state standards.	6/1/2018 monthly
G2.B12.S1.A1  A230245	Participants will share information from the collaborative meeting with teachers at both school...	Padgett, Pamela	8/3/2017	Monthly collaboration meeting notes and evidence of it being shared with site teachers.	6/1/2018 quarterly
G2.MA3  M000807	Teacher response to professional development will be collected and compared to principal and other...	Thompson, Michael	8/10/2017	Analysis of teacher response to professional development in comparison to principal walk-through data.	6/1/2018 quarterly
G2.MA2  M000806	Implementation progress will be discussed during monthly principal's meetings.	Hathcock, Sharon	9/1/2017	Minutes, agendas, teacher PD survey responses, principal walk-through data	6/1/2018 monthly
G2.MA1  M000229	Data will be monitored to assess achievement against expected incremental growth target at...	Hathcock, Sharon	9/29/2017	Comparison of progress monitoring indicators with established growth targets to determine gap and need for adjustments in instructional strategies and resources.	6/1/2018 quarterly
G2.B19.S2.A1  A100991	Provide differentiated instruction in a homogeneous setting during the school day to support the...	Lytle, Sabrina	9/5/2017	Differentiated student groups, schedule, lesson plans	6/1/2018 weekly
G2.B19.S2.MA1  M001520	Monitor lesson plans for differentiation and effective instructional strategies to address...	Lavalle, Cherie	8/3/2017	Lesson plans should reflect specificity in planning to meet student needs.	6/1/2018 weekly
G2.B12.S1.MA1  M252618	Vertical cross-school professional learning collaborative	Lytle, Sabrina	8/3/2017	PLC documentation	6/1/2018 quarterly
G2.B6.S2.A1  A099806	Leadership support for teachers in the area of relationship and team building.	Walker, Jan	8/3/2017	Professional development agendas, sign-in sheets and follow-up	6/1/2018 semiannually
G2.B6.S2.MA1  M000238	Classroom Walk Throughs	Puhl, Kiki	9/5/2017	Classroom walkthroughs documented on standardized forms	6/1/2018 biweekly
G2.B6.S2.MA1  M000239	Teacher and Student Surveys	Hathcock, Sharon	9/5/2017	Survey analysis will show the impact of this strategy on both teachers and students.	6/1/2018 semiannually
G2.B20.S1.MA1  M123031	PBS Implementation Checklist and Rtl-B data will be reviewed.	Poole, Alicia	8/3/2017	2014-15 data will be reviewed	6/1/2018 one-time
G2.B20.S1.MA1  M123030	PBS professional development agendas and sign-in sheets	Poole, Alicia	7/3/2017	PD evaluation results will be collected.	6/1/2018 one-time
G2.B7.S1.MA1  M000240	Fidelity of the implementation strategies learned in professional development will be monitored...	McCray, Marion	8/3/2017	Samples of lesson plans, classroom walkthrough documentation	6/1/2018 monthly
G2.B5.S4.MA1  M373535	Additional support will be provided as data indicates the need.	Pearson, Connie	10/2/2017		6/4/2018 quarterly
G2.B5.S4.A1  A230838	Provide training for the school leadership team on the Marzano Teacher Evaluation Model.	Pearson, Connie	8/8/2017	Administrators efficiently using Marzano I-Observation and associated rubrics	6/4/2018 monthly
G2.B5.S4.A2  A230839	Provide training for all instructional staff on the Marzano Teacher Evaluation Model	Pearson, Connie	8/8/2017	Meeting agendas, handouts, and sign-in sheets	6/4/2018 semiannually
G2.B7.S1.MA1  M000241	Improved classroom working environment and increased student engagement.	Glover, Danny	8/1/2017	Increased student attendance rates and student achievement in reading and math.	6/29/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1  A230241	Student formative and summative assessment score reports will be provided to families in a timely...	Thompson, Michael	9/1/2017		6/29/2018 one-time
G2.B3.S1.A2  A230583	Update website to ensure testing information (accommodations, scores, dates, reports, contact...	Thompson, Michael	8/3/2017	The district website and each school/ department website will display appropriate testing information for parental access, training, and support	6/29/2018 semiannually
G2.B3.S1.MA1  M207462	Student score reports will be sent home within 30 days to families.	Thompson, Michael	8/3/2017	Copies of score release dates will be maintained.	6/29/2018 quarterly
G2.B3.S1.MA1  M207464	Review results of parent survey to determine if parents perceive data format and availability of...	Hathcock, Sharon	7/3/2017	Results of parent surveys	6/29/2018 one-time
G2.B20.S1.A2  A174912	PBS Administrator Training	Murray, Martha	11/1/2017	Schedule and provide PBS Tier 1 Refresher Training	6/29/2018 one-time
G2.B5.S2.MA1  M000233	Progress monitoring and early warning system data will reflect increased proficiency in reading and...	Thompson, Michael	10/2/2017	Progress Monitoring Data from FOCUS, Performance Matters, and EWS Systems	6/29/2018 monthly
G2.B5.S2.MA1  M000232	Completion of MTSS Professional Development for School Staff and Parents	Poole, Alicia	8/10/2017	MTSS Professional Development Agenda, Family Engagement Meeting #1 Agenda, Presentations, Sign-In Sheets, and PD Follow-up	6/29/2018 monthly
G2.B5.S2.A1  A082260	Provide professional development on ways to assess Tier 1: High Quality Instruction for school staff	Poole, Alicia	8/10/2017	Professional development documentation, powerpoint handouts, meeting surveys, and sign-in sheets	6/29/2018 monthly
G2.B5.S2.A2  A082261	Develop an awareness presentation for families regarding Tier 1 MTSS characteristics: curriculum,...	Poole, Alicia	10/6/2017	MTSS Tier 1 Awareness Overview for Parents, Parent Handouts, Powerpoint, and Sign-in Sheets	6/29/2018 one-time
G1.B2.S1.A3  A205013	Continue with development of inclusion teacher training and implementation plans for each site	Poole, Alicia	8/3/2017	Sign-In Sheets, Training Materials, Follow-up Activities	6/29/2018 one-time
G1.B2.S1.A2  A205010	Increase/Decrease LRE Indicators - School BPIEs self-assessment and development of FIN Service...	Poole, Alicia	8/3/2017	Completion of School BPIEs	6/29/2018 one-time
G1.B2.S1.A1  A101025	Enhance and Focus EWS protocols and monitoring system	Poole, Alicia	8/3/2017	EWS protocols outlined and communicated to all school based leadership teams	6/29/2018 one-time
G2.B18.S2.MA2  M001407	Analyze overall school data by content area and subgroup.	Hathcock, Sharon	9/5/2017	Trends indicated by classroom and grade level content area data will be shared with stakeholders.	6/29/2018 annually
G2.B18.S2.MA1  M001406	Finance office will verify payments to selected teachers who meet established criteria.	Valentine, Ashley	8/3/2017	Finance office printouts from CARDS system.	6/29/2018 annually
G1.MA1  M001579	Comparison of Dropout Rates of Students- 16/17 to 17/18	Thompson, Michael	8/3/2017	Dropout rate data	6/29/2018 one-time
G1.B2.S1.MA2  M172677	LRE Profile, Indicator 5; Other indicators	Poole, Alicia	8/3/2017	LRE Profile, Indicator 5	6/29/2018 quarterly
G1.MA2  M362496	Track 9th Grade EWS Data	Thompson, Michael	9/29/2017	EWS Data Reports	6/29/2018 quarterly
G1.B2.S1.MA3  M001577	Disaggregate subgroup data to determine if students are closing the Tier 1 and Tier 2 gap	Poole, Alicia	10/2/2017	EWS data reports	6/29/2018 monthly
G2.B3.S1.MA3  M207806	Random check to be conducted to determine if information is readily available	Poole, Alicia	8/3/2017	Completion of a random check and report to the DLT of the results	6/29/2018 triannually
G2.B1.S2.MA1  M001516	Walkthrough Observations	Lytle, Sabrina	8/3/2017	Title I Fidelity Checklists	6/29/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B18.S1.A1  A082493	Hire and train personnel to provide additional learning time and MTSS services.	Poole, Alicia	8/10/2017	Annual contracts, training logs, curriculum	6/29/2018 annually
G2.B18.S1.MA3  M001637	Develop implementation strategy and data analysis to assess effectiveness of implementation/use of...	Poole, Alicia	8/3/2017	Monitoring using Tier 1, Tier 2, and Tier 3 implementation checklists from the PS/RtI 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	6/29/2018 monthly
G2.B6.S1.A1  A082488	School based leadership teams will research and carry out methods to deliver information to...	Lytle, Sabrina	9/25/2017	Promotional flyers, brochures, newspaper articles, and guest speakers	6/29/2018 quarterly
G2.B5.S1.A2  A082604	Enhance the use of the Performance Matters Early Warning System and MTSS through professional...	Poole, Alicia	7/3/2017	Usage data of EWS; sign-in sheets; lists of identified at-risk students	6/29/2018 quarterly
G2.B5.S1.A1  A082602	Utilize instructional coaches (see Barrier 8 below) to facilitate ongoing data disaggregation and...	Hathcock, Sharon	8/3/2017	Team planning documentation	6/29/2018 annually
G2.B5.S1.MA1  M000230	Quarterly updates on the strategies outlined in the action plan will be made by the DLT	Thompson, Michael	7/3/2017	Meeting agendas, sign-in sheets, and progress toward goal attainment	6/29/2018 quarterly
G2.B5.S1.MA1  M000231	Progress monitoring data will be reviewed to determine if the number of students scoring at levels...	Hathcock, Sharon	8/3/2017	Discovery Education Data, Performance Matters Data, EWS Data	6/29/2018 quarterly
G2.B5.S3.A1  A082605	To provide ongoing, job-embedded, professional development and technical assistance with the...	Hathcock, Sharon	7/3/2017	All professional development opportunities on master calendar with appropriate follow-up.	6/29/2018 quarterly
G2.MA4  M141920	Risk ratio for suspension/expulsion for greater than 10 days for students with disabilities for...	Poole, Alicia	9/1/2017	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.	6/29/2018 monthly
G2.B5.S4.MA1  M373534	The usage of the I-Observation system will be monitored at the district level.	Thompson, Michael	10/2/2017		6/29/2018 monthly
G1.B2.S1.MA1  M001576	EWS protocols in use by all schools	Poole, Alicia	8/3/2017	EWS reports, status, and updates	6/29/2018 semiannually
G2.B18.S2.A1  A099802	Teachers who succeed in meeting escalating student learning gains goals will receive financial...	Hathcock, Sharon	8/3/2017	Payroll records and student learning gains per staff member	7/31/2018 annually

V. 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 BEESS teams to develop a system for monitoring Early Warning System indicators relevant to the district dropout and graduation rates.

PD Opportunity 1

Enhance and Focus EWS protocols and monitoring system

Facilitator

Alicia Poole / Performance Matters

Participants

School based leadership teams, MTSS school-based facilitators, Performance Matters Certified Users

Schedule

On 6/29/2018

PD Opportunity 2

Continue with development of inclusion teacher training and implementation plans for each site

Facilitator

Kelly Claude, FIN; Beth Williams, FDLRS

Participants

Classroom Teachers/ESE Teachers

Schedule

On 6/29/2018

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

Enhance the use 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 7/3/2017 to 6/29/2018

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, Psychologists, PBS-MTSS Leads

Participants

School staff: teachers, aides, and support staff

Schedule

Monthly, from 8/10/2017 to 6/29/2018

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 6/29/2018

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 events aimed at supporting family engagement and relationship building initiatives.

Facilitator

Principals

Participants

Teachers, Parents, and Students

Schedule

Quarterly, from 9/29/2017 to 6/1/2018

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 Staff

Schedule

Semiannually, from 8/3/2017 to 6/1/2018

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 professional development and coaching to all school staff.

Facilitator

Hired Consultants

Participants

All School Staff

Schedule

Annually, from 9/5/2017 to 6/1/2018

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

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.

PD Opportunity 1

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

Facilitator

Sabrina Lytle

Participants

Instructional coaches and Principals

Schedule

Quarterly, from 8/3/2017 to 6/1/2018

G2.B18 Lack of support for teachers in implementing standards-based, high-quality instruction

G2.B18.S1 Schools need to develop a plan to provide needed 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 8/10/2017 to 6/29/2018

G2.B20 School teams need additional behavior management training

G2.B20.S1 PBS Tier 1 training will be provided to specific school sites based upon needs.

PD Opportunity 1

PBS Administrator Training

Facilitator

PBS Staff

Participants

PPS, TCES, TCMS and TCHS

Schedule

On 6/29/2018

VI. 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 BEESS teams to develop a system for monitoring Early Warning System indicators relevant to the district dropout and graduation rates.

TA Opportunity 1

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

Facilitator

Kelly Claude / FIN

Participants

School Based Leadership Teams

Schedule

On 6/29/2018

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 family engagement meetings to promote awareness of the importance of school attendance

TA Opportunity 1

Develop attendance goals with parents

Facilitator

School Leadership Teams

Participants

Instructional teachers at K-5 Schools

Schedule

On 6/1/2018

TA Opportunity 2

Develop attendance goals with parents

Facilitator

School Leadership Teams

Participants

Instructional teachers at K-5 Schools

Schedule

On 6/1/2018

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

TA 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 8/3/2017 to 6/29/2018

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

TA 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

Quarterly, from 7/3/2017 to 6/29/2018

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.

TA 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 5/11/2018

G2.B19 Additional instructional time is needed for struggling students

G2.B19.S1 Additional instructional intervention time for struggling students after school hours would enable differentiated, specialized student instruction designed to meet needs.

TA Opportunity 1

After school extended learning time

Facilitator

Deana White

Participants

Targeted Tier 2 Students and Instructors

Schedule

Weekly, from 10/2/2017 to 4/20/2018

G2.B19.S2 Small group Tier 2 intervention time during the school day will support struggling students.

TA 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 9/5/2017 to 6/1/2018

G2.B20 School teams need additional behavior management training

G2.B20.S1 PBS Tier 1 training will be provided to specific school sites based upon needs.

TA Opportunity 1

Schedule initial PBS Tier 1 training as needed at school sites.

Facilitator

FL PBS

Participants

School Level PBS Teams

Schedule

On 6/1/2018

G2.B20.S2 Implement strategies/system to more fully understand and "breakdown" behavior data for complete analysis

TA Opportunity 1

Each school site will analyze MTSS data

Facilitator

PBS / Student Support Services

Participants

All school sites

Schedule

Daily, from 8/3/2017 to 6/1/2018

VII. Budget

1	G1.B2.S1.A1	Enhance and Focus EWS protocols and monitoring system				\$0.00
2	G1.B2.S1.A2	Increase/Decrease LRE Indicators - School BPIEs self-assessment and development of FIN Service Plans for each school site				\$0.00
3	G1.B2.S1.A3	Continue with development of inclusion teacher training and implementation plans for each site				\$0.00
4	G2.B1.S2.A1	Develop attendance goals with parents				\$0.00
5	G2.B1.S2.A2	Develop attendance goals with parents				\$9,540.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	District-Wide	Title, I Part A	0.0	\$9,540.00
6	G2.B12.S1.A1	Participants will share information from the collaborative meeting with teachers at both school sites.				\$0.00
7	G2.B18.S1.A1	Hire and train personnel to provide additional learning time and MTSS services.				\$0.00
8	G2.B18.S2.A1	Teachers who succeed in meeting escalating student learning gains goals will receive financial compensation.				\$0.00
9	G2.B19.S1.A1	After school extended learning time				\$0.00
10	G2.B19.S2.A1	Provide differentiated instruction in a homogeneous setting during the school day to support the needs of all learners.				\$0.00
11	G2.B20.S1.A1	Schedule initial PBS Tier 1 training as needed at school sites.				\$0.00
12	G2.B20.S1.A2	PBS Administrator Training				\$0.00
13	G2.B20.S2.A1	Each school site will analyze MTSS data				\$0.00
14	G2.B3.S1.A1	Student formative and summative assessment score reports will be provided to families in a timely manner.				\$0.00

15	G2.B3.S1.A2	Update website to ensure testing information (accommodations, scores, dates, reports, contact information, etc.) is readily available for parent access	\$0.00
16	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
17	G2.B5.S1.A2	Enhance the use of the Performance Matters Early Warning System and MTSS through professional development and support to School-Based Leadership Teams	\$0.00
18	G2.B5.S2.A1	Provide professional development on ways to assess Tier 1: High Quality Instruction for school staff	\$0.00
19	G2.B5.S2.A2	Develop an awareness presentation for families regarding Tier 1 MTSS characteristics: curriculum, data, instructional strategies, and classroom environment.	\$0.00
20	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
21	G2.B5.S4.A1	Provide training for the school leadership team on the Marzano Teacher Evaluation Model.	\$0.00
22	G2.B5.S4.A2	Provide training for all instructional staff on the Marzano Teacher Evaluation Model	\$0.00
23	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
24	G2.B6.S1.A2	Provide events aimed at supporting family engagement and relationship building initiatives.	\$0.00
25	G2.B6.S2.A1	Leadership support for teachers in the area of relationship and team building.	\$0.00
26	G2.B7.S1.A1	Provide professional development and coaching to all school staff.	\$0.00
27	G2.B8.S1.A1	The DLT will schedule and facilitate quarterly vertical FSS instructional long range planning sessions.	\$0.00
Total:			\$9,540.00