



Pam Stewart, Commissioner

2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

14 - Desoto

Dr. Karyn Gary, Superintendent
Jim Browder, Region 4 Executive Director

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District Improvement Planning

District Leadership Team

Provide the following contact information for each member of the district leadership team, including the position dedicated to leading the turnaround effort at the district level.:

Dr. Karyn E. Gary

Title Superintendent

Email karyn.gary@desoto.k12.fl.us

Phone 863-494-4222

Function & Responsibility The Superintendent functions as the leader for the entire district. She monitors, motivates, and leads the district toward improvement.

Dr. Christina M. Britton

Title Assistant Superintendent

Email christina.britton@desoto.k12.fl.us

Phone 863-494-4222

Function & Responsibility The Assistant Superintendent supports the Superintendent in leading the district. She is responsible for monitoring all school level SIPs, as well as supporting the schools in the improvement efforts.

Mr. Phillip Nedley

Title Director of Human Resources

Email phillip.nedley@desoto.k12.fl.us

Phone 863-494-4222

Function & Responsibility The Director of Human Resources ensures that a highly qualified teaching staff is in place to serve our students. He supports the principals in assuring that our best teachers work with our students every day.

Dr. Angela Staley

Title Director of ESE/Student Services

Email angela.staley@desoto.k12.fl.us

Phone 863-494-4222

Function & Responsibility As Director of ESE/Student Services, Dr. Staley will closely monitor the progress and successes of our ESE students. She will work with the schools to ensure that the needs of all students are met, whether ESE, or in students requiring differentiation through the RtI process

Mr. Keith Markey**Title** Director, Education Technology**Email** keith.markey@desoto.k12.fl.us**Phone** 863-494-4222**Function & Responsibility**

The level of technology required to support our students, as well as assess them according to new CBT requirements has increased dramatically in the last several years. Mr. Markey supports numerous programs throughout the district that assist in the remediation of our students, as well as the programs that help our teachers continuously monitor our students' progress.

Mr. Matt Smith**Title** Director Information Services**Email** matt.smith@desoto.k12.fl.us**Phone** 863-314-0404**Function & Responsibility**

As the Director of Information Services, Mr. Smith keeps the lines of information flowing between the many programs we use to support our students, as well as the programs we use to support teachers. He monitors all reporting to the state, and assists in making data readily accessible to teachers.

Mr. Robert Turnipseed**Title** Associate Director, K-12 Curriculum**Email** bobby.turnipseed@desoto.k12.fl.us**Phone** 863-494-4222**Function & Responsibility**

Mr. Turnipseed will support our efforts to create district-wide, K-12 curriculum maps, to align those maps to current NGSSS standards, then common core, and to develop accurate assessments for those curriculums. Mr. Turnipseed will also be responsible for developing a new system of professional development that supports and enhances student-centered instruction.

Dr. Ray Konjoian**Title** Associate Director of Federal Programs**Email** ray.konjoian@desoto.k12.fl.us**Phone** 863-314-0404**Function & Responsibility**

The majority of our district's funding relies on grant monies, and those monies are put to work for our students. Dr. Konjoian will be responsible for implementing the programs sponsored by those grants, as well as applying for new grants to support our students and district in improvement efforts.

Marcia Saulo**Title** Director of Finance**Email** marcia.saulo@desoto.k12.fl.us**Phone** 863-494-4222**Function & Responsibility** The Director of Finance monitors the effective financial implementation of all of our goals. With much of our budget relying on grant monies, there is much to monitor. She will focus on assuring that the financial support is there for our schools so that they can effectively meet the needs of our students.**Title****Email****Phone****Function & Responsibility**

Plan Development

Summarize the process used to write this plan including how parents, school staff, and others were involved. If applicable, describe the Community Assessment Team's (CAT) role in the development of this plan, pursuant to Section 1008.345(6)(d)

Several groups assisted in the development and writing of this plan.

District Leadership: The Superintendent's leadership team and school leadership teams assisted in the overall drafting and design of this plan. The elementary, middle, and high school leadership teams worked together to develop their goals, along with their School Advisory Councils. Their work is the foundation for the improvement efforts of the districts, and of this plan - for the schools are where the work takes place.

MTSS/RtI**Describe your district's data-based problem-solving processes for the implementation and monitoring of your 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**

Our district's data-based problem-solving process began with each of our school leadership teams meeting to analyze and discuss our data. We compared our student performance within the schools, between our own schools, and with similar students and schools across the state.

*Core instruction: In an effort to address effective core instruction, our first step was to invite the DA team to our three elementary schools, and one middle school. The DA team walked through our classrooms, met with building leadership team, and then met with our Superintendent to discuss their findings. Several areas of weakness were identified by the DA team including (but not limited to): lack of student talk, lack of student collaboration, low level questioning and tasks, and very little writing taking place in the classroom.

*Teacher support systems: Implementing effective core instruction will be a high priority this year. We will begin by identifying curriculum and pacing guides from another district, and then tailoring those guides to work with current district texts and resources. If we see a need for additional texts and resources to be purchased, we will do our best to do so.

Supporting our teachers with current and relevant professional development will also play a major role in implementing a more rigorous curriculum. We will provide the trainings provided by the state, for example developing formative assessments, implementing the Equip rubric, and the new professional development priority protocols.

*Resource allocation: The district recently purchased a new reading curriculum to support our students in the elementary levels. Our district is also very fortunate to be rich in technology and educational programming. We will continue to implement the programs that we have purchased, but will also provide additional technology support through tech cadres of teachers, as well as a district level technology curriculum resource teacher.

Each of our schools also has one or more instructional coaches. Each elementary school has an instructional coach. Each middle school has a reading and math coach, and the high school has a reading, math, and science coach. These staff members monitor student data, and support and model effective instruction for our teachers.

Overall, all of our schools are Title I schools, so all of our teachers must be highly qualified. And Desoto strives, and has succeeded in the past, in meeting class size expectations.

Small group / Individual student needs: Each of our schools is set up in the inclusion model. Given that we are largely supported by Title I, we have the privilege of adding many support staff to our classrooms as well. In each of the schools, ESE inclusion teachers follow their students throughout the day to best support them in the mainstream setting. These teachers engage in small group instruction to best support their students when necessary. Several paraprofessionals work in each school to support any student identified as in need of support, as well as ESE and ELL.

Each of our schools also has reading intervention classes to meet the needs of our Level 1 and 2 students.

Describe the function and responsibility of each member of the district leadership team as it relates to MTSS and DIAP.

Superintendent: The district leader will provide the vision, leadership and support for district and school level administrators as they work to improve our district. She will guide and monitor both human and financial capital decisions to best meet the needs of our school and our students.

Assistant Superintendent: The Assistant Superintendent assists the Superintendent in implementing her vision. She will identify and align the systems and personnel needed to support the district in moving forward. This includes an intense focus on identifying the current processes and supports in place that are working, eliminating those that aren't, and identifying the products, services, and personnel that will

fill the identified gaps.

Director of Human Resources: The Director of Human Resources is charged with supporting Principals as they recruit and maintain a highly qualified staff. A highly qualified staff is not only required by the Title I status, but is necessary to meet the diverse needs of our students.

Director of ESE/Student Services: The Director of ESE/Student Services will assist in full implementation and tracking of the RtI process within our district. She will also facilitate the effective operation of ESE services to those identified students within our district. One of her overall goals is to provide the guidance to close the achievement gap between ESE students that continue to perform below grade level and their peers.

Director of Finance: The Director of Finance will support the district and school leadership as they continue to identify the products, services, and personnel to meet the varied needs of our students.

Director of Information Technology / Director of Technology: These two directors work in tandem to provide teachers, parents, school and district leadership with up to date access to student information, from grades to assessment information. Keeping systems up and running to support the daily technological needs of the district, as well as keeping equipment current and capable of meeting program specifications as well as CBT is their primary role.

Associate Director of Curriculum: The primary goal of the Associate Director of Curriculum is to create and implement curriculum and pacing guides, K-12, in our district. This is an area that we are currently lacking. He will also be responsible for identifying professional development needs, and implementing a plan that meets the varied needs of our students, teachers, and district.

Associate Director of Federal Grants: This position writes, implements and monitors the grants our district receives. Since much of our district operates on grants, and they are designed to serve our most needy population, this position is critical. Data is tracked for all of our technological supports funded through grants, and personnel and expenses are monitored through this position.

Describe the systems in place the leadership team uses to monitor the district's MTSS and DIAP

The District Leadership Team meets frequently. Principals, Assistant Principals, and Directors meet at least monthly separately, and then monthly all together. The focus of these meetings is to discuss the effective and efficient alignment of systems to effectively meet our students' needs. We discuss current assessment status, access to data to assist instruction, changes in legislation, staffing needs, special programs, and curriculum and material needs.

The Assistant Superintendent and Director of Information Technology will work together to assure that all relevant leading and lagging assessment data is available to staff.

The Director of ESE/Student Services will meet with guidance counselors and ESE staff to continuously monitor the RtI process, and to assure we are meeting the needs of our students through the identified processes in MTSS.

School leadership will monitor their implementation of MTSS, and overall district improvement, through classroom walkthroughs, teacher evaluation, and monitoring teacher lesson plans. These walkthroughs, evaluations, and lesson plans can also be monitored by district leadership.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

The district uses Performance Matters as its "warehouse" for student data. District level leadership has access to all student data; building leadership has access to all student data within their schools.

Teachers use the same program to access their student data.

To analyze the effectiveness of core, supplemental, and intensive supports in the subject areas we use both lagging (FCAT 2.0), and leading (FAIR, benchmark, and teacher created formative assessments). Every student, K-10, takes benchmark tests in reading, math, science, and writing, as well as the FAIR. The majority of the tests (except K-2, and FAIR) are administered through Performance Matters so the data is readily available to teachers.

We also use STAR Reader and STAR Math (Renaissance Learning) to monitor our supplemental and

intensive supports in reading and mathematics.

Indicators such as behavior and attendance can be accessed and analyzed through our student information system: Genesis.

Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving

Data based problem solving will be an area for growth this year in our district. We began by inviting the DA Team to walk through our elementary and middle schools to gather classroom observation data. This data was shared with building and district level leadership. The DA team met with our middle school to educate the teachers in how the school grade is calculated. The DA team also met with our principals and instructional coaches to assist them in using data to develop effective coaching practices.

We are also in the process of implementing a new data-based professional development plan. Teachers will be expected to use student data to identify an area of student performance they wish to affect through the use of effective instructional strategy.

Our school leaders are also expected to use data frequently with their staffs, in planning conferences, in faculty meetings, and in any additional opportunities.

Describe the plan for "increased learning time" or "extended day" as defined in paragraph (2)(m) of Rule 6A-1.099811, F.A.C., in your district's Priority schools. Include a description of the specific activities and number of total minutes each will contribute

One of our elementary schools, Nocatee Elementary, is on an extended day program due to its identification as one of the lowest 100 performing elementary schools in the state. At the end of the school day, the students gather in large groups for various activities including snack, homework help, physical activity, or small group guided activities. Then, from 3:15-4:15, over 300 students, organized by grade level, engage in an additional hour of intensive reading instruction including: silent sustained reading, phonics and word games, computer assisted instruction, small group instruction.

Alignment of Strategies and Resources

Strategies and Support

AMO Data:

AMO Target: Reading, All Students (Target: 54, Actual: 41)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Students not meeting reading targets (all students) have often not had the access or time to reading remediation programs. And, as state expectations increase, they are not prepared to meet those expectations. As students move into the older grades, teachers need to continue to emphasize reading across all content areas and apply consistent strategies for reading, especially non fiction.

Why did the previous plan not sufficiently meet these needs?

The previous plan did not provide teachers with the adequate access, time, or training to ensure consistent reading strategies were implemented across the curriculum. Specific tier two and three strategies were inconsistently applied as well.

AMO Target: Mathematics, All Students (Target: 58, Actual: 45)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Students who experience the largest drops in math targets are typically those making the transition from fifth to sixth grade, and between grades eight and nine. These are times where students are moving to more complex word problems, and multi-step problems.

Why did the previous plan not sufficiently meet these needs?

Students must be engaged in higher level questioning and math problem solving process. Teachers made significant strides with our Algebra students, and with some specific grade levels. However, increased performance was not consistent across all grade levels.

AMO Target: Reading, Black/African American (Target: 38, Actual: 24)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The achievement gap for Black/African American students continues to persist. These students continue to arrive in kindergarten performing lower than their peers. While they may catch up in the early elementary years, a gap is still evident and persists throughout their education. Many of our students, are also consistently economically disadvantaged and do not have access to educational resources or support outside of the school day.

Why did the previous plan not sufficiently meet these needs?

Teachers have had some training and experience accessing and interpreting the data for their lower performing students, and disaggregating that data according to our lowest performing subgroups. However, teachers have received little training in differentiating instruction to meet the needs of our students, especially as achievement expectations increase.

AMO Target: Mathematics, Black/African American (Target: 43, Actual: 26)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The achievement gap for Black/African American students continues to persist. These students continue to arrive in kindergarten performing lower than their peers. While they may catch up in the early elementary years, a gap is still evident and persists throughout their education. Many of our students, are also consistently economically disadvantaged and do not have access to educational resources or support outside of the school day.

Why did the previous plan not sufficiently meet these needs?

Teachers have had some training and experience accessing and interpreting the data for their lower performing students, and disaggregating that data according to our lowest performing subgroups. However, teachers have received little training in differentiating instruction to meet the needs of our students, especially as achievement expectations increase.

AMO Target: Reading, Economically Disadvantaged (Target: 51, Actual: 37)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

All of our schools except for one are Title 1, and every student in our district qualifies for free breakfast and lunch. Economically disadvantaged students typically do not arrive to kindergarten with the same skills as their peers. While they may catch up in the early elementary years, a gap is still evident and persists throughout their education. Economically disadvantaged and do not have the same access to educational resources or support outside of the school day as students who are not economically disadvantaged.

Why did the previous plan not sufficiently meet these needs?

Teachers have had some training and experience accessing and interpreting the data for their lower performing students, and disaggregating that data according to our lowest performing subgroups. However, teachers have received little training in differentiating instruction to meet the needs of our students, especially as achievement expectations increase. We continue to attempt to meet the basic needs of our students that are economically disadvantaged by providing them supplies and keeping them fed.

AMO Target: Mathematics, Economically Disadvantaged (Target: 56, Actual: 42)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

All of our schools except for one are Title 1, and every student in our district qualifies for free breakfast and lunch. Economically disadvantaged students typically do not arrive to kindergarten with the same skills as their peers. While they may catch up in the early elementary years, a gap is still evident and persists throughout their education. Economically disadvantaged and do not have the same access to educational resources or support outside of the school day as students who are not economically disadvantaged.

Why did the previous plan not sufficiently meet these needs?

Teachers have had some training and experience accessing and interpreting the data for their lower performing students, and disaggregating that data according to our lowest performing subgroups. However, teachers have received little training in differentiating instruction to meet the needs of our students, especially as achievement expectations increase. We continue to attempt to meet the basic needs of our students that are economically disadvantaged by providing them supplies and keeping them fed.

AMO Target: Reading, English Language Learners (Target: 47, Actual: 28)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The achievement gap for ELL students becomes more evident as the numbers of ELL students in our district increases. These students continue to arrive in kindergarten performing lower than their peers. Many ELL students need intensive supports decoding and translating much of their materials on a daily basis. Even when ELL students are dismissed from a full time ELL program, they continue to struggle in the mainstream. And while they may catch up in the early elementary years, a gap is still evident and persists throughout their education. Many of our students, are also consistently economically disadvantaged and do not have access to educational resources or support outside of the school day.

Why did the previous plan not sufficiently meet these needs?

Teachers have had some training and experience accessing and interpreting the data for their lower performing students, and disaggregating that data according to our lowest performing subgroups. However, teachers have received little training in meeting the needs of ELL students. While there are some tier two and three levels of support in the classrooms through the use of paraprofessionals, teachers must be prepared to differentiate and make the accommodations for our students. We are implementing more inclusion and immersion models at our elementary levels, and are full immersion at the middle and high school.

AMO Target: Mathematics, English Language Learners (Target: 55, Actual: 34)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The achievement gap for ELL students becomes more evident as the numbers of ELL students in our district increases. These students continue to arrive in kindergarten performing lower than their peers. Many ELL students need intensive supports decoding and translating much of their materials on a daily basis. Even when ELL students are dismissed from a full time ELL program, they continue to struggle in the mainstream. And while they may catch up in the early elementary years, a gap is still evident and persists throughout their education. Many of our students, are also consistently economically disadvantaged and do not have access to educational resources or support outside of the school day.

Why did the previous plan not sufficiently meet these needs?

Teachers have had some training and experience accessing and interpreting the data for their lower performing students, and disaggregating that data according to our lowest performing subgroups. However, teachers have received little training in meeting the needs of ELL students. While there are some tier two and three levels of support in the classrooms through the use of paraprofessionals, teachers must be prepared to differentiate and make the accommodations for our students. We are implementing more inclusion and immersion models at our elementary levels, and are full immersion at the middle and high school.

AMO Target: Reading, Hispanic (Target: 51, Actual: 37)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The numbers of Hispanic students in our district continue to increase; and we have a significant seasonal migrant population. These students need intensive supports decoding and translating much of their materials on a daily basis. Many of our students, are also consistently economically disadvantaged and do not have access to educational resources or support outside of the school day.

Why did the previous plan not sufficiently meet these needs?

Teachers have had some training and experience accessing and interpreting the data for their lower performing students, and disaggregating that data according to our lowest performing subgroups. While our teachers have worked with Hispanic and migrant students, they continue to struggle in meeting the needs of these students. While there are some tier two and three levels of support in the classrooms through the use of paraprofessionals, teachers must be prepared to differentiate and make the accommodations for our students. We are implementing more inclusion and immersion models at our elementary levels, and are full immersion at the middle and high school.

AMO Target: Mathematics, Hispanic (Target: 58, Actual: 46)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The numbers of Hispanic students in our district continue to increase; and we have a significant seasonal migrant population. These students need intensive supports decoding and translating much of their materials on a daily basis. Many of our students, are also consistently economically disadvantaged and do not have access to educational resources or support outside of the school day.

Why did the previous plan not sufficiently meet these needs?

Teachers have had some training and experience accessing and interpreting the data for their lower performing students, and disaggregating that data according to our lowest performing subgroups. While our teachers have worked with Hispanic and migrant students, they continue to struggle in meeting the needs of these students. While there are some tier two and three levels of support in the classrooms through the use of paraprofessionals, teachers must be prepared to differentiate and make the accommodations for our students. We are implementing more inclusion and immersion models at our elementary levels, and are full immersion at the middle and high school.

AMO Target: Reading, Students With Disabilities (Target: 39, Actual: 18)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The achievement gap for students with disabilities require increased opportunities to reading remediation programs, and additional strategies specific to their disability. As state expectations increase, students with disabilities are not prepared to meet those expectations. As students move into the older grades, teachers need to continue to emphasize reading across all content areas and apply consistent strategies for reading, especially non fiction.

Why did the previous plan not sufficiently meet these needs?

We continue to reduce the number of students in self contained classes, and work towards full inclusion. Teachers must understand the performance data specific to our students with disabilities, and along with the necessary accommodations specific to their disabilities, include strategies to increase our students' success at meeting grade level expectations.

AMO Target: Mathematics, Students With Disabilities (Target: 37, Actual: 22)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The achievement gap for students with disabilities require increased opportunities to reading remediation programs, and additional strategies specific to their disability. As state expectations increase, students with disabilities are not prepared to meet those expectations. As students move into the older grades, teachers need to continue to emphasize reading across all content areas and apply consistent strategies for reading, especially non fiction.

Why did the previous plan not sufficiently meet these needs?

We continue to reduce the number of students in self contained classes, and work towards full inclusion. Teachers must understand the performance data specific to our students with disabilities, and along with the necessary accommodations specific to their disabilities, include strategies to increase our students' success at meeting grade level expectations.

AMO Target: Reading, White (Target: 63, Actual: 49)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students not meeting reading targets have often not had the access or time to reading remediation programs. And, as state expectations increase, they are not prepared to meet those expectations. As students move into the older grades, teachers need to continue to emphasize reading across all content areas and apply consistent strategies for reading, especially non fiction.

Why did the previous plan not sufficiently meet these needs?

The previous plan did not provide teachers with the adequate access, time, or training to ensure consistent reading strategies were implemented across the curriculum. Specific tier two and three strategies were inconsistently applied as well.

AMO Target: Mathematics, White (Target: 63, Actual: 49)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students who experience the largest drops in math targets are typically those making the transition from fifth to sixth grade, and between grades eight and nine. These are times where students are moving to more complex word problems, and multi-step problems.

Why did the previous plan not sufficiently meet these needs?

Students must be engaged in higher level questioning and math problem solving process. Teachers made significant strides with our Algebra students, and with some specific grade levels. However, increased performance was not consistent across all grade levels.

Additional Data:**Additional Target: Reading, American Indian****What does research suggest about the specific learning needs of this subgroup?**

As with many of our other subgroups, these students may not have been exposed to the same amount of educational opportunities prior to their entry in the public school system. Many American Indian tribes live in small communities in Florida, and are rather isolated. As with other struggling subgroups, younger students may catch up to their peers in their elementary years, but the gap will slowly widen in the secondary years.

Why did the previous plan not sufficiently meet these needs?

The needs of these students must be met through intensive and differentiated instruction. Our teachers have received little training in this area. Previous plans did not address this subgroup, or these types of professional development needs.

Goals Summary

- G1.** Increase student attendance.
- G2.** Increase professional development opportunities for instructional staff.
- G3.** Students in the school district of DeSoto County will graduate able to read, write, and do basic math.

Goals Detail

G1. Increase student attendance.

Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

Resources Available to Support the Goal

- Newly created Student Support Services department.
- Attendance staff designated at each school

Targeted Barriers to Achieving the Goal

- Ineffective attendance policies and procedures.

Plan to Monitor Progress Toward the Goal

Increase student attendance

Person or Persons Responsible

Student Support Services, school attendance personnel

Target Dates or Schedule:

Daily / Monthly

Evidence of Completion:

Student attendance rates

G2. Increase professional development opportunities for instructional staff.

Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

Resources Available to Support the Goal

- Title II Budget
- Current staff that are highly educated / trained
- External service providers - ICLE, Literacy Solutions, IReady, Scholastic
- Navigator professional development system
- Monthly early release days for teacher professional development

Targeted Barriers to Achieving the Goal

- Time for teachers to be trained.

Plan to Monitor Progress Toward the Goal

Monitor staff attendance / completion of professional development.

Person or Persons Responsible

Leadership, Instructional Services office

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Evidence of teacher instructional strategies in lesson plans and walk through data.

G3. Students in the school district of DeSoto County will graduate able to read, write, and do basic math.

Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

Resources Available to Support the Goal

- Teachers
- Technology (infrastructure and hardware)
- Instructional Technology (Programs)
- Financial (RTTT and Title grants)
- Instructional coaches

Targeted Barriers to Achieving the Goal

- There is a lack of rigor and expectations in the curriculum.
- Student achievement has declined.

Plan to Monitor Progress Toward the Goal

Monitor completion of curriculum maps

Person or Persons Responsible

Instructional Services

Target Dates or Schedule:

Monthly

Evidence of Completion:

Completed curriculum maps

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student attendance.

G1.B3 Ineffective attendance policies and procedures.

G1.B3.S1 Rewrite policies and procedures so that attendance expectations are clear, and schools can consistently monitor and implement those policies.

Action Step 1

Rewrite attendance policies and procedures.

Person or Persons Responsible

Student Support Services, Attendance Committee

Target Dates or Schedule

Student Support Services monitors student attendance daily. The Attendance Committee (district) meets monthly.

Evidence of Completion

Revised policies and procedures.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Monitor development of new attendance policies and procedures. (New policies are currently in draft. Procedures based on current policy have been revised and distributed to schools).

Person or Persons Responsible

Student Support Services, Attendance Committee

Target Dates or Schedule

Weekly / Monthly

Evidence of Completion

Weekly attendance meetings (schools), Monthly district Attendance Committee meeting

Plan to Monitor Effectiveness of G1.B3.S1

Monitor effectiveness of revised procedures.

Person or Persons Responsible

Student Support Services

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly attendance meetings at schools. Student attendance rates.

G2. Increase professional development opportunities for instructional staff.

G2.B1 Time for teachers to be trained.

G2.B1.S2 Provide onsite professional development, secure subs on the site so teachers can attend.

Action Step 1

Provide professional development on site.

Person or Persons Responsible

Various presenters: current highly qualified staff, DA team, external service providers

Target Dates or Schedule

As needed with the purchase of new programs and software, when the DA team is on site, when individual schools or the district contract external PD providers (ICLE, IReady, Scholastic, The Leader in Me, Tammy Donalson, district staff).

Evidence of Completion

Teacher attendance of professional development documented through Navigator.

Facilitator:

ICLE, IReady, Scholastic, The Leader in Me, Tammy Donalson, district staff

Participants:

Instructional and leadership staff

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

Monitor teacher attendance of professional development through our district PD tracking system: Navigator

Person or Persons Responsible

Teachers, Instructional Services office

Target Dates or Schedule

Semester

Evidence of Completion

Staff PD hours completed

Plan to Monitor Effectiveness of G2.B1.S2

Evidence of strategies learned from PD.

Person or Persons Responsible

Leadership will monitor implementation.

Target Dates or Schedule

Daily, Semester

Evidence of Completion

Classroom walkthrough data, onsite evaluations completed by DA, ICLE and AVID, teacher lesson plans.

G2.B1.S3 Purchase online professional development courses for teachers to complete when able.

Action Step 1

Identify vendors with online professional development courses.

Person or Persons Responsible

Instructional Services

Target Dates or Schedule

October - end of year

Evidence of Completion

Purchase of online PD courses

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G2.B1.S3

List of available purchased online courses.

Person or Persons Responsible

Instructional Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Contracts, list of courses

Plan to Monitor Effectiveness of G2.B1.S3

Teachers will complete online courses.

Person or Persons Responsible

Provider, and Instructional Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Certificates of completion, awarding of PD hours

G3. Students in the school district of DeSoto County will graduate able to read, write, and do basic math.

G3.B1 There is a lack of rigor and expectations in the curriculum.

G3.B1.S1 Create and implement curriculum maps and pacing guides as soon as possible. Maps/guides will be based on Common Core / NGSS standards, and will focus on concepts that are rigorous.

Action Step 1

Create curriculum maps and pacing guides.

Person or Persons Responsible

Instructional services department, Instructional Coaches, Curriculum Coaches

Target Dates or Schedule

November through June

Evidence of Completion

Completed Curriculum Maps

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor completion of curriculum maps.

Person or Persons Responsible

Instructional Services

Target Dates or Schedule

Monthly (after monthly Instructional and Curriculum Coaches meetings)

Evidence of Completion

Curriculum maps.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor curriculum map development, concepts, and evidence of common core standards.

Person or Persons Responsible

Instructional Services

Target Dates or Schedule

Monthly

Evidence of Completion

Curriculum maps developed that include CCSS

Alignment of Needs and Resources

Based on school and student performance data at your Focus and Priority schools, describe the process the district will use to align strategies, initiatives, and resources to ensure schools demonstrating the greatest need receive the highest percentage of resources

The district is currently in a time of change, realignment, and reorganization. Our leadership team will work closely with school leadership teams and their faculties to align staff and resources to best meet the needs of our students. District leadership meets monthly with the district leadership as a whole, as well as monthly principals, assistant principals, deans, directors, instructional coaches, and guidance counselors. The intention of these frequent meetings is to operate in sync as opposed to in isolation. It is during these monthly meetings, and with frequent visits from the regional DA team, that we examine, prioritize, and align strategies, initiatives and resources to ensure that all of our schools (all of whom demonstrate a great need) receive the highest percentage of resources.

Reading Resources

The district has an approved K-12 Comprehensive Researched-Based Reading Plan

Yes

Web Address:

http://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1415.aspx?DID=14

Writing Resources

List and describe the core and supplemental writing programs the district will use at the elementary, middle, and high school levels:

Writing benchmarks

(The district is currently in the process of identifying a writing program to implement in all of our schools). All elementary teachers, as well as middle and high school language arts teachers have been trained in the state writing rubric. Benchmark writing assignments are administered quarterly, scored, and the data is entered into Performance Matters. Elementary, and secondary language arts teachers then hold data chats with students to discuss their progress on these and other writing assessments.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the writing programs listed above

No

Mathematics Resources

List and describe the core and supplemental mathematics programs the district will use at the elementary, middle, and high school levels:

Core Instruction

Mathematics core instruction occurs at all grade levels. Eighth grade students can take and receive credit for 9th grade Algebra 1. High School students take the EOC for Algebra 1, and continue their mathematics instruction through their senior year: Algebra 1, 2, Geometry, and can take dual enrollment Calculus.

Compass Math

Students in grades K-8 use Compass to monitor current levels, demonstrate growth, and for remediation purposes.

FCAT Explorer

Students in grades 3-10 have access to FCAT Explorer. They can practice current grade level math skills and benchmarks.

Star Math (Supplemental)

Students in grades K-8 use Star Math (Renaissance Learning) to monitor current levels as well as growth. Students also use Star Math for remediation purposes.

TeachTown

Students in pre-k, and kindergarten use TeachTown to assist with basic fundamental and developing math skills.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the mathematics programs listed above

No

Science Resources

List and describe the core and supplemental science programs the district will use at the elementary, middle, and high school levels:

Core Instruction

Students in grades K-12 are provided with NGSSS based science instruction. Our district currently uses Holt Fusion Science as the text resource across grade levels. Students in grades K-5 receive instruction in comprehensive science concepts. Grades 6-8 receive instruction in earth/space, life, and physical science respectively. High school students begin with physical science, or honors biology. Students take the Biology EOC, and proceed through science coursework including: earth/space science, chemistry, physics, and have dual credit options available at the upper levels.

Discovery Education

Students and teachers have access to and use Discovery Education as a resource for Science. Science activities and demonstrations through this program are aligned with common core.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the science programs listed above

No

Curriculum Alignment and Pacing

The district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics, and science. Pacing guides will be made available upon request

No