



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

26 - Hendry

Michael Swindle, Superintendent
, Southwest Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	12
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	19
Implementation Timeline	31
Professional Development Plan to Support Goals	34
Technical Assistance Plan to Support Goals	38
Budget to Support Goals	38

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

The mission of the Hendry County School District is to provide all students the opportunity to achieve at high academic levels, equipping them to successfully pursue college or career goals

b. District Vision Statement

The vision of the Hendry County School District is to create a district where students want to learn, parents want to send their children, teachers want to teach, and employees want to work by a commitment to:

1. Academic Achievement - Student academic engagement at the highest level reflecting college and career readiness.
2. Instructional Effectiveness - Teachers and leadership creating a climate of rigor, relevance, and high expectations based on state and national standards.
3. Collaboration - Working with parents and community stakeholders to create a working partnership for academic excellence and student success.
4. Culture - Cultural diversity respected by all and individual strengths are maximized in a safe and secure environment.

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.

Hendry County is a very small county with a very short chain of command between school leadership and district leadership. District Leadership works closely with the school leadership at all schools to ensure that there is a robust multi-tiered system of support in place at all schools to meet the needs of all students. Coordination between all federal programs is seamless, as the LEA Federal Programs Director is in charge of Title I, Part A, uniSIG grants, Title I, Part C Migrant, Title III, Title V, Part B, and Title IX Homeless. The Federal Programs office is housed in the same building as one of the Deputy Superintendents, who is in charge of Teaching and Learning as well as reading plan and curriculum resources. The Deputy Superintendents conduct monthly District Leadership meetings with the following personnel: The Deputy Superintendent of Continuous Improvement, Director of Federal Programs, Director of Staff Development and Assessment, Director of Information Technology, Director of Workforce Development, Director of HR, Director of ESE, and the Chief Financial Officer. Monthly principal's meetings are held between District leadership and Principals on school sites, where an agenda item is to review the current status of schools, and collectively problem-solve the application of resources to remove barriers to successful implementation. The following people are responsible for monitoring the district alignment of resources:

Superintendent: Meets monthly with principals, monitors school walkthroughs bi-weekly, alerts district leadership to observed barriers to successful alignment of resources.

Deputy Superintendents: Meet monthly with principals, conduct school walkthroughs regularly, meets

monthly with Principals and District Leadership team.

Interventions at Targeted for Support LEA schools are aligned with federal, state, and local funding sources upon completion of school walkthroughs using the Marzano matrix and the 5 essentials framework as walkthrough protocols. Upon completion of the walkthroughs, all available funding sources are discussed that will be used to meet the identified needs.

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.

During the spring of the school year, district leadership convenes to discuss budget items prior to personnel allocation information distribution to schools. The following people are responsible for providing resource information during this meeting:

Barbara Mundy - Director of Federal Programs - Title I Part A, Title I Part C, Title III, Title V, Title IX, VPK, and uniSIG grants.

Angela Staley - Director of ESE - IDEA grants, Preschool IDEA grants

Michael Swindle- Administrator of Workforce Development - Perkins grant

Dennis Veal - Director of Human Resources - Personnel allocations

Michael Yanosik - Director of Finance - School discretionary budget information

Robert Egley - Deputy Superintendent - Reading Plan allocations, School Improvement

James Sealey - Director of Staff Development, Assessment and Accountability, and School Improvement - Supplemental Academic Instruction allocations, Title II

Lucinda Kelley - Deputy Superintendent - District Technology Funds, Media and Science allocations, Instructional Materials allocations, Staff and Student Wellness funds, School Improvement

Data is reviewed frequently by the MTSS District Leadership Team (a minimum of 4 times per year) during the school year, and allocation/reallocation of resources is conducted as needs are brought to the attention of the leadership team. Decision making takes place through the identification of the need, and potential of funding sources to address the need. School principals are part of this decision making process. Resources are allocated in a differentiated manner as the needs arise, and particular attention is paid to the needs of LEA Targeted 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.

One specific policy that the Hendry County School District shall seek to modify and add to is the current bargaining agreement with the local teacher's union. Changes that the LEA is seeking to make include language that will allow schools to offer incentives to attract, recruit, and retain highly effective teachers, especially in hard-to-staff subject areas. When current teachers recruit teachers to the district, then the recruiting teacher will receive a small incentive. The district has implemented performance pay.

Rationale - Because of the size and location of the Hendry County School District, recruitment and retention of highly effective teachers is often a barrier to quality classroom instruction. The Hendry County School District does not currently have a bargaining agreement that comprehensively addresses these issues.

The steps to make this change will include:

1. Educating the local teacher's union on the benefits to providing incentives to attract, recruit, and retain highly effective teachers.
2. Collectively bargaining between the LEA and the local teacher's union.
3. Approval of revised bargaining agreement by the Hendry County School Board.

The people who will be responsible for overseeing this change will be Dennis Veal, Director of Human Resources, Robert Egely, Deputy Superintendent, Lucinda Kelley, Deputy Superintendent, and members of the local teacher's union.

The Hendry County District is not required to complete a 2017 Turnaround Option Plan.

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 Hendry County School District provides operational flexibility in all areas connected to improved student achievement outcomes. Principals are given an allocation for teaching assignments during the spring of each year for the following school year, and are able to petition the Superintendent to move any position to an area that is a higher need area. Schools in need of improvement are able to move positions to areas that are directly tied to the schools' improvement status. Principals can also request additional instructional positions through the district Superintendent. Since Hendry County is a very rural LEA, there are times that a full teaching allocation for several periods per day is not necessary, and in these cases, Principals are allowed to purchase the planning period of a teacher that will provide assistance in a high need area. Principals are given opportunities for planning district school day start and end times, as well as serve on calendar committees to create school calendars for upcoming school years. Operational flexibility has been demonstrated by the LEA in cases where schools in need of improvement have asked to have their school day lengthened by adjusting the district bus routes. Schools are given a discretionary budget from district funds, and are given flexibility as to their use. Title I schools receive an allocation based on their PSES rank and serve, and have operational flexibility as to their use, as long as they meet the intent and purpose of Title I. Title I Principals have the flexibility to commit Title I funds to any supplemental personnel positions that meet the intent and purpose of Title I. Assistance is offered by district staff, however district staff is careful not to compromise changes that school leaders who are under restructuring efforts need to make.

The Hendry County District is not required to complete a 2017 Turnaround Option 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.

It is standard operating procedure for the LEA to implement improvements as a part of the district culture. The LEA continues to work in PLC's, instructional coaching models, and job embedded professional development each school year. Federal sources, including Title I, Part A, Title II, Title III, Title IV, Title V, and Title I, Part C, IDEA, and Perkins are used in the planning for implementation of improvement initiatives, and will be used in the planning for sustainability of expected improvements. Any activities targeted for intervention purposes will identify multiple approaches and funding sources that will ensure sustainability. In general, the district's capacity for sustaining reform efforts such as professional development will be ensured through the use of train-the-trainer models, analyzing and allocating funding from other grant sources, and continued monitoring of each improvement initiative. Any non-recurring items received for intervention and improvement efforts will be obtained with the requirement that maximum sustainability is expected, and will not be acquired if they are expected to become obsolete before 5-8 years of use. This will give the district and schools sufficient time to construct timelines for replacement of these items in a manner that effectively utilizes other state and federal funds. As the LEA works on improvement efforts, community members will be invited to be involved to provide input regarding possible partnerships that will sustain improvement efforts.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

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

The link for Hendry County's Parent and Family Engagement Plan can be found at: <http://www.hendry-schools.org/Page/352>

The Parent and Family Engagement Plan for the 2017-2018 school year will be available after October 10, 2017.

The Hendry County District is not required to complete a 2017.2018 Turnaround Option Plan.

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.

The district notifies school leadership of their placement in Differentiated Accountability, if applicable, upon receipt of school grades. The district leadership, along with school leadership work together to analyze data, and plan turnaround plans and other school-level interventions reflective of the data.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Egley, Robert, egleyr@hendry-schools.net

b. Employee's Title

Assistant Superintendent

c. Employee's Phone Number

(863) 902-4244

d. Employee's Phone Extension

e. Supervisor's Name

Paul K. Puletti

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

The turnaround lead for Hendry County is the District Deputy Superintendent. His responsibilities in relation to school and district turnaround include meeting monthly with schools to review any formative data that has been generated, serve as a liaison between the district and the Regional Executive Director, communicate school improvement issues to schools and principals, and serve on the community action team. The Hendry County turnaround lead is the supervisor of the principals of all LEA schools. Dr. Egley, the LEA turnaround lead also communicates school improvement initiatives and best practices, along with progress and any concerns to the district Superintendent and Board of Education.

2. District Leadership Team:

Egley, Robert, egleyr@hendry-schools.net	
Title	Assistant Superintendent
Phone	863-983-4244
Supervisor's Name	Paul Puletti
Supervisor's Title	Superintendent
Role and Responsibilities	Dr. Robert Egley is the Deputy Superintendent for Teaching and Learning, and is the supervisor of the members of the district leadership team.

Sealey, James, sealeyj@hendry-schools.net	
Title	Director
Phone	863-674-4555
Supervisor's Name	Lucinda Kelley
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Mr. Sealey directs professional development activities that are aligned to mastery of Florida's Standards.

Kelley, Lucinda, kelleyl@hendry-schools.net	
Title	Assistant Superintendent
Phone	863-983-1507
Supervisor's Name	Paul K. Puletti
Supervisor's Title	Superintendent
Role and Responsibilities	Mrs. Kelley is a Deputy Superintendent in charge of Continuous Improvement, Human Resources, ESE and student services, and leads the district MTSS process throughout the LEA.

Mundy, Barbara, mundyb@hendry-schools.net	
Title	Director
Phone	863-674-4108
Supervisor's Name	Robert Egley
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Barbara Mundy is the Director of Federal Programs and she is also the parental involvement lead for the LEA.

Swindle, Michael, swindlem@hendry-schools.net	
Title	Director
Phone	863-983-1511
Supervisor's Name	Dr. Robert Egley
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Mr. Swindle is the Director of Workforce Development and Adult Education for the LEA.

Title	Superintendent
Phone	
Supervisor's Name	
Supervisor's Title	
Role and Responsibilities	

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 ensures that each focus and priority school has leadership of high quality by reviewing student achievement data upon receipt from the Florida Department of Education. These data, along with data that has been accumulated by the Deputy Superintendents about each schools' progress toward meeting the states' achievement standards, are used to make a determination if the leadership will be retained at each Focus and Priority school, or if a change will be made. Each Focus and Priority school will be monitored carefully throughout the school year.

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.

The District Superintendent, along with the District Deputy Superintendents, review student achievement data with the school principals at Focus and Priority schools to review teacher placement and retention if a teacher has not contributed to improved student outcomes. Principals can request that an involuntary transfer be made with any tenured teacher who does not have evidence of contributing to improved student outcomes. The Superintendent honors the request of the principals to replace any annual contract teacher who does not have data that indicates they have contributed to improved student outcomes. Teachers who are Needs Improvement or Unsatisfactory on their final evaluation are placed on a District Improvement Plan and additional support and monitoring are provided until the desired improvement is achieved or the teacher is no longer employed by Hendry District Schools.

The Hendry County District is not required to complete a 2017 Turnaround Option Plan.

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.

District leadership meets with school leadership at Focus and Priority (Targeted Support) schools to review the master schedule and assist in removing any barriers that they are encountering in providing common planning time for content area teachers, and grade alike teachers. Focus and Priority schools have access to Title I funds and uniSIG funds that allow them to provide additional time before and/or after school, outside of their contracted time, and to provide opportunities for quality planning time with minimal disruptions that sometimes occur during the school day.

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 monitors daily activities of coaches by requiring a coaching calendar at the beginning of each month that will document the planning that has taken place to provide coaching activities that are related to the data that is being collected at each school. Monthly coaching meetings are also scheduled to review requirements of the coaches, and to provide PD to the coaches on leading lesson study, modeling effective lessons, and data analysis.

There are four district reading coaches assigned to schools in the LEA. Targeted Support schools have access to a District Math coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. The district monitors daily activities of the coaches

through the use of a district coaching log that is turned into the Staff Development Director each month, along with bi-weekly visits from district leadership to observe the activities of the coaches.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

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

Yes

District Reading Plans

https://www.floridacims.org/districts/hendry?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:

All schools have developed a writing program that focuses on the new requirements of the Florida Standards text based evidence writing. Elementary schools also utilize Engage NY which has a writing component.

Program Type	Core
School Type	Elementary School, Middle School, High School
Description	Writing programs at all district schools focus on citing evidence from text to support claims or positions that they have taken regarding the writing prompt.

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:

Go Math

Program Type	Core
School Type	Elementary School
Description	This is the core math curriculum for grades K - 5. The district is investigating and implementing a pilot program to provide additional support.

Glencoe Algebra I

Program Type	Core
School Type	Middle School, High School
Description	This is the core Algebra I program for middle and high school students that are enrolled in Algebra I.

I-Ready Math

Program Type	Supplemental, Intensive Intervention
School Type	Middle School
Description	This is a computer assisted instructional program that provides intensive intervention at the middle school level on deficient benchmarks. At the elementary level, I-Ready Math is used during small group instruction time to provide supplemental instruction for all students.

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:

The district does not currently have a supplemental or intensive intervention program in place for science.

Program Type

School Type

Description

N/A

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 monitors whether core instructional and intervention programs are implemented as intended, along with alignment with Florida's standards through monthly on-site Principal's meetings where these items are discussed. The district Deputy Superintendents asks principals to bring data to these monthly meetings that show evidence of progress toward meeting state achievement standards, along with documented changes to instruction as a result of these data. Each LEA school also has an active MTSS team that reviews student achievement data as it is related to core instruction. Principals meet every 4 weeks with teachers to discuss the grades students are earning in their classrooms, and if core and intervention programs are being implemented as intended. Staff

from the Federal Programs office makes bi-weekly visits to classrooms implementing new intervention programs such as I-Ready, to ensure the fidelity of instruction and implementation. One example of how the district has responded to evidence of poor implementation is with the implementation of I-Ready as a supplement to the core curriculum. District staff analyzed data from schools utilizing I-Ready in order to identify trends of students who performed poorly on state tests and in the classroom. They looked at curriculum implementations, added lessons, and whether domains were turned off for lack of intervention by the teacher once the student had failed activities twice in the domain. These data were pulled and site visits were made to show Principals how the data from I-Ready correlated to students who had performed poorly on the FSA. Subsequent training was given to schools who had shown indicators of poor implementation of this program.

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

www.hendry-schools.org

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

P. 26 - 38

The Hendry County School District is a very small district, with 2 high schools, 2 middle schools, and 6 elementary schools. As students transition from one school to another within the district, it does not take longer than one day for records and all relevant data is received by the school that the students have moved to. Records are released to schools outside of the district within 2 working days upon request. Migratory students are tracked via the MSIX data base that allows tracking of student records across states.

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.

The district's graduation rate continues to go up with a 78% - lagging (15.16).

2017 ELA FSA Achievement: 40%

2017 Math FSA Achievement: 44%

2017 Science Achievement: 40%

2017 Social Studies Achievement: 52%

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.

One root cause may be teachers have not been trained effectively on how to unpack and understand the depth of the Florida State Standards. If teachers understand the depth and the rigor associated with each standard, then lessons will reflect it which will lead to more rigorous instruction. More professional development on unpacking the standards and common lesson planning with facilitation may assist with this. Understanding data analysis and how this drives instruction will also be an area to focus on.

G1. If all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement. **1a**

G034985

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics Achievement	2017-18	47.0
District-Wide	FSA ELA Achievement	2017-18	44.0
District-Wide	FCAT 2.0 Science Proficiency	2017-18	42.0
All Middle Schools	Civics EOC Pass	2017-18	50.0

Targeted Barriers to Achieving the Goal **3**

- Data collection has become much more consistent across the district, however, the adjustments to instruction as a result of the data collection remain inconsistent. Formative assessments to be included in data chats between administration and teachers, as well as between teachers and students.

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

- Performance Matters data platform which includes benchmarks, reading coaches at the district level that service all LEA schools, math coaches at secondary schools, district-wide math coach, common planning time at LEA schools, I-Ready Diagnostic and Standards Mastery platforms.

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

Iready diagnostic and other available testing data will be collected and reviewed by district staff, along with school leadership to track progress toward meeting the achievement targets for this goal.

Person Responsible

James Sealey

Schedule

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

Evidence of Completion

An increase in benchmark proficiency as documented through benchmark testing will demonstrate that progress is being made toward meeting the achievement targets for this goal. There are three benchmarks given in reading, math and science for grades 3-8. History and civics benchmarks are also given in grades 8, 10 and 11. iReady Diagnostic testing will take place 3 times a year in grades K-8 in reading and math.

G2. If teachers are able to effectively engage students in high quality, standards based instruction, there will be an increase in the percentage of students meeting proficiency standards in core academic areas. 1a

G034976

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics Achievement	2017-18	47.0
District-Wide	FSA ELA Achievement	2017-18	44.0
District-Wide	Statewide Science Assessment Achievement	2017-18	42.0

Targeted Barriers to Achieving the Goal 3

- Barriers that could hinder this goal include lesson planning by teachers that is not focused on the rigor of the Florida Standards, and a lack of understanding by teachers of translating benchmarks into effective instruction. Another identified barrier is the lack of instructional focus calendars and pacing guides for math and science at LEA schools.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources to support this goal include four skilled district level reading coaches, along with a skilled math coach at each high school. Teachers for extended day/year to provide intensive standard based instruction.
- Teachers for extended day/year to provide intensive standard based instruction.
- Purchase supplemental supplies such as computer software, hardware, periodicals and audio visuals.

Plan to Monitor Progress Toward G2. 8

Classroom walkthrough data will be collected and reviewed to determine progress toward the goal. Two major focus areas will be identified (student engagement, and rigor in the lesson) and will indicate progress toward meeting the goal.

Person Responsible

James Sealey

Schedule

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

Evidence of Completion

The two areas of focus will be established and data will be collected using a classroom walkthrough instrument. These focus areas will be monitored quarterly using walkthrough data collected as district leaders and school administrators conduct classroom walkthroughs. When data is collected and analyzed at the end of each quarter, there will be an increase in the use of strategies as defined by the areas of focus. Instructional focus calendars will be created in core areas, with 100% of instructional focus calendars reflecting student needs as indicated through assessment data.

G3. If multi tiered support systems are put into place and implemented with fidelity for all students exhibiting at-risk behavior, then attendance will increase and the number of discipline referrals will decrease, which will increase student achievement. 1a

G034856

Targets Supported 1b

Focus		Indicator	Year	Target
District-Wide	Attendance rate		2016-17	90.0
District-Wide	One or More Suspensions		2016-17	700.0
District-Wide	Students exhibiting two or more EWS indicators (Total)		2016-17	20.0

Targeted Barriers to Achieving the Goal 3

- There are limited alternatives across the district for student discipline and for increasing accountability of families for increasing attendance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- All district schools currently implement the district standards for interventions and handbook, which defines attendance along with discipline incidents. There are four reading coaches that serve the schools in the LEA. All schools have access to the Performance Matters dashboard which houses student progress monitoring and achievement data.

Plan to Monitor Progress Toward G3. 8

Student discipline data, teacher discipline referral narratives, quarterly benchmark testing results, mini assessment data, attendance data will be collected and reviewed monthly to determine progress toward meeting the goal. Discipline and attendance data will be available through the district's student information system, and all progress monitoring data will be available in the Performance Matters dashboard.

Person Responsible

Lucinda Kelley

Schedule

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

Evidence of Completion

Discipline data, including the narratives from teacher discipline referrals will be collected and reviewed by district leadership and school leadership to see if strategies identified in MTSS meetings have been consistently coordinated by the MTSS coordinator and implemented with consistency and fidelity by all teachers. Progress will be made if there is a decrease in the number of discipline referrals, along with a decrease in the number of teacher narratives for discipline infractions that indicate a minor incident that could be taken care of directly in the classroom without a formal referral. An increase in the proficiency levels of benchmarks as measured through formative assessments and benchmark assessments will also indicate progress toward meeting the goal. If no progress is indicated through these data sets, then the goal will be revisited and revised accordingly, along with the action steps toward meeting that goal.

G4. If schools provide multiple opportunities and multiple time frames for parents to become engaged in their child's education, student achievement will increase. 1a

G030553

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	District Parent Survey	2016-17	70.0

Targeted Barriers to Achieving the Goal 3

- Many parents live 15 or more miles from their child's school, and have work schedules that do not allow them to be involved in their child's education or family involvement activities that are presented by the schools.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Migrant advocates/recruiters that can assist in transporting families to family engagement activities.

Plan to Monitor Progress Toward G4. 8

Parent sign in sheets for conferences and progress meetings will be monitored for an increase in the involvement of the parents and families.

Person Responsible

Barbara Mundy

Schedule

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

Evidence of Completion

Parent survey data will be analyzed by district leadership.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement. **1**

 G034985

G1.B1 Data collection has become much more consistent across the district, however, the adjustments to instruction as a result of the data collection remain inconsistent. Formative assessments to be included in data chats between administration and teachers, as well as between teachers and students. **2**

 B083289

G1.B1.S1 Data based decision making will be monitored among schools and will be emphasized in making curriculum decisions, intervention decisions, and in decisions about individual students made during MTSS meetings. Leadership in decision making will be developed in administration, teachers and students through research based strategies. **4**

 S094019

Strategy Rationale

One item schools have identified in their needs assessment that is contributing to their poor school grades is the use of a "hit or miss" approach when making curriculum decisions, and using a "one size fits all" approach to intervention practices for struggling students. Individual student needs should be analyzed and acted upon.

Action Step 1 **5**

A school based lead at each school site will be designated and will meet with teacher teams on a regular basis to discuss all available data, including discipline, attendance, anecdotal, achievement, and progress monitoring, and how it can be used to make improvements in curriculum and instruction. These data chats will be extended from administration and teacher to teacher and student.

Person Responsible

Robert Egley

Schedule

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

Evidence of Completion

School leadership will identify a school based lead, who will report to the district leadership team that is conducting school walkthroughs at the school site on the progress students are making toward meeting proficiency with Florida's achievement standards.

Action Step 2 5

Structured time will be dedicated at each school for staff collaboration to analyze and interpret all data representing their students, and to identify instructional changes. This collaboration will be led by instructional coaches at each school site, along with the school based data facilitator.

Person Responsible

Robert Egley

Schedule

Biweekly, from 8/2/2017 to 6/29/2018

Evidence of Completion

Evidence that will be collected will include agendas and minutes from data meetings, along with school master schedules that have identified time for teachers to work together in collaborative teams.

Action Step 3 5

On-going professional development opportunities for all stakeholders to acquire skills to use data to identify achievement barriers and identify instructional solutions will be provided regularly. Job-embedded coaching models, utilizing district instructional coaches will be implemented.

Person Responsible

James Sealey

Schedule

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

Evidence of Completion

Agendas and sign in sheets from professional development opportunities will be kept. Classroom learning walks will provide opportunities to observe and document instructional changes. Lesson plans will document instructional changes based on the data meetings that have been held.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

District leadership will meet monthly with school leadership to review data and subsequent instructional changes, along with the implementation of intervention programs. District leadership will also review agendas and minutes from school data meetings.

Person Responsible

Robert Egley

Schedule

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

Evidence of Completion

Agendas and minutes from school data meetings, lesson plans documenting instructional changes as a result of the data meetings. Instructional coaching logs will also be kept.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

An analysis of school data will be ongoing at the district office, and documented progress toward goals and the tie to curriculum decisions based on the data will be analyzed by district staff to monitor the effectiveness at eliminating the selected barrier.

Person Responsible

Lucinda Kelley

Schedule

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

Evidence of Completion

Data that is pulled monthly from the Performance Matters data dashboard, I-Ready dashboard, curriculum pacing guides and instructional focus calendars documenting changes based on data, MTSS meeting minutes.

G2. If teachers are able to effectively engage students in high quality, standards based instruction, there will be an increase in the percentage of students meeting proficiency standards in core academic areas. 1

G034976

G2.B1 Barriers that could hinder this goal include lesson planning by teachers that is not focused on the rigor of the Florida Standards, and a lack of understanding by teachers of translating benchmarks into effective instruction. Another identified barrier is the lack of instructional focus calendars and pacing guides for math and science at LEA schools. 2

B083198

G2.B1.S1 High quality professional development focusing on standards based instruction will be facilitated by the LEA Director of Staff Development at all LEA schools. 4

S093894

Strategy Rationale

Teachers and administrators have indicated that there is not a clear understanding of the complexity and depth of teaching that the Florida Standards require.

Action Step 1 5

The District Director of Staff Development will prepare professional development for each school that focuses on an in-depth study of the Florida Standards and requirements for instruction.

Person Responsible

James Sealey

Schedule

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

Evidence of Completion

Evidence that will be collected from each district wide training and school site trainings that show professional development has had impact on changing teacher practices will be analyzed from classroom walkthroughs.

Action Step 2 5

Professional development will be provided, along with quarterly job embedded follow up, that will increase capacity of teachers to align instruction to benchmarks and will identify strategies for engaging students at the highest levels.

Person Responsible

James Sealey

Schedule

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

Evidence of Completion

Agendas from initial professional development will be kept, along with data from classroom walkthroughs that will document the implementation of strategies learned.

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

School and district administrators will conduct monthly visits to classrooms to document activities that are being implemented as a result of the professional development.

Person Responsible

Lucinda Kelley

Schedule

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

Evidence of Completion

Administrators will use checklists generated during professional development activities to document strategies that are being observed that engage students, and indicate an understanding of the translation of benchmarks to instruction.

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

Classroom walk through data, utilizing a Framework, will be analyzed to determine the effectiveness of the professional development on lesson planning for instructional practices to promote high levels of student engagement. Data will be shared with PD consultants that are providing monthly support visits. Monthly support visits will be designed using the data from walk through data collections. Benchmark data that assesses targeted benchmarks from district pacing guides will also be analyzed.

Person Responsible

James Sealey

Schedule

Every 2 Months, from 7/3/2017 to 6/29/2018

Evidence of Completion

Evidence from classroom walk through visits, along with formative student assessment data will be collected to determine whether this strategy is effective.

G2.B1.S2 Pacing guides and instructional focus calendars will assist teachers with planning for high quality, standards based instruction, during regular school hours and extended school hours that will engage students and target deficient benchmarks. 4

 S093966

Strategy Rationale

Pacing guides and instructional focus calendars for math and science have not been consistently created with strategic planning at LEA schools. Pacing guides have been created for ELA, but need to be revised as rigorous instruction becomes more apparent. Teachers do not use benchmarks and/or data from progress monitoring tools consistently to plan for standards based instruction.

Action Step 1 5

Teachers will work in content area teams to make revisions to current pacing guides and instructional focus calendars that are aligned with needs identified in benchmark and formative assessment data.

Person Responsible

Barbara Mundy

Schedule

Annually, from 5/29/2017 to 6/1/2018

Evidence of Completion

Revised pacing guides and instructional focus calendars that reflect high quality instruction will be used to demonstrate completion of this activity.

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

Leadership team members, instructional coaches, and school administration will attend teacher meetings to work on pacing guides and instructional focus calendars, to monitor the fidelity of implementation.

Person Responsible

Barbara Mundy

Schedule

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

Evidence of Completion

Instructional focus calendars and pacing guides will be generated, and school administration will use them during classroom walkthroughs to monitor the fidelity of implementation.

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

Teachers will assess students with formative assessments to determine changes and revisions that need to be made to the instructional focus calendars and pacing guides, which will also provide data to monitor the effectiveness of the implementation.

Person Responsible

James Sealey

Schedule

Monthly, from 8/14/2017 to 6/29/2018

Evidence of Completion

Formative assessment data will be collected and will be used to make necessary changes to instructional focus calendars and pacing guides.

G3. If multi tiered support systems are put into place and implemented with fidelity for all students exhibiting at-risk behavior, then attendance will increase and the number of discipline referrals will decrease, which will increase student achievement. **1**

 G034856

G3.B1 There are limited alternatives across the district for student discipline and for increasing accountability of families for increasing attendance. **2**

 B083196

G3.B1.S1 Professional development will be conducted with all school personnel regarding alternatives to suspension, along with the construction of positive behavioral support systems. **4**

 S094010

Strategy Rationale

The lack of alternatives to suspension require all LEA teachers to have supports and strategies in place.

Action Step 1 **5**

Performance Matters will be upgraded and continuously monitored to include EWS data.

Person Responsible

James Sealey

Schedule

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

Evidence of Completion

Evidence will be made available on the Performance Matters dashboard that allows schools to access these data sets easily. E-mails between James Sealey, Director of PD, Assessment and Accountability will indicate that he is working with the district IT department to upload these data to Performance Matters.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Mr. Sealey will visit district schools, and will provide support for the retrieval of EWS data from the Performance Matters dashboard.

Person Responsible

James Sealey

Schedule

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

Evidence of Completion

Reports will be run from the Performance Matters dashboard to see that all school administrators are accessing the EWS dashboard on a regular basis.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Decisions made for student support as a result of the EWS data will be evident and will have a positive impact on their school performance.

Person Responsible

Lucinda Kelley

Schedule

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

Evidence of Completion

Paperwork from MTSS meetings will document the action plan for this strategy, and will provide monitoring data to ensure that this strategy is being implemented with effectiveness.

G4. If schools provide multiple opportunities and multiple time frames for parents to become engaged in their child's education, student achievement will increase. **1**

 G030553

G4.B1 Many parents live 15 or more miles from their child's school, and have work schedules that do not allow them to be involved in their child's education or family involvement activities that are presented by the schools. **2**

 B071108

G4.B1.S1 Providing family engagement activities at the schools during various times during the day and evening, along with activities in the neighborhoods of LEA school students will increase opportunities to become engaged and involved. **4**

 S079757

Strategy Rationale

Hendry County is a rural LEA with many farmworkers who do not get off of work in time to make it to family engagement activities at the school sites that are held in the afternoon.

Action Step 1 **5**

The LEA will provide a minimum of 2 family engagement activities held at each LEA school, along with a minimum of 1 district wide family engagement activity that is located in LEA neighborhoods.

Person Responsible

Barbara Mundy

Schedule

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

Evidence of Completion

Sign in sheets reflecting students and parents who have participated in family engagement activities, along with evaluations by parents of the activity that will gauge the impact it will have on increasing family engagement in the students' education.

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

Family engagement activities will be documented in each schools parent involvement plan, and will be reviewed and approved by Dr. Barbara Mundy, Director of Federal Programs.

Person Responsible

Barbara Mundy

Schedule

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

Evidence of Completion

Evaluations from the family engagement events will indicate that 85% of the families will be able to use the activities presented to become more involved in their child's education.

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

District Leadership staff will monitor parent sign in sheets and will review evaluations for evidence of an increase in the number of parents who are attending conferences and meetings as a result of the family engagement activities.

Person Responsible

Barbara Mundy

Schedule

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

Evidence of Completion

Evidence of the effectiveness of the implementation of the family engagement activities will be determined through parent surveys.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S2.A1  A099917	Teachers will work in content area teams to make revisions to current pacing guides and...	Mundy, Barbara	5/29/2017	Revised pacing guides and instructional focus calendars that reflect high quality instruction will be used to demonstrate completion of this activity.	6/1/2018 annually
G1.MA1  M000980	Iready diagnostic and other available testing data will be collected and reviewed by district...	Sealey, James	7/3/2017	An increase in benchmark proficiency as documented through benchmark testing will demonstrate that progress is being made toward meeting the achievement targets for this goal. There are three benchmarks given in reading, math and science for grades 3-8. History and civics benchmarks are also given in grades 8, 10 and 11. iReady Diagnostic testing will take place 3 times a year in grades K-8 in reading and math.	6/29/2018 quarterly
G2.MA1  M000790	Classroom walkthrough data will be collected and reviewed to determine progress toward the goal....	Sealey, James	7/3/2017	The two areas of focus will be established and data will be collected using a classroom walkthrough instrument. These focus areas will be monitored quarterly using walkthrough data collected as district leaders and school administrators conduct classroom walkthroughs. When data is collected and analyzed at the end of each quarter, there will be an increase in the use of strategies as defined by the areas of focus. Instructional focus calendars will be created in core areas, with 100% of instructional focus calendars reflecting student needs as indicated through assessment data.	6/29/2018 quarterly
G3.MA1  M000578	Student discipline data, teacher discipline referral narratives, quarterly benchmark testing...	Kelley, Lucinda	7/3/2017	Discipline data, including the narratives from teacher discipline referrals will be collected and reviewed by district leadership and school leadership to see if strategies identified in MTSS meetings have been consistently coordinated by the MTSS coordinator and implemented with consistency and fidelity by all teachers. Progress will be made if there is a decrease in the number of discipline referrals, along with a decrease in the number of teacher narratives for discipline infractions that indicate a minor incident that could be taken care of directly in the classroom without a formal referral. An increase in the proficiency levels of benchmarks as measured through formative assessments and benchmark assessments will also indicate progress toward meeting the goal. If no progress is indicated through these data sets, then the goal will be revisited and revised accordingly, along with the action steps toward meeting that goal.	6/29/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.MA1 M000579	Parent sign in sheets for conferences and progress meetings will be monitored for an increase in...	Mundy, Barbara	7/3/2017	Parent survey data will be analyzed by district leadership.	6/29/2018 quarterly
G4.B1.S1.MA1 M000581	District Leadership staff will monitor parent sign in sheets and will review evaluations for...	Mundy, Barbara	7/3/2017	Evidence of the effectiveness of the implementation of the family engagement activities will be determined through parent surveys.	6/29/2018 monthly
G4.B1.S1.MA1 M000580	Family engagement activities will be documented in each schools parent involvement plan, and will...	Mundy, Barbara	7/3/2017	Evaluations from the family engagement events will indicate that 85% of the families will be able to use the activities presented to become more involved in their child's education.	6/29/2018 semiannually
G4.B1.S1.A1 A082670	The LEA will provide a minimum of 2 family engagement activities held at each LEA school, along...	Mundy, Barbara	7/3/2017	Sign in sheets reflecting students and parents who have participated in family engagement activities, along with evaluations by parents of the activity that will gauge the impact it will have on increasing family engagement in the students' education.	6/29/2018 annually
G2.B1.S1.MA2 M000789	Classroom walk through data, utilizing a Framework, will be analyzed to determine the effectiveness...	Sealey, James	7/3/2017	Evidence from classroom walk through visits, along with formative student assessment data will be collected to determine whether this strategy is effective.	6/29/2018 every-2-months
G2.B1.S1.MA1 M000788	School and district administrators will conduct monthly visits to classrooms to document activities...	Kelley, Lucinda	8/10/2017	Administrators will use checklists generated during professional development activities to document strategies that are being observed that engage students, and indicate an understanding of the translation of benchmarks to instruction.	6/29/2018 monthly
G2.B1.S1.A1 A099741	The District Director of Staff Development will prepare professional development for each school...	Sealey, James	7/3/2017	Evidence that will be collected from each district wide training and school site trainings that show professional development has had impact on changing teacher practices will be analyzed from classroom walkthroughs.	6/29/2018 semiannually
G2.B1.S1.A2 A099744	Professional development will be provided, along with quarterly job embedded follow up, that will...	Sealey, James	7/3/2017	Agendas from initial professional development will be kept, along with data from classroom walkthroughs that will document the implementation of strategies learned.	6/29/2018 quarterly
G3.B1.S1.MA1 M099586	Decisions made for student support as a result of the EWS data will be evident and will have a...	Kelley, Lucinda	7/3/2017	Paperwork from MTSS meetings will document the action plan for this strategy, and will provide monitoring data to ensure that this strategy is being implemented with effectiveness.	6/29/2018 quarterly
G3.B1.S1.MA1 M099585	Mr. Sealey will visit district schools, and will provide support for the retrieval of EWS data from...	Sealey, James	7/3/2017	Reports will be run from the Performance Matters dashboard to see that all school administrators are accessing the EWS dashboard on a regular basis.	6/29/2018 monthly
G3.B1.S1.A1 A157797	Performance Matters will be upgraded and continuously monitored to include EWS data.	Sealey, James	7/3/2017	Evidence will be made available on the Performance Matters dashboard that allows schools to access these data sets easily. E-mails between James Sealey, Director of PD, Assessment and Accountability will indicate that he is working with the district IT department to upload these data to Performance Matters.	6/29/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA2 M000979	An analysis of school data will be ongoing at the district office, and documented progress toward...	Kelley, Lucinda	7/3/2017	Data that is pulled monthly from the Performance Matters data dashboard, I-Ready dashboard, curriculum pacing guides and instructional focus calendars documenting changes based on data, MTSS meeting minutes.	6/29/2018 monthly
G1.B1.S1.MA1 M000978	District leadership will meet monthly with school leadership to review data and subsequent...	Egley, Robert	7/3/2017	Agendas and minutes from school data meetings, lesson plans documenting instructional changes as a result of the data meetings. Instructional coaching logs will also be kept.	6/29/2018 monthly
G1.B1.S1.A1 A100123	A school based lead at each school site will be designated and will meet with teacher teams on a...	Egley, Robert	7/3/2017	School leadership will identify a school based lead, who will report to the district leadership team that is conducting school walkthroughs at the school site on the progress students are making toward meeting proficiency with Florida's achievement standards.	6/29/2018 biweekly
G1.B1.S1.A2 A100127	Structured time will be dedicated at each school for staff collaboration to analyze and interpret...	Egley, Robert	8/2/2017	Evidence that will be collected will include agendas and minutes from data meetings, along with school master schedules that have identified time for teachers to work together in collaborative teams.	6/29/2018 biweekly
G1.B1.S1.A3 A100128	On-going professional development opportunities for all stakeholders to acquire skills to use data...	Sealey, James	7/3/2017	Agendas and sign in sheets from professional development opportunities will be kept. Classroom learning walks will provide opportunities to observe and document instructional changes. Lesson plans will document instructional changes based on the data meetings that have been held.	6/29/2018 monthly
G2.B1.S2.MA2 M000861	Teachers will assess students with formative assessments to determine changes and revisions that...	Sealey, James	8/14/2017	Formative assessment data will be collected and will be used to make necessary changes to instructional focus calendars and pacing guides.	6/29/2018 monthly
G2.B1.S2.MA1 M000860	Leadership team members, instructional coaches, and school administration will attend teacher...	Mundy, Barbara	5/29/2017	Instructional focus calendars and pacing guides will be generated, and school administration will use them during classroom walkthroughs to monitor the fidelity of implementation.	6/29/2018 annually

V. Professional Development Opportunities

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

G1. If all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement.

G1.B1 Data collection has become much more consistent across the district, however, the adjustments to instruction as a result of the data collection remain inconsistent. Formative assessments to be included in data chats between administration and teachers, as well as between teachers and students.

G1.B1.S1 Data based decision making will be monitored among schools and will be emphasized in making curriculum decisions, intervention decisions, and in decisions about individual students made during MTSS meetings. Leadership in decision making will be developed in administration, teachers and students through research based strategies.

PD Opportunity 1

A school based lead at each school site will be designated and will meet with teacher teams on a regular basis to discuss all available data, including discipline, attendance, anecdotal, achievement, and progress monitoring, and how it can be used to make improvements in curriculum and instruction. These data chats will be extended from administration and teacher to teacher and student.

Facilitator

James Sealey, Director of Professional Development and Assessment

Participants

School based leadership teams

Schedule

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

PD Opportunity 2

On-going professional development opportunities for all stakeholders to acquire skills to use data to identify achievement barriers and identify instructional solutions will be provided regularly. Job-embedded coaching models, utilizing district instructional coaches will be implemented.

Facilitator

District instructional coaches and Region V Differentiated Accountability team, along with the District Director for Staff Development

Participants

All teachers

Schedule

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

G2. If teachers are able to effectively engage students in high quality, standards based instruction, there will be an increase in the percentage of students meeting proficiency standards in core academic areas.

G2.B1 Barriers that could hinder this goal include lesson planning by teachers that is not focused on the rigor of the Florida Standards, and a lack of understanding by teachers of translating benchmarks into effective instruction. Another identified barrier is the lack of instructional focus calendars and pacing guides for math and science at LEA schools.

G2.B1.S1 High quality professional development focusing on standards based instruction will be facilitated by the LEA Director of Staff Development at all LEA schools.

PD Opportunity 1

The District Director of Staff Development will prepare professional development for each school that focuses on an in-depth study of the Florida Standards and requirements for instruction.

Facilitator

District Director of Staff development, who has a proven record of providing professional development that is based on best research based practices for raising student achievement.

Participants

All DA targeted schools' teachers and administrators.

Schedule

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

PD Opportunity 2

Professional development will be provided, along with quarterly job embedded follow up, that will increase capacity of teachers to align instruction to benchmarks and will identify strategies for engaging students at the highest levels.

Facilitator

LEA Director of Staff Development

Participants

All LEA teachers and administrators

Schedule

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

G3. If multi tiered support systems are put into place and implemented with fidelity for all students exhibiting at-risk behavior, then attendance will increase and the number of discipline referrals will decrease, which will increase student achievement.

G3.B1 There are limited alternatives across the district for student discipline and for increasing accountability of families for increasing attendance.

G3.B1.S1 Professional development will be conducted with all school personnel regarding alternatives to suspension, along with the construction of positive behavioral support systems.

PD Opportunity 1

Performance Matters will be upgraded and continuously monitored to include EWS data.

Facilitator

Performance Matters Trainers, LEA Director of PD, Assessment and Accountability

Participants

All administrators and teachers from district schools.

Schedule

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

G4. If schools provide multiple opportunities and multiple time frames for parents to become engaged in their child's education, student achievement will increase.

G4.B1 Many parents live 15 or more miles from their child's school, and have work schedules that do not allow them to be involved in their child's education or family involvement activities that are presented by the schools.

G4.B1.S1 Providing family engagement activities at the schools during various times during the day and evening, along with activities in the neighborhoods of LEA school students will increase opportunities to become engaged and involved.

PD Opportunity 1

The LEA will provide a minimum of 2 family engagement activities held at each LEA school, along with a minimum of 1 district wide family engagement activity that is located in LEA neighborhoods.

Facilitator

Dr. Barbara Mundy

Participants

All LEA teachers and administrators

Schedule

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

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	A school based lead at each school site will be designated and will meet with teacher teams on a regular basis to discuss all available data, including discipline, attendance, anecdotal, achievement, and progress monitoring, and how it can be used to make improvements in curriculum and instruction. These data chats will be extended from administration and teacher to teacher and student.	\$0.00
2	G1.B1.S1.A2	Structured time will be dedicated at each school for staff collaboration to analyze and interpret all data representing their students, and to identify instructional changes. This collaboration will be led by instructional coaches at each school site, along with the school based data facilitator.	\$0.00
3	G1.B1.S1.A3	On-going professional development opportunities for all stakeholders to acquire skills to use data to identify achievement barriers and identify instructional solutions will be provided regularly. Job-embedded coaching models, utilizing district instructional coaches will be implemented.	\$0.00
4	G2.B1.S1.A1	The District Director of Staff Development will prepare professional development for each school that focuses on an in-depth study of the Florida Standards and requirements for instruction.	\$0.00
5	G2.B1.S1.A2	Professional development will be provided, along with quarterly job embedded follow up, that will increase capacity of teachers to align instruction to benchmarks and will identify strategies for engaging students at the highest levels.	\$0.00
6	G2.B1.S2.A1	Teachers will work in content area teams to make revisions to current pacing guides and instructional focus calendars that are aligned with needs identified in benchmark and formative assessment data.	\$0.00
7	G3.B1.S1.A1	Performance Matters will be upgraded and continuously monitored to include EWS data.	\$0.00
8	G4.B1.S1.A1	The LEA will provide a minimum of 2 family engagement activities held at each LEA school, along with a minimum of 1 district wide family engagement activity that is located in LEA neighborhoods.	\$0.00
Total:			\$0.00