



Manny Diaz, Jr., Commissioner of Education

## 2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 28 - Highlands

Dr. Brenda Longshore, Superintendent  
, Southwest Executive Director

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## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

"By uniting stakeholders, we will prepare our students to be college and career ready, empower our students to achieve personal excellence, and foster responsible citizens."

##### b. District Vision Statement

"Leading Together To Achieve Excellence"

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

No strategic plan link stored

#### 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 Leadership Team will have scheduled meetings in order to monitor the District's MTSS & DIAP. Through these meetings, the leadership team will review and ensure that there are visible connections between the MTSS framework with the District and schools' mission statements and organizational improvement efforts. Through open dialogue the leadership team will ensure alignment between policies and procedures across the district, schools and at all grade levels as delineated in the DIAP. On an ongoing basis, the leadership team will review the district wide assessment data to ensure that all decisions are data driven from the individual student level to the District level. In addition, the leadership team will celebrate and communicate outcomes with all stakeholders. Furthermore, monthly meetings are held with Region VI RED and district staff to provide collaboration and support to DA schools.

##### 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 Leadership Team will utilize the 8 Step Problem Solving process to monitor the implementation of the DIAP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. Further, the District Leadership Team meets monthly in order to evaluate the development of MTSS by monitoring consensus, infrastructure, and implementation and to apply strategic problem solving processes to monitor and revise (if necessary) the DIAP. Through the 8 Step Problem Solving process, the District is able to conduct School Instructional Reviews, including in-depth participation of school staff, which further provides opportunities for monitoring the implementation of the DIAP. The District's strategic planning process includes meetings and surveys for staff, parents and community partners (among others) that make recommendations on how the District should focus its resources. In addition, the district staff meets monthly with the Region IV RED to collaborate and support DA schools.

**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 Leadership Team will have scheduled meetings in order to monitor the District's MTSS and DIAP.

Through these meetings, the leadership team will review and ensure that there are visible connections between the MTSS framework with the District and schools' mission statements and organizational improvement efforts. Through open dialogue the leadership team will ensure alignment between policies and procedures across the district, schools and at all grade levels as delineated in the DIAP. On an ongoing basis, the leadership team will review the district wide assessment data to ensure that all decisions are data driven from the individual student level to the District level. In addition, the leadership team will celebrate and communicate outcomes with all stakeholders.

The content specialists will work directly with the school and district leadership teams to develop a plan to address needs based on student achievement data. The content area specialists, who typically work equally with all schools, will use an adjusted calendar which focuses their efforts in language arts, math, and science at schools with greatest need. The Assistant Superintendent of Curriculum will be responsible for implementing this strategy.

The resource/dean, MTSS resource and STEM resource teachers are not typically allocated in the elementary setting. This strategy will allow school leadership to focus on instructional improvements, while the dean assists in behavior support. The administration, MTSS resource, STEM resource and the dean will also work with teachers to develop positive academic and behavioral strategies that they will implement within their classrooms. The ultimate goal of this strategy would be to phase out the need of these positions. This would be accomplished by implementing positive behavior strategies, increasing student academic rigor, and maximizing instructional engagement. The principal will be responsible for implementing this strategy.

**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 district is providing the school with operational flexibility for such issues as staffing, calendar/ time, and budgeting to implement a comprehensive approach to substantially improve student outcomes. School leaders exercise autonomy to align policies and practices with the major reform efforts outlined in the school's turnaround plan. Examples of resource use will reflect enhanced flexibility and align with the major reform efforts outlined in the school's turnaround plan.

**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.

Sustainable improvement will occur through the school improvement and evaluation processes. Data gathered through the school improvement and evaluation process includes qualitative and quantitative data. The district divisions, community partners, school-based leadership, parents,

students, and teachers work together and give input on interventions. The Leadership Team along with the DSAC/CAT includes stakeholder input throughout the process to ensure progress monitoring and to strengthen the interventions. Ongoing interventions throughout the process are evaluated in order to modify and strengthen strategies that are effective in increasing student achievement. The reallocation or reduction of resources is based on specific strategies and programs that contributed to the success of the school. The School Board of Highlands County commits to the sustainability of effective interventions by utilizing various funding sources, strengthening district core practices, and anticipating and solving issues to barriers.

## B. Stakeholder Involvement

### 1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361939>

### 2. Family and Community Engagement

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

The Curriculum and Instruction Department leads the development of the District Assistance and Intervention Plan (DIAP). This department works in tandem with a Community Assessment Team and the District School Advisory Committee that provides input into the district's School Improvement Process. This team is made up of district-level staff, principals, assistant principals, teachers, parents, students and community members.

### 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.**

This year, the writing of the DIAP was completed in effort with the Curriculum and Instruction staff and Student Services and Federal Programs staff. The plan reflects district-wide initiatives, programs and practices. The Curriculum and Instruction Department ensures that all schools' School Improvement Plans are aligned with the DIAP and the district's Strategic Plan. The DIAP is shared with stakeholders to serve as a guiding resource for our district during the 16-17 school year.

## C. Effective Leadership

### 1. District Turnaround Lead

#### a. Employee's Name and Email Address

Longshore, Brenda, longshob@highlands.k12.fl.us

#### b. Employee's Title

Assistant Superintendent

#### c. Employee's Phone Number

(863) 471-5555

#### d. Employee's Phone Extension

#### e. Supervisor's Name

Wally Cox

**f. Supervisor's Title**

Superintendent

**g. Employee's Role and Responsibilities**

The Turnaround Lead is responsible for the implementation of School Improvement Grants and Differentiated Accountability requirements designed to support persistently low performing schools. This position requires collaboration with the Florida Department of Education's Region IV Differentiated Accountability team and the Directors of Elementary, Secondary, ESE, and Student Services to coordinate instructional support for identified low performing schools. The Turnaround Lead will facilitate the completion of required documents, manage allocated resources, and coordinate the Differentiated Accountability instructional review process. In addition, the role of the Turnaround Lead is to manage, organize, and implement problem solving in identified schools.

**2. District Leadership Team:**

<b>Longshore, Brenda, longshob@highlands.k12.fl.us</b>	
<b>Title</b>	Assistant Superintendent
<b>Phone</b>	(863) 471-5555
<b>Supervisor's Name</b>	Wally Cox
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	<p>The Assistant Superintendent of Curriculum and Instruction oversees the areas of Accountability and Assessment, Elementary and Secondary Education, Federal Title 1, ESOL/Migrant, ESE, and Student Services. Transformation will adhere to the following guiding principles:</p> <ul style="list-style-type: none"> <li>*collaborate with the Superintendent on decision making and communication for school-based administrators</li> <li>*direct and supervise the overall activities of planning, developing, coordinating, implementing, and evaluating all district curriculum and instructional support programs PreK-12</li> <li>*plan, implement and evaluate a systemic approach to Pre-K through grade 12 curriculum</li> <li>*initiate the development of programmatic goals and learning objectives on a district-wide basis within the scope of School Board policy, administrative directives, assessed student needs and operational constraints.</li> <li>*provide overall leadership and appropriate resources for on-going district-wide curriculum development and review to ensure articulation of standards, objectives, and skills for Pre-K through grade 12.</li> </ul>

**Thayer, Jessica, thayerj@highlands.k12.fl.us****Title** Director**Phone** 863-471-5555**Supervisor's Name** Dr. Brenda Longshore**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

As the Director of Secondary and Advanced Academics Programs, Mrs. Thayer will coordinate the planning, implementation, articulation, and evaluation of relevant curriculum and instructional programs and materials for secondary schools and advanced academics 6-12 that result in increased student achievement. She will lead and coordinate the analysis of data and the application of the eight-step problem solving process as secondary schools and advanced academics personnel establish goals and objectives for the school improvement process and the evaluation of instructional programs, strategies and interventions at the school and district levels.

**Wood, Deborah, woodd@highlands.k12.fl.us****Title** Other**Phone** 863-471-5555**Supervisor's Name** Dr. Brenda Longshore**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

The Federal Programs Resource will collaborate with principals to provide appropriate programs and related services for Title 1 and migrant students in a coordinated system to meet student needs.

**Landress, Pat, landresp@highlands.k12.fl.us****Title** Director**Phone** 863-471-5555**Supervisor's Name** Dr. Brenda Longshore**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

The Director of Student Support Services will collaborate with principals to provide appropriate programs and related services for exceptional students and student support services in a coordinated system to meet student needs.

**Davis, Marcia, davism6@highlands.k12.fl.us**

**Title** Director

**Phone** 863-471-5555

**Supervisor's Name** Dr. Brenda Longshore

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** The Coordinator of Student Services will assist in the development, implementation of district student services.  
Mrs. Davis will assist school personnel in the development of a coordinated system to deliver student services to meet individual school needs such as bullying programs, truancy and attendance support and support for student 504 plans through the collaboration of school psychologists and social workers. Additionally, the Coordinator of Student Services oversees the implementation of assessments.

**Starling, Tina, starlingt@highlands.k12.fl.us**

**Title** Instructional Coach

**Phone** 863-471-5555

**Supervisor's Name** Dr. Brenda Longshore

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** The K-12 Language Arts Curriculum Specialist will work collaboratively with district and school staff to develop strategies, establish diagnostic and intervention services where appropriate or deemed necessary, and assist in directing curricular/ instructional decision-making to directly impact student growth and achievement. The Language Arts Curriculum Specialist will model, mentor, and provide assistance to reading and content area teachers in the application of effective classroom instruction, macro-planning, lesson planning, and reading strategies in the content area. Additionally, Mrs. Starling will facilitate professional development and assist the school-based reading leadership teams as a resource in order to promote data driven decision making.

**Hardesty, Cathy, hardestc@highlands.k12.fl.us**

**Title** Other

**Phone** 863-471-5555

**Supervisor's Name** Dr. Brenda Longshore

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** The K-12 Science Curriculum Specialist will work collaboratively with district and school staff to develop strategies, establish diagnostic and intervention services where appropriate or deemed necessary, and assist in directing curricular/ instructional decision-making to directly impact student growth and achievement. The Science Curriculum Specialist will model, mentor, and provide assistance to science content area teachers in the application of effective classroom instruction, macro-planning, lesson planning, and reading strategies in the content area. Additionally, Ms. Hardesty will facilitate professional development and assist the school-based leadership teams as a resource in order to promote data driven decision making.

**Westergom, Jennifer, westergj@highlands.k12.fl.us**

**Title** Other

**Phone** 863-471-5555

**Supervisor's Name** Dr. Brenda Longshore

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** The K-12 Mathematics Curriculum Specialist will work collaboratively with district and school staff to develop strategies, establish diagnostic and intervention services where appropriate or deemed necessary, and assist in directing curricular/ instructional decision-making to directly impact student growth and achievement. The Mathematics Curriculum Specialist will model, mentor, and provide assistance to mathematics content area teachers in the application of effective classroom instruction, macro-planning, lesson planning, and reading strategies in the content area. Additionally, Mrs. Westergom will facilitate professional development and assist the school-based leadership teams as a resource in order to promote data driven decision making.

**Waldon, Laura, waldonl@highlands.k12.fl.us**

<b>Title</b>	Director
<b>Phone</b>	863-471-5555
<b>Supervisor's Name</b>	Brenda Longshore
<b>Supervisor's Title</b>	Assistant Superintendent

**Role and Responsibilities**

As the Director of Elementary Programs, Mrs. Waldon will coordinate the planning, implementation, articulation, and evaluation of relevant curriculum and instructional programs and materials for elementary schools K-5 that result in improved student achievement. She will lead and coordinate the analysis of data and the application of the eight-step problem solving process as elementary schools and advanced establish goals and objectives for the school improvement process and the evaluation of instructional programs, strategies and interventions at the school and district levels.

### 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 district determines and ensures each Focus and Priority school has a school leadership team of high quality, including principal and assistant principal with a record of increasing student achievement in a setting with similar challenges by debriefing with the principal and/or school leadership team where progress report updates are completed and next steps are discussed. This is followed by a follow up collaborative meeting between the district and leadership where prepared questions for the principal and/or leadership team are discussed.

The district ensures that the leadership has the ability to lead the turnaround effort. Under the definition of “turnaround principles” in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current leadership in a focus or priority school and determined that it would like to retain that principal and his leadership team to lead the turnaround effort. The leadership review that is required to meet the turnaround leadership regarding providing strong leadership in a focus or priority school is fairly narrow and is conducted for the specific purpose of determining whether the leadership has the ability to lead the turnaround effort.

#### 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.

Determination of retaining or replacing members of teaching staff in Focus and Priority schools is made using the Danielson Model - A Framework for Teaching. This initiative was supported through Race to the Top funding. The primary purpose of the system is to improve the quality of instruction and school leadership by insuring accountability for performance; provide a basis for improvement and self-growth through productive teacher performance appraisal; implement a performance evaluation system that promotes collaboration among teachers, leaders and evaluators; and optimize student learning and academic growth.

**D. Professional Capacity**

**1. Common Planning Time**

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

The schools establish a common planning time within their master schedule to allow meetings to occur a minimum of two (2) times a week, by grade level. If the master schedule cannot allow all grade level or subject area teachers to participate at the same time, the district will establish weekly common planning time after school for a minimum of 45 minutes a week.

**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 focuses organizational resources and (re) organized district staff to support turnaround by prioritizing turnaround efforts, intentionally articulating a framework for school improvement and aligning resources to support turnaround efforts within that framework. The district allocates additional human resources (instructional coaches) to support turnaround priorities.

**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.**

No

***District Reading Plans***

[https://www.floridacims.org/districts/highlands?current\\_tab=reading](https://www.floridacims.org/districts/highlands?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:*

**Writers' Workshop: Conferencing, Writing Process, Language Arts Florida Standards (K-5)**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	Resources include CPalms, Ready Writing Instruction, Write Bright, Reading Street Common Core Writing to Sources

## Effective Writing in Secondary Classrooms - Middle School

<b>Program Type</b>	Core, Supplemental
<b>School Type</b>	Middle School

Core: SpringBoard is the College Board's college and career readiness program for all students, Grades 6-12, and is the adopted core program in Highlands County for Language Arts Grades 6-8. Through writing experiences in the SpringBoard texts as well as in writing workshops, students will be prepared to write in any tested genre and will gain the following:

- Reading-writing connections that result in transferable literacy skills
- Ability to produce writing in a variety of modes
- Experience in using research to inform writing and to support credible argument
- Skills in collaborating and communicating with other writers
- Language development in writing and speech, as well as embedded grammar instruction that focuses on structure and effect in writing

**Description** Writing is also incorporated across the curriculum through strategies which enhance teaching and learning in the content area classroom. AVID strategies for writing are utilized in content area classes as students learn to consider their audience and purpose for writing. Students engage in various writing processes to support their thinking by using text-based evidence. AVID strategies for writing include cornell notes, learning logs, process writing, quick writes and reflections, and peer evaluations.

Professional development is provided to teachers and coaches focusing on effective learning strategies for writing across the curriculum, and using writing to monitor students' learning. Strategies may include: reader response, journal writing, writer's workshop, mapping, text structure writing frames, and writing a summary.

Supplemental: Writing process and application objectives are aligned to the Language Arts Florida Writing Standards and are infused in weekly English/Language Arts lesson plans and curriculum maps. Additional supplemental resources include: Simple Solutions by Tamara Doehring, and Writing Across the Curriculum.

## Effective Writing in Secondary Classrooms - High School

**Program Type** Core, Supplemental

**School Type**

Core: Collections is Houghton Mifflin Harcourt's program for all students, Grades 6-12, and is the adopted core program in Highlands County for Language Arts Grades 9-12. Through writing experiences in the Collections texts as well as in writing workshops, students will be prepared to write in any tested genre and will gain the following:

- Interactive writing lessons for students with models, feedback, and practice for careful analysis, argument with well-defended claims, and clear information
- Application of text analysis to writing, drawing upon additional sources, and citing evidence in the completion of Selection Performance Tasks
- Synthesizing ideas from multiple texts, conducting short research, and drawing conclusions with evidence in responses to Collection Performance Tasks
- Collaborating to improve writing using myWriteSmart for student and teacher feedback, peer discussions and editing groups, and accessing originality checks from Turnitin®

Comprehension Instruction Sequence modules include a sequence of instruction that supports deeper engagement with text. Content area teachers receive training on this sequence as a part of the Next Generation Content Area Reading - Professional Development. The modules guide students to think more deeply by: 1) providing opportunities for students to interact with text, and think/write critically about information in the text, 2) providing opportunities for students to deepen their comprehension of text through question generation, and 3) providing opportunities for students to write as a means of learning in order to expand, refine, and deepen their understanding of content area information and concepts.

### Description

The Literacy Design Collaborative modules are another means by which writing is embedded at the high school level. LDC teaching "tasks" provide opportunities for students to demonstrate that they have learned college and career skills. The task articulates the texts students are assigned, how the students will grapple with the texts (for example, the selected template's cognitive demands), and what written product students will complete in response to the reading. Written products are organized around the main writing demands outlined in the CCSS: Argumentation, Informational/Explanatory, or Narrative.

Writing is also incorporated across the curriculum through strategies which enhance teaching and learning in the content area classroom. AVID strategies for writing are utilized in content area classes as students learn to consider their audience and purpose for writing. Students engage in various writing processes to support their thinking by using text-based evidence. AVID strategies for writing include cornell notes, learning logs, process writing, quick writes and reflections, and peer evaluations.

Professional development is provided to teachers and coaches focusing on effective learning strategies for writing across the curriculum, and using writing to monitor students' learning. Strategies may include: reader response, journal writing, writer's workshop, mapping, text structure writing frames, and writing a summary.

## Opportunities for Writing to Learn - Elementary

<b>Program Type</b>	Core, Supplemental
<b>School Type</b>	Elementary School

"Effective writing skills are important in all stages of life from early education to future employment. In the business world, as well as in school, students must convey complex ideas and information in a clear, succinct manner. Inadequate writing skills, therefore, could inhibit achievement across the curriculum and in future careers, while proficient writing skills help students convey ideas, deliver instructions, analyze information, and motivate others." (National Center for Education Statistics, U.S. Department of Education, The Condition of Education 1998, p. 70)

**Description** Highlands County adopted Reading Street Common Core as its Comprehensive Core Reading Program. Writing to Sources is one component of the program that gives students opportunities to learn and demonstrate skills and knowledge 1) to substantiate claims and communicate in writing what they learned from text(s), 2) to collaborate with peers, adding quality experiences in the art of using text-based evidence, and 3) to practice with all modes of writing - argument, informative/explanatory, and narrative.

There are also many opportunities within the 90-minute reading block that allow students to make their thinking visible through writing, including the following:

- \*quick writes/reflections
- \*graphic organizers
- \*question generation to clarify meaning
- \*predictions
- \*summarizing (e.g. main idea, author's point of view, character change, plot resolution, etc)
- \*writing extensions (e.g. new ending)
- \*interactive notebooks

### c. Mathematics

#### 1. Description of Programs

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

**Houghton Mifflin Harcourt - Go Math!**

<b>Program Type</b>	Core, Supplemental, Intensive Intervention
<b>School Type</b>	Elementary School
<b>Description</b>	<ul style="list-style-type: none"> <li>Core</li> <li>Student/Teacher Edition</li> <li>Mega Math</li> <li>Interactive White Board Lessons</li> <li>Animated Math</li> <li>Standards Practice</li> <li>e-Glossary</li> <li>iTools</li> </ul> <ul style="list-style-type: none"> <li>Supplemental</li> <li>Critical Area Projects</li> <li>Reteach Resources</li> <li>Enrichment Resources</li> <li>Grab and Go Activity Center Cards</li> <li>Real World Videos</li> <li>Concept Readers</li> </ul> <ul style="list-style-type: none"> <li>Intervention</li> <li>Soar to Success</li> <li>RTI Intensive Intervention</li> <li>RTI Strategic Intervention</li> </ul>

**i-Ready**

<b>Program Type</b>	Supplemental, Intensive Intervention
<b>School Type</b>	Elementary School, Middle School
<b>Description</b>	<ul style="list-style-type: none"> <li>Grades K-8 Diagnostic Assessments (online)</li> <li>Prescriptive Lesson Intervention</li> <li>Tools For Instruction</li> <li>Progress Checks</li> </ul> <ul style="list-style-type: none"> <li>Grades K-8 Toolbox of Resources (digital)</li> <li>Florida Ready Lessons</li> <li>Interactive Lessons for Supporting Skills Practice and Problem Solving</li> <li>Fluency Lessons</li> <li>Math Center Activities.</li> </ul>

**Big Ideas Learning - Course 1, Course 1 Adv, Course 2, Course 2 Adv, Pre-Algebra, Honors Algebra 1**

**Program Type** Core, Supplemental, Intensive Intervention

**School Type** Middle School

**Description**

- Core
- Student/Teacher Edition
- Record and Practice Journal
- Multi-Language Glossary
- Progress Checks
  
- Supplemental
- Vocabulary Flash Cards
- Study Help/Graphic Organizers
- My Dear Aunt Sally Game
  
- Intervention
- Interactive Activities
- Game Closet
- Intensive Intervention Activities
- Lesson Tutorials
- Skills Review
- Differentiated Lessons
- Basic Skills Resources

**Houghton Mifflin Harcourt - Algebra 1, Geometry, Algebra 2**

<b>Program Type</b>	Core, Supplemental, Intensive Intervention
<b>School Type</b>	High School
<b>Description</b>	<ul style="list-style-type: none"> <li>Core</li> <li>Student/Teacher Editions</li> <li>Multilingual Glossary</li> <li>Problem Solving</li> <li>Practice A, B, C</li> <li>Personal Math Trainer</li> <li>Power Presentations</li> <li>Interactivities</li> <li>TechKeys/Graphing Calculator Activities</li> <li>Algebra Tiles</li> </ul> <ul style="list-style-type: none"> <li>Supplemental</li> <li>OnCore Interactive Whiteboard Lessons</li> <li>Explorations in Core Math</li> <li>Chapter Project</li> <li>Parent Resources</li> <li>Career Resources</li> <li>Challenge</li> </ul> <ul style="list-style-type: none"> <li>Intervention</li> <li>Are you Ready?</li> <li>Ready to Go On?</li> <li>Success for Every Learner</li> <li>Review for Mastery</li> <li>Reading Strategies</li> <li>Lesson Tutorial Videos</li> <li>Homework Help</li> </ul>

**Pearson - Liberal Arts Math and Math for College Readiness**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	<ul style="list-style-type: none"> <li>Core</li> <li>Student/Teacher Edition</li> <li>Student Extra Practice</li> <li>Student Organizer</li> </ul>

**Algebra Nation**

<b>Program Type</b>	Supplemental, Intensive Intervention
<b>School Type</b>	Middle School, High School
	Grades 7th-12th for Algebra 1 (online)
<b>Description</b>	<p>Student resources                      Study Guide                      Instructional Videos                      Practice Tool</p> <p>Teacher resources                      Mathematical Practice Activities                      Independent Practice Worksheets                      Mini Assessments                      Lesson Plans and Activities</p>

**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:

**Scott Foresman Interactive Science (Grades K-5)**

<b>Program Type</b>	Core, Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	<p>Elementary Supplemental Science and Scientifically Research-based Program(s):                      Science Fair                      Discovery Education                      Online program that addresses science content, videos, lessons, and exploration                      Happy Scientist                      Online resource with standards based videos and lessons                      Study Jams                      Free online resource providing short video clips to teach content                      BrainPop                      Online resource which uses video, quizzes, and activities to teach content</p>

**Earth/Space Science Regular and Honors, - Pearson Earth Science 2012/1st edition (Tarbuck); International Baccalaureate Environmental Systems and Societies 1 and 2; Biology Regular, Honors, Advanced Placement, International Baccalaureate Biology 1 and 3 - Pearson Miller and Levine Biology 2012/ 1st edition; Chemistry Regular, Honors, Advanced Placement, International Baccalaureate Chemistry 1 and 2 - Holt Chemistry; Physics Regular and Honors; Anatomy and Physiology Regular and Honors - Glencoe/McGraw-Hill Holes Essentials of Human Anatomy**

**Program Type**

Core

**School Type**

High School

**Description** High School Supplemental Science and Scientifically Research-based Program(s):  
 Science Fair  
 Opportunity to participate in Regional Science and Engineering Fair - Heartland Region  
 Discovery Education  
 Online program that addresses science content, videos, lessons, and exploration  
 Study Jams  
 Free online resource providing short video clips to teach content  
 Oddesyware  
 (Course Recovery) Computer remediation program meant to target content weaknesses and achieve credit in previously failed courses

**Holt McDougal Science Fusion (6-8)**

**Program Type** Core, Supplemental

**School Type** Middle School

**Description** Mid Grades Supplemental Science and Scientifically Research-based Program(s):  
 Science Fair  
 Discovery Education  
 Online program that addresses science content, videos, lessons, and exploration  
 Happy Scientist  
 Online resource with standards based videos and lessons  
 Study Jams  
 Free online resource providing short video clips to teach content  
 BrainPop  
 Online resource which uses video, quizzes, and activities to teach content

## 2. Instructional Alignment and Pacing

### a. Program Monitoring

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

The district's Instructional Pacing Guides are aligned to the Florida Standards (FS) or Next Generation Sunshine State Standards (NGSSS) for reading, writing, mathematics, and science. These documents are available digitally and comprise an important component of the district's

**Instructional**

Improvement System. In addition the district implements a series of formative and baseline assessments throughout the year. The results are available to district, school and instructional staff to monitor student progress as evidence of standard implementation. Reports are generated indicating the strengths and weaknesses of classes, students and schools in reference to specific standards. In addition the district has developed an informal and formal observational tool for use by administrators and peer evaluators when observing teachers and learning in classrooms. Observations are recorded digitally and made available for immediate review by the teacher. This leads to very productive discussions about the implementation of core instructional and intervention programs.

**b. Supports for Student Transitions**

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

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

Yes

**a. Link to Student Progression Plan**

[http://www.highlands.k12.fl.us/SBHC/Curriculum/SPP\\_1314.pdf](http://www.highlands.k12.fl.us/SBHC/Curriculum/SPP_1314.pdf)

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

30-44 (Elementary) 45-65 (Secondary)

**c. Alignment of Pacing Guides to Florida Standards**

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

Yes

## II. Needs Assessment

### A. Problem Identification

**1. Data to Support Problem Identification**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

**2. Problem Identification Summary**

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

### 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.

## 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.** Increase the high school "on time" graduation rate to at least 70% at each high school.
- G2.** Implement district-wide training in Professional Learning Community.
- G3.** Improve student achievement in the area of science Grades 5-10 from 44% to 49% in SY 17-18 as measured by state assessments.
- G4.** Increase % of students scoring above 50th percentile on FSA ELA. The goal is to reach 58% by SY 2019-2020. The target for SY 17-18 is 49%.
- G5.** Increase % of students scoring above 50th percentile on Math FSA Grades 3-10 from 51% to 55%

## 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. Increase the high school "on time" graduation rate to at least 70% at each high school. 1a**

G092653

**Targets Supported 1b**

Focus	Indicator	Year	Target
District-Wide	School Grade - Percentage of Points Earned	2017-18	70.0

**Targeted Barriers to Achieving the Goal 3**

- Student requirements for graduation, attendance and discipline

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

- College coach
- Academic coach
- Students receive academic history and establish plans, schedules, and goals to promote and graduate on time.
- Student Mentors

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

Each nine weeks, district administration will discuss with school leadership the outcomes of the MTSS process regarding students

**Person Responsible**

Jessica Thayer

**Schedule**

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

**Evidence of Completion**

Student grades and credit histories

**G2. Implement district-wide training in Professional Learning Community.** 1a

G092616

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	School Grade - Percentage of Points Earned	2017-18	10.0

**Targeted Barriers to Achieving the Goal** 3

- Timely implementation for impact.

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

- Currently trained staff
- Training of district curriculum specialists and school-based administrators/instructional leaders by Solution Tree.
- Training of D School by Solution Tree

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

Implementation of the training

**Person Responsible**

Anne Lindsay

**Schedule**

Every 3 Weeks, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

Training of district and school staff and implementation of the process.

**G3.** Improve student achievement in the area of science Grades 5-10 from 44% to 49% in SY 17-18 as measured by state assessments. 1a

G092609

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	Statewide Science Assessment Achievement	2017-18	49.0

**Targeted Barriers to Achieving the Goal** 3

- Instructional time at elementary level.

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

- District specialists
- Instructional plans
- Textbook adoption SY 17-18

**Plan to Monitor Progress Toward G3.** 8

Selection and/or decision regarding the best instructional materials aligned to the Florida Standards.

**Person Responsible**

Cathy Hardesty

**Schedule**

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

**Evidence of Completion**

Evaluations of materials using the criteria from TNTP.

**G4.** Increase % of students scoring above 50th percentile on FSA ELA. The goal is to reach 58% by SY 2019-2020. The target for SY 17-18 is 49%. **1a**

G050000

**Targets Supported** **1b**

Focus	Indicator	Year	Target
District-Wide	ELA Achievement District Assessment	2017-18	49.0

**Targeted Barriers to Achieving the Goal** **3**

- New instructional materials at the elementary level--Core Knowledge, Skill Strand, math, and science
- Planning and learning as they are doing.

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

- District Instructional Coaches
- School Instructional Coaches
- Aligned Curriculum
- District Reading Monthly Meetings
- Weekly classroom walk through by district- and school-level instructional leadership using the Instructional Practice Guide with immediate feedback to the teacher
- Departmentalization at the elementary level.

**Plan to Monitor Progress Toward G4.** **8**

Monthly site visits to schools to monitor core instruction--grade level appropriate standards, level of rigor, and engaging instructional strategies.

**Person Responsible**

Anne Lindsay

**Schedule**

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

**Evidence of Completion**

Classroom walk throughs with school-based leadership team members using the Instructional Practice Guides of Achieve the Core with immediate teacher feedback. iReady data by grade level and teacher will be used to monitor student progress toward the goal.

**Plan to Monitor Progress Toward G4. 8**

Monthly site visits to schools to monitor core instruction--grade level appropriate standards, level of rigor, and engaging instructional strategies

**Person Responsible**

Jessica Thayer

**Schedule**

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

**Evidence of Completion**

Classroom walk throughs with school-based leadership team members using the Instructional Practice Guides of Achieve the Core with immediate teacher feedback. iReady data by grade level and teacher will be used to monitor student progress toward the goal.

**Plan to Monitor Progress Toward G4. 8**

Monthly grade/team level meetings will be conducted at each school site by the school leadership team to monitor student growth and achievement.

**Person Responsible**

Anne Lindsay

**Schedule**

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

**Evidence of Completion**

iReady data, district progress monitoring assessments, and feedback from district specialists.

**Plan to Monitor Progress Toward G4. 8**

Monthly grade/team level meetings will be conducted at each school site by the school leadership team to monitor student growth and achievement.

**Person Responsible**

Jessica Thayer

**Schedule**

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

**Evidence of Completion**

iReady data, district progress monitoring assessments, and feedback from district specialists.

**G5. Increase % of students scoring above 50th percentile on Math FSA Grades 3-10 from 51% to 55%** 1a

 G049998

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	Math Achievement District Assessment	2017-18	55.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding and implementation of the Florida Standards.

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

- District Instructional Coaches
- School Instructional Coaches
- Aligned Curriculum
- District Math Connections

# District Action Plan for Improvement

## Problem Solving Key

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

1 = Problem Solving Step      S123456 = Quick Key

**G1.** Increase the high school "on time" graduation rate to at least 70% at each high school. 1

 G092653

**G1.B1** Student requirements for graduation, attendance and discipline 2

 B248418

**G1.B1.S1** Provide alternative methods for students to advance in coursework so that they promote and graduate on time. 4

 S261759

**Strategy Rationale**

Providing alternative routes and paths to graduation

**Action Step 1** 5

District administration will communicate with high school administration and college/academic coaches regarding student advancement

**Person Responsible**

Jessica Thayer

**Schedule**

Every 3 Weeks, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

Monitoring of student progress, credit histories

**G1.B1.S2** Provide students in jeopardy of graduating mentors 4

S265042

**Strategy Rationale**

Individual checkin and support for each student to build a relationship with a caring individual

**Action Step 1** 5

Assign Mentors for students that need additional support for graduation

**Person Responsible**

Kim Riley

**Schedule*****Evidence of Completion***

Students in jeopardy of graduating will be assigned mentors

**Action Step 2** 5

Mentor will meet weekly with mentee

**Person Responsible**

Kim Riley

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Weekly mentor forms

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

Mentor notes turned into Mentor Coordinator

**Person Responsible**

Kim Riley

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Mentor notes in google drive

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

Students will mentors will graduate on time

**Person Responsible**

Kim Riley

**Schedule**

On 5/25/2018

**Evidence of Completion**

Students attendance, grades and graduation requirements

**G2. Implement district-wide training in Professional Learning Community. 1**

G092616

**G2.B1 Timely implementation for impact. 2**

B248297

**G2.B1.S1 Repeated follow up with Solution Tree to implement training in a timely manner. 4**

S261636

**Strategy Rationale**

Learning by Doing

**Action Step 1 5**

Implementation of training plan.

**Person Responsible**

Anne Lindsay

**Schedule**

Every 3 Weeks, from 8/23/2017 to 5/31/2018

**Evidence of Completion**

Training plan/schedule

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

Work with Admin on implementation of PLC

**Person Responsible**

Jessica Thayer

**Schedule**

On 5/20/2018

***Evidence of Completion***

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

Work with Admin on implementation of PLC

**Person Responsible**

Anne Lindsay

**Schedule**

On 5/20/2018

***Evidence of Completion***

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

Progress Monitoring Data by Content Area

**Person Responsible**

Anne Lindsay

**Schedule**

On 5/20/2018

***Evidence of Completion***

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

Progress Monitoring Data by Content Area

**Person Responsible**

Jessica Thayer

**Schedule**

On 5/20/2018

**Evidence of Completion**

**G3.** Improve student achievement in the area of science Grades 5-10 from 44% to 49% in SY 17-18 as measured by state assessments. 1

G092609

**G3.B1** Instructional time at elementary level. 2

B248267

**G3.B1.S1** District specialist will assist Tier 2 and 3 schools with the implementation of instructional plans.

4

S261611

**Strategy Rationale**

Priority support for the schools with the greatest need.

**Action Step 1** 5

Monitor the implementation of instructional plans to increase the fidelity of the instructional process

**Person Responsible**

Cathy Hardesty

**Schedule**

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

**Evidence of Completion**

Calendar, schedule, and evidence collected using the Science Instructional Practice Guide.

**G3.B1.S2** Textbook adoption selection process will utilize the assistance of The New Teacher Project.

4

S261612

### **Strategy Rationale**

Expertise in the Florida Standards and critical elements of quality instructional materials.

### **Action Step 1** 5

Textbook adoption

#### **Person Responsible**

Cathy Hardesty

#### **Schedule**

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

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

Coordinate the involvement of staff with TNTP and review of proposed instructional materials.

**G4.** Increase % of students scoring above 50th percentile on FSA ELA. The goal is to reach 58% by SY 2019-2020. The target for SY 17-18 is 49%. 1

G050000

**G4.B1** New instructional materials at the elementary level--Core Knowledge, Skill Strand, math, and science 2

B127461

**G4.B1.S1** The district will provide district support to Tier 3 schools. 4

S139574

### Strategy Rationale

To assist in understanding of the rigor of the Florida Standards, district coaches will assist with advancing core curriculum instruction using the Instructional Practice Guides during classroom walk throughs with district and school leadership teams and providing immediate feedback to the teacher.

### Action Step 1 5

District specialist will provide priority district support on FL Standards, structure of class time, and relevance of core instruction.

#### Person Responsible

Tina Starling

#### Schedule

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

#### Evidence of Completion

Agenda, ERO, training materials

### Action Step 2 5

District specialist will conduct regular and routine sessions with school-level coaches to include sessions at schools within the district for the immediate application and practice of shared information and knowledge.

#### Person Responsible

Tina Starling

#### Schedule

Biweekly, from 8/1/2017 to 5/31/2018

#### Evidence of Completion

Calendar, schedule, evidence collected using Instructional Practice Guide

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Will have evidence that the district instructional coaches are training school coaches and teachers on FI Standards and structure of classtime.

**Person Responsible**

Jessica Thayer

**Schedule**

Every 6 Weeks, from 8/10/2017 to 9/22/2017

**Evidence of Completion**

ERO records, feedback on PD evaluation forms from attendees, sign in sheets, monthly meetings with principals

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Will have evidence that the district instructional coaches are training school coaches and teachers on FI Standards and structure of classtime.

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/8/2018

**Evidence of Completion****Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Instructional coaches have a deeper understanding of the FI Standards and the instructional shifts needed and structure of classtime.

**Person Responsible**

Jessica Thayer

**Schedule**

Monthly, from 8/10/2017 to 6/7/2018

**Evidence of Completion**

Evaluation of school based instructional coaches at their site.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Instructional coaches have a deeper understanding of the FI Standards and the instructional shifts needed and structure of classtime.

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion***

**G4.B1.S2** The district will support school based instructional coaches. 4

S139575

**Strategy Rationale**

To support teachers in individual classrooms and provide onsite modeling, coaching, and professional development.

**Action Step 1** 5

Provide allocations for each school location to provide school based instructional coaching.

**Person Responsible**

Brenda Longshore

**Schedule**

On 5/31/2018

***Evidence of Completion***

Allocations sheets

**Action Step 2** 5

Schools will advertise and hire for instructional coaches.

**Person Responsible**

Brenda Longshore

**Schedule**

On 5/31/2018

***Evidence of Completion***

advertisements, rosters, hiring recommendation forms

**Action Step 3** 5

ELA curriculum specialist will provide support to Tier 3 and Tier 2 schools throughout the district and as needed to Tier 1 schools.

**Person Responsible**

Tina Starling

**Schedule**

Weekly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Calendar, schedule, evidence collected using the Instructional Practice Guide

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

Meet with school based administrators and check on deeper understanding of standards & instructional shifts

**Person Responsible**

Jessica Thayer

**Schedule**

On 6/7/2018

***Evidence of Completion***

Meeting schedule/calendar

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

Meet with school based administrators and check on deeper understanding of standards & instructional shifts

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion***

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

Monthly principals meetings to check on deeper understanding of FI Standards

**Person Responsible**

Jessica Thayer

**Schedule**

On 6/7/2018

***Evidence of Completion***

Student & staff evaluations

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

Monthly principals meetings to check on deeper understanding of FI Standards

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion***

**G4.B2** Planning and learning as they are doing. 2

 B127462

**G4.B2.S1** District curriculum administrators and district curriculum specialist will support school-based instructional leaders. 4

 S261608

**Strategy Rationale**

If the district is aligned with the schools on the primary focus, the impact of the strategies on improving student achievement will be increased.

**Action Step 1** 5

Classroom Walkthrough with the IPG

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion***

**Action Step 2** 5

Classroom Walkthrough with the IPG

**Person Responsible**

Jessica Thayer

**Schedule**

On 6/7/2018

***Evidence of Completion***

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

Classroom Walkthrough with the IPG

**Person Responsible**

Jessica Thayer

**Schedule**

On 6/8/2018

***Evidence of Completion***

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

Classroom Walkthrough with the IPG

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion***

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

Classroom Walkthrough with the IPG

**Person Responsible**

Jessica Thayer

**Schedule**

On 6/7/2018

***Evidence of Completion***

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

Classroom Walkthrough with the IPG

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

**Evidence of Completion**

**G5.** Increase % of students scoring above 50th percentile on Math FSA Grades 3-10 from 51% to 55% 1

 G049998

**G5.B1** Lack of understanding and implementation of the Florida Standards. 2

 B126771

**G5.B1.S1** The district will provide district support to Tier 3 schools 4

 S139603

**Strategy Rationale**

To assist in understanding of the FI Standards district coaches will assist with unpacking standards with individual schools, grade levels, and teams.

**Action Step 1** 5

District Specialists will provide PD district support on FI Standards and structure of classtime.

**Person Responsible**

Jennifer Westergom

**Schedule**

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

**Evidence of Completion**

Agenda, ERO, Training Material

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Meet with school based administration and check on deeper understanding of standards and instructional shifts

**Person Responsible**

Jessica Thayer

**Schedule**

Every 6 Weeks, from 8/10/2017 to 6/8/2018

***Evidence of Completion***

Meeting schedule/calendar

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Meet with school based administration and check on deeper understanding of standards and instructional shifts

**Person Responsible**

Anne Lindsay

**Schedule**

On 6/7/2018

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Monthly principals meetings to check on deeper understanding of FI Standards and structure of classtime

**Person Responsible**

Brenda Longshore

**Schedule**

Monthly, from 7/31/2017 to 5/31/2018

***Evidence of Completion***

Student and staff evaluations. INSIGHT survey results

**G5.B1.S2** The district curriculum specialist will provide instructional plans to the teachers throughout the district. 4

 S261609

### Strategy Rationale

Common focus grounded in the Florida Standards at each grade level that builds the knowledge level of the students from grade to grade

Action Step(s) Missing for Goal #5, Barrier #1, Strategy #2  
Complete one or more action steps for this Strategy or de-select it

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B1.S2.A1 A351101	Assign Mentors for students that need additional support for graduation	Riley, Kim	8/10/2017	Students in jeopardy of graduating will be assigned mentors	No End Date one-time
G4.B1.S1.MA1 M098900	Will have evidence that the district instructional coaches are training school coaches and teachers...	Thayer, Jessica	8/10/2017	ERO records, feedback on PD evaluation forms from attendees, sign in sheets, monthly meetings with principals	9/22/2017 every-6-weeks
G2.B1.S1.MA1 M373927	Progress Monitoring Data by Content Area	Lindsay, Anne	8/10/2017		5/20/2018 one-time
G2.B1.S1.MA4 M373928	Progress Monitoring Data by Content Area	Thayer, Jessica	8/10/2017		5/20/2018 one-time
G2.B1.S1.MA1 M373925	Work with Admin on implementation of PLC	Thayer, Jessica	8/10/2017		5/20/2018 one-time
G2.B1.S1.MA2 M373926	Work with Admin on implementation of PLC	Lindsay, Anne	8/10/2017		5/20/2018 one-time
G1.B1.S2.MA1 M373938	Students will mentors will graduate on time	Riley, Kim	8/10/2017	Students attendance, grades and graduation requirements	5/25/2018 one-time
G1.B1.S2.MA1 M373937	Mentor notes turned into Mentor Coordinator	Riley, Kim	8/10/2017	Mentor notes in google drive	5/25/2018 monthly
G1.B1.S2.A2 A351102	Mentor will meet weekly with mentee	Riley, Kim	8/10/2017	Weekly mentor forms	5/25/2018 weekly
G5.B1.S1.A1 A157252	District Specialists will provide PD district support on FI Standards and structure of classtime.	Westergom, Jennifer	8/10/2017	Agenda, ERO, Training Material	5/30/2018 monthly
G1.MA1 M366608	Each nine weeks, district administration will discuss with school leadership the outcomes of the...	Thayer, Jessica	9/1/2017	Student grades and credit histories	5/31/2018 quarterly
G2.MA1 M366375	Implementation of the training	Lindsay, Anne	9/1/2017	Training of district and school staff and implementation of the process.	5/31/2018 every-3-weeks
G3.MA1 M366338	Selection and/or decision regarding the best instructional materials aligned to the Florida...	Hardesty, Cathy	9/1/2017	Evaluations of materials using the criteria from TNTP.	5/31/2018 monthly
G4.MA1 M098903	Monthly site visits to schools to monitor core instruction--grade level appropriate standards,...	Lindsay, Anne	9/1/2017	Classroom walk throughs with school-based leadership team members using the Instructional Practice Guides of Achieve the Core with immediate teacher feedback. iReady data by grade level and teacher will be used to monitor student progress toward the goal.	5/31/2018 biweekly
G4.MA2 M364516	Monthly site visits to schools to monitor core instruction--grade level appropriate standards,...	Thayer, Jessica	9/1/2017	Classroom walk throughs with school-based leadership team members using the Instructional Practice Guides of Achieve the Core with immediate teacher feedback. iReady data by grade level and teacher will be used to monitor student progress toward the goal.	5/31/2018 biweekly
G4.MA3 M364621	Monthly grade/team level meetings will be conducted at each school site by the school leadership...	Lindsay, Anne	9/1/2017	iReady data, district progress monitoring assessments, and feedback from district specialists.	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.MA4 M364626	Monthly grade/team level meetings will be conducted at each school site by the school leadership...	Thayer, Jessica	9/1/2017	iReady data, district progress monitoring assessments, and feedback from district specialists.	5/31/2018 monthly
G4.B1.S1.A1 A157198	District specialist will provide priority district support on FL Standards, structure of class...	Starling, Tina	9/1/2017	Agenda, ERO, training materials	5/31/2018 weekly
G4.B1.S1.A2 A343688	District specialist will conduct regular and routine sessions with school-level coaches to include...	Starling, Tina	8/1/2017	Calendar, schedule, evidence collected using Instructional Practice Guide	5/31/2018 biweekly
G5.B1.S1.MA1 M098988	Monthly principals meetings to check on deeper understanding of FI Standards and structure of...	Longshore, Brenda	7/31/2017	Student and staff evaluations. INSIGHT survey results	5/31/2018 monthly
G3.B1.S1.A1 A345103	Monitor the implementation of instructional plans to increase the fidelity of the instructional...	Hardesty, Cathy	9/1/2017	Calendar, schedule, and evidence collected using the Science Instructional Practice Guide.	5/31/2018 weekly
G2.B1.S1.A1 A345172	Implementation of training plan.	Lindsay, Anne	8/23/2017	Training plan/schedule	5/31/2018 every-3-weeks
G1.B1.S1.A1 A345287	District administration will communicate with high school administration and college/academic...	Thayer, Jessica	9/1/2017	Monitoring of student progress, credit histories	5/31/2018 every-3-weeks
G4.B1.S2.A1 A157222	Provide allocations for each school location to provide school based instructional coaching.	Longshore, Brenda	9/1/2017	Allocations sheets	5/31/2018 one-time
G4.B1.S2.A2 A157223	Schools will advertise and hire for instructional coaches.	Longshore, Brenda	9/1/2017	advertisements, rosters, hiring recommendation forms	5/31/2018 one-time
G4.B1.S2.A3 A345102	ELA curriculum specialist will provide support to Tier 3 and Tier 2 schools throughout the district...	Starling, Tina	8/1/2017	Calendar, schedule, evidence collected using the Instructional Practice Guide	5/31/2018 weekly
G3.B1.S2.A1 A345104	Textbook adoption	Hardesty, Cathy	9/1/2017	Coordinate the involvement of staff with TNTP and review of proposed instructional materials.	5/31/2018 monthly
G4.B1.S1.MA1 M098902	Instructional coaches have a deeper understanding of the FI Standards and the instructional shifts...	Thayer, Jessica	8/10/2017	Evaluation of school based instructional coaches at their site.	6/7/2018 monthly
G4.B1.S1.MA3 M373659	Instructional coaches have a deeper understanding of the FI Standards and the instructional shifts...	Lindsay, Anne	8/10/2017		6/7/2018 one-time
G5.B1.S1.MA3 M373661	Meet with school based administration and check on deeper understanding of standards and...	Lindsay, Anne	8/10/2017		6/7/2018 one-time
G4.B2.S1.MA1 M373657	Classroom Walkthrough with the IPG	Thayer, Jessica	8/10/2017		6/7/2018 one-time
G4.B2.S1.MA3 M373676	Classroom Walkthrough with the IPG	Lindsay, Anne	8/10/2017		6/7/2018 one-time
G4.B2.S1.MA4 M373677	Classroom Walkthrough with the IPG	Lindsay, Anne	8/10/2017		6/7/2018 one-time
G4.B2.S1.A1 A350943	Classroom Walkthrough with the IPG	Lindsay, Anne	8/10/2017		6/7/2018 one-time
G4.B2.S1.A2 A350949	Classroom Walkthrough with the IPG	Thayer, Jessica	8/10/2017		6/7/2018 one-time
G4.B1.S2.MA1 M098926	Monthly principals meetings to check on deeper understanding of FI Standards	Thayer, Jessica	8/10/2017	Student & staff evaluations	6/7/2018 one-time
G4.B1.S2.MA3 M373656	Monthly principals meetings to check on deeper understanding of FI Standards	Lindsay, Anne	8/10/2017		6/7/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.MA1  M098925	Meet with school based administrators and check on deeper understanding of standards &...	Thayer, Jessica	8/10/2017	Meeting schedule/calendar	6/7/2018 one-time
G4.B1.S2.MA4  M373662	Meet with school based administrators and check on deeper understanding of standards &...	Lindsay, Anne	8/10/2017		6/7/2018 one-time
G4.B1.S1.MA4  M373660	Will have evidence that the district instructional coaches are training school coaches and teachers...	Lindsay, Anne	8/10/2017		6/8/2018 one-time
G5.B1.S1.MA1  M098987	Meet with school based administration and check on deeper understanding of standards and...	Thayer, Jessica	8/10/2017	Meeting schedule/calendar	6/8/2018 every-6-weeks
G4.B2.S1.MA1  M373675	Classroom Walkthrough with the IPG	Thayer, Jessica	8/10/2017		6/8/2018 one-time

## V. Professional Development Opportunities

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

### G2. Implement district-wide training in Professional Learning Community.

#### G2.B1 Timely implementation for impact.

##### G2.B1.S1 Repeated follow up with Solution Tree to implement training in a timely manner.

#### PD Opportunity 1

Implementation of training plan.

##### Facilitator

Debra Hall

##### Participants

All district and school curriculum leaders, district specialists, and school-based instructional coaches.

##### Schedule

Every 3 Weeks, from 8/23/2017 to 5/31/2018

### G4. Increase % of students scoring above 50th percentile on FSA ELA. The goal is to reach 58% by SY 2019-2020. The target for SY 17-18 is 49%.

#### G4.B1 New instructional materials at the elementary level--Core Knowledge, Skill Strand, math, and science

##### G4.B1.S1 The district will provide district support to Tier 3 schools.

#### PD Opportunity 1

District specialist will provide priority district support on FL Standards, structure of class time, and relevance of core instruction.

##### Facilitator

Tina Starling

##### Participants

District- and school-level instructional leaders

##### Schedule

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

**G4.B1.S2** The district will support school based instructional coaches.

**PD Opportunity 1**

ELA curriculum specialist will provide support to Tier 3 and Tier 2 schools throughout the district and as needed to Tier 1 schools.

**Facilitator**

Tina Starling

**Participants**

District and School Administration, district and school specialist/coaches.

**Schedule**

Weekly, from 8/1/2017 to 5/31/2018

**G5.** Increase % of students scoring above 50th percentile on Math FSA Grades 3-10 from 51% to 55%

**G5.B1** Lack of understanding and implementation of the Florida Standards.

**G5.B1.S1** The district will provide district support to Tier 3 schools

**PD Opportunity 1**

District Specialists will provide PD district support on FI Standards and structure of classtime.

**Facilitator**

Jennifer Westergom

**Participants**

Instructional Coaches

**Schedule**

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	District administration will communicate with high school administration and college/academic coaches regarding student advancement	\$0.00
2	G1.B1.S2.A1	Assign Mentors for students that need additional support for graduation	\$0.00
3	G1.B1.S2.A2	Mentor will meet weekly with mentee	\$0.00
4	G2.B1.S1.A1	Implementation of training plan.	\$0.00
5	G3.B1.S1.A1	Monitor the implementation of instructional plans to increase the fidelity of the instructional process	\$0.00
6	G3.B1.S2.A1	Textbook adoption	\$0.00
7	G4.B1.S1.A1	District specialist will provide priority district support on FL Standards, structure of class time, and relevance of core instruction.	\$0.00
8	G4.B1.S1.A2	District specialist will conduct regular and routine sessions with school-level coaches to include sessions at schools within the district for the immediate application and practice of shared information and knowledge.	\$0.00
9	G4.B1.S2.A1	Provide allocations for each school location to provide school based instructional coaching.	\$0.00
10	G4.B1.S2.A2	Schools will advertise and hire for instructional coaches.	\$0.00
11	G4.B1.S2.A3	ELA curriculum specialist will provide support to Tier 3 and Tier 2 schools throughout the district and as needed to Tier 1 schools.	\$0.00
12	G4.B2.S1.A1	Classroom Walkthrough with the IPG	\$0.00
13	G4.B2.S1.A2	Classroom Walkthrough with the IPG	\$0.00
14	G5.B1.S1.A1	District Specialists will provide PD district support on FI Standards and structure of classtime.	\$0.00
<b>Total:</b>			<b>\$0.00</b>