



Pam Stewart, Commissioner

2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

22 - Glades

Mr. Scott Bass, Superintendent
Gayle Sitter, Region 5 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.:

Janet Harris	
Title	Director of Elementary Academic Services
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Phone	863-946-0202 ext. 120
Function & Responsibility	Accountability Coordinator
Janice Foster	
Title	Student Services Director
Email	janice.foster@gladesschools.org
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Function & Responsibility	Secondary Academic Services

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)

To support the writing of this plan, the district based leadership team met to address the requirements of the Differentiated Accountability Plan to develop and refine interventions for underperforming schools, and to align district resources and support. A district monitoring and support system is in place and instructional reviews will be conducted for all targeted Differentiated Accountability schools to determine strengths and weakness and collaboratively develop action plans that address the needs of each school. Ongoing data chats and progress monitoring meetings will be conducted to review the needs of each school, determine the level of district assistance, and to determine how support services will be delivered.

Process Summarization:

1. Reviewed requirements with district staff

When the DIAP template was received, the Director of Elementary Academic Services and the Director of Students Services met to discuss the guidelines for developing the plan. The Directors then composed the narrative.

2. Analyzed information from test results and parent meetings (Including both input and hard data).

* Hard data from assessment results and AMO reports were used to identify low-performing school groups and schools in need of improvement. Minutes from School Advisory Council meetings and any parent surveys conducted by the schools were analyzed and incorporated into the development of the plan.

3. Wrote and edited the plan verifying that it represented a true picture of identified needs and cooperatively developed strategies to meet these needs.

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**

1. Schools will assess K – 12 students using Performance Matters Assessments, FAIR (Florida Assessment for Instruction in Reading), and I-Ready three times a year to monitor student progress on Mastery of standards. Schools will also give students assessments from their core reading and math series. Data from these assessments will be used to adjust learning and strategies for instruction. Teachers will be trained on how to give the assessments and will meet in Professional Learning Communities (PLCs) to analyze data to determine student and classroom needs. Principals will meet with a consultant to help them analyze the data and provide guidance as to the needs of the school, teachers and students.

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

The Director of Elementary Academic Services will meet with principals to discuss data from Performance Matters, FAIR, and I-Ready as part of instructional reviews throughout the school year to determine if student needs are being met.

The Director of Student Services will provide staff development and supervise teachers, guidance counselors and school administrators on the MTSS process. She will meet with school staff to review data to determine if student interventions need to continue or if a student needs more intensive interventions.

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

The District Leadership Team will monitor the MTSS monthly or as needed via phone call or email from School Leadership. The District Leadership Team will monitor DIAP through Performance Matters Assessments, FAIR, and I-Ready assessments administered three times a year. The District Leadership Team will monitor assessment data and discuss with principals research-based instructional strategies to improve learning progress.

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 Glades County School District will utilize Performance Matters to manage Benchmark Assessments, FAIR, and FCAT data. This computer-based program is able to break data down demographically, by standard and performance level by school, teacher, class, and student. All school administrators and teachers have accounts and access to their data. The Genesis program will monitor referrals and attendance for School Leaders and teachers to implement MTSS at their school. All teachers will utilize their core reading and math programs to monitor learning progress of students for MTSS and graph this data. The district will also utilize the Cayen program to monitor afterschool program effectiveness in reading and math at the two elementary schools utilizing Title I dollars. The Cayen system will allow school leadership to make adjustments to the academic program based on the data and attendance entered into the system for each student attending.

Teachers will also have FAIR data and I-Ready data to support research-based instructional strategies to increase student achievement. Students will be progress monitored in FAIR and I-Ready three times a year. Data from these assessments will give teachers the information needed to work with their students in the areas of deficiency providing individual student time in intervention groups for reading and math instruction.

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

Each school has a school-based team which meets every two weeks to discuss MTSS data. Teachers will work with the school-based team to analyze data and adjust instruction based on the data from their reading and math programs, I-Ready, and Performance Matters.

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

The Glades County School District has one Focus 1 school that implements summer school for students needing credit recovery or needing to take courses to enable them to graduate with their cohort. The summer school program runs for 360 minutes a day for four weeks during the summer.

The one K-6 school provides extended day program. This program runs for 60 minutes four days a week. This program emphasizes research-based instructional strategies to provide intensive remediation to low performing students. The one K-8 school provides extended day and extended year programs. The extended day program runs for 60 minutes two days a week. This program emphasizes research-based instructional strategies to provide intensive remediation to low performing students. The extended year program is a credit recovery for students failing a core subject area and runs for 180 minutes daily for four weeks.

Alignment of Strategies and Resources

Strategies and Support

AMO Data:

AMO Target: Reading, All Students (Target: 63, Actual: 53)

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

Students in this subgroup need to have high quality data driven instruction. Students in this subgroup may need data driven intervention through MTSS. Students need to be taught strategies that lead to better conceptual understanding and higher order thinking skills.

Increased opportunities to make learning relevant.

Development of detailed knowledge of text structures, organizational patterns, and literacy genres.

Vocabulary and comprehension strategies that become increasingly more complex.

Why did the previous plan not sufficiently meet these needs?

There was insufficient integration of differentiated instructional strategies. There was also insufficient data monitoring of FAIR and Performance Matters assessment results. As a result there was a lack of data disaggregation in core content subjects.

Insufficient emphasis on active learning and student engagement.

Teacher centered rather than student centered classrooms.

Insufficient emphasis of big ideas and important concepts.

Insufficient exposure to extended text to increase student cognitive endurance.

AMO Target: Mathematics, All Students (Target: 73, Actual: 60)

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

Students in this subgroup need to have high quality data driven instruction. Students in this subgroup may need data driven intervention through MTSS. Students need to be taught strategies that lead to better conceptual understanding and higher order thinking skills.

Increased opportunities to make learning relevant.

Targeted intervention and support based on data analysis.

Why did the previous plan not sufficiently meet these needs?

Insufficient emphasis of big idea and important concepts. Lack of student engagement.

Lack of use of manipulative

Insufficient, focused data analysis at the classroom level to determine individual student needs

AMO Target: Mathematics, American Indian (Target: 68, Actual: 63)

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

Increased opportunities to make learning more relevant.
Targeted intervention and support based on data analysis.

Why did the previous plan not sufficiently meet these needs?

The needs of this subgroup were largely addressed as part of the whole, rather than looking for specific causes which might be relevant to this specific group.
Insufficient focused data analysis at the classroom level to determine individual student needs.

AMO Target: Reading, Black/African American (Target: 43, Actual: 28)

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

The needs of this subgroup were largely addressed as part of the needs of the whole, rather than looking for specific causes which might be relevant to this specific subgroup.
Targeted intervention and support based on data analysis.

Why did the previous plan not sufficiently meet these needs?

There was insufficient integration of differentiated instructional strategies. There was also insufficient data monitoring of FAIR and Performance Matters assessment results. As a result there was a lack of data disaggregation.
Insufficient emphasis on active learning and student engagement.
Teacher centered rather than student centered classrooms.
Insufficient emphasis of big ideas and important concepts.
Insufficient exposure to extended text to increase student cognitive endurance.

AMO Target: Mathematics, Black/African American (Target: 58, Actual: 35)

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

Students in this subgroup need to have high quality data driven instruction. Students in this subgroup may need data driven intervention through MTSS. Students need to be taught strategies that lead to better conceptual understanding and higher order thinking skills.
Increased opportunities to make learning relevant.
Targeted intervention and support based on data analysis.

Why did the previous plan not sufficiently meet these needs?

Insufficient emphasis of big idea and important concepts. Lack of student engagement. Lack of data disaggregation. Lack of use of manipulative.
Insufficient, focused data analysis at the classroom level to determine individual student needs.

AMO Target: Reading, Economically Disadvantaged (Target: 58, Actual: 43)

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

Students in this subgroup need to have high quality data driven instruction. Students in this subgroup may need data driven intervention through MTSS. Students need to be taught strategies that lead to better conceptual understanding and higher order thinking skills.

Increased opportunities to make learning relevant.

Development of detailed knowledge of text structures, organizational patterns, and literacy genres.

Vocabulary and comprehension strategies that become increasingly more complex.

Why did the previous plan not sufficiently meet these needs?

There was insufficient integration of differentiated instructional strategies. There was also insufficient data monitoring of FAIR and Performance Matters assessment results. As a result there was a lack of data disaggregation..

Insufficient emphasis on active learning and student engagement.

Teacher centered rather than student centered classrooms.

Insufficient emphasis of big ideas and important concepts.

Insufficient exposure to extended text to increase student cognitive endurance.

AMO Target: Mathematics, Economically Disadvantaged (Target: 71, Actual: 52)

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

Students in this subgroup need to have high quality data driven instruction. Students in this subgroup may need data driven intervention through MTSS. Students need to be taught strategies that lead to better conceptual understanding and higher order thinking skills.

Increased opportunities to make learning relevant.

Targeted intervention and support based on data analysis.

Why did the previous plan not sufficiently meet these needs?

Insufficient emphasis of big idea and important concepts. Lack of student engagement.

Lack of use of manipulative

Insufficient, focused data analysis at the classroom level to determine individual student needs

AMO Target: Mathematics, English Language Learners (Target: 63, Actual: 45)

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

Students in this subgroup need to have high quality data driven instruction. Students in this subgroup may need data driven intervention through MTSS. Students need to be taught strategies that lead to better conceptual understanding and higher order thinking skills.

Increased opportunities to make learning relevant.

Targeted intervention and support based on data analysis.

Why did the previous plan not sufficiently meet these needs?

Insufficient emphasis of big idea and important concepts. Lack of student engagement.

Lack of use of manipulative

Insufficient, focused data analysis at the classroom level to determine individual student needs

AMO Target: Reading, Hispanic (Target: 53, Actual: 45)

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

Students in this subgroup need to have high quality data driven instruction. Students in this subgroup may need data driven intervention through MTSS. Students need to be taught strategies that lead to better conceptual understanding and higher order thinking skills.

Increased opportunities to make learning relevant.

Development of detailed knowledge of text structures, organizational patterns, and literacy genres.

Vocabulary and comprehension strategies that become increasingly more complex.

Why did the previous plan not sufficiently meet these needs?

There was insufficient integration of differentiated instructional strategies. There was also insufficient data monitoring of FAIR and Performance Matters assessment results. As a result there was a lack of data disaggregation.

Insufficient emphasis on active learning and student engagement.

Teacher centered rather than student centered classrooms.

Insufficient emphasis of big ideas and important concepts.

Insufficient exposure to extended text to increase student cognitive endurance.

AMO Target: Mathematics, Hispanic (Target: 68, Actual: 56)

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

Students in this subgroup need to have high quality data driven instruction. Students in this subgroup may need data driven intervention through MTSS. Students need to be taught strategies that lead to better conceptual understanding and higher order thinking skills.
Increased opportunities to make learning relevant.
Targeted intervention and support based on data analysis.

Why did the previous plan not sufficiently meet these needs?

Insufficient emphasis of big idea and important concepts. Lack of student engagement.
Lack of use of manipulative
Insufficient, focused data analysis at the classroom level to determine individual student needs

AMO Target: Mathematics, Students With Disabilities (Target: 60, Actual: 43)

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

Students in this subgroup need to have high quality data driven instruction. Students in this subgroup may need data driven intervention through MTSS. Students need to be taught strategies that lead to better conceptual understanding and higher order thinking skills.
Increased opportunities to make learning relevant.
Targeted intervention and support based on data analysis.

Why did the previous plan not sufficiently meet these needs?

Insufficient emphasis of big idea and important concepts. Lack of student engagement.
Lack of use of manipulative
Insufficient, focused data analysis at the classroom level to determine individual student needs

AMO Target: Reading, White (Target: 75, Actual: 64)

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

Students in this subgroup need to have high quality data driven instruction. Students in this subgroup may need data driven intervention through MTSS. Students need to be taught strategies that lead to better conceptual understanding and higher order thinking skills.

Increased opportunities to make learning relevant.

Development of detailed knowledge of text structures, organizational patterns, and literacy genres.

Vocabulary and comprehension strategies that become increasingly more complex.

Why did the previous plan not sufficiently meet these needs?

There was insufficient integration of differentiated instructional strategies. There was also insufficient data monitoring of FAIR and Performance Matters assessment results. As a result there was a lack of data disaggregation.

Insufficient emphasis on active learning and student engagement.

Teacher centered rather than student centered classrooms.

Insufficient emphasis of big ideas and important concepts.

Insufficient exposure to extended text to increase student cognitive endurance.

AMO Target: Mathematics, White (Target: 82, Actual: 68)

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

Students in this subgroup need to have high quality data driven instruction. Students in this subgroup may need data driven intervention through MTSS. Students need to be taught strategies that lead to better conceptual understanding and higher order thinking skills.

Increased opportunities to make learning relevant.

Targeted intervention and support based on data analysis.

Why did the previous plan not sufficiently meet these needs?

Insufficient emphasis of big idea and important concepts. Lack of student engagement.

Lack of use of manipulative

Insufficient, focused data analysis at the classroom level to determine individual student needs

Goals Summary

- G1.** Students routinely engage in reading and comprehending grade level text across content areas.

Goals Detail

G1. Students routinely engage in reading and comprehending grade level text across content areas.

Targets Supported

- Reading (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

- Core reading series, Scott Foresman Reading Street: Scott Foresman Reading Street Common Core ©2013 is a comprehensive, integrated, core Reading and Language Arts series that reflects the spirit and the letter of the Common Core State Standards Publishers' Criteria. Along with classic and contemporary fiction and non-fiction, the Reading Street Common Core instructional plan delivers: Units of study in concepts and language for sustained and transferable knowledge development; A small group plan that ensures equity and access for all learners to the high expectations of Indiana's Common Core Standards; and A parallel digital world for a highly-engaging digital classroom.
- I-Ready computer based software program is built for the Common Core, i-Ready Diagnostic & Instruction combines a valid and reliable growth measure and individualized instruction in a single online product. A cross-grade-level assessment pinpoints needs down to the sub-skill level and gives teachers an action plan.
- ScienceFusion gives students a meaningful way to interact with science. Every click, every page turn, every lab and activity is an opportunity for students to ask questions, think critically, and make informed decisions. In any direction a student turns, they will be asked to inquire, think, predict, analyze, and apply. These skills are the foundation for success in science, in school, and in life.
- Reading Renaissance Accelerated Reader™ (AR™) software makes the essential student practice component of any reading curriculum more effective. Using AR, this practice time is personalized to each student's individual level to ensure a high rate of success and is immediately followed by feedback to help educators target instruction. Personalized reading practice includes guiding students to books at appropriate levels, closely monitoring their progress, and intervening with appropriate instruction when necessary.

Targeted Barriers to Achieving the Goal

- Limited opportunity for professional development to help teachers to learn how to engage in instructional best practices.

Plan to Monitor Progress Toward the Goal

Monitoring student engagement and teacher implementation of reading and comprehending grade level texts across the content areas.

Person or Persons Responsible

Principals and consultant

Target Dates or Schedule:

During professional development consultations with the consultant. During classroom walk throughs. During Professional Learning Community meetings with teachers and principals.

Evidence of Completion:

Walk through data and consultations with the consultant determine the progress of meeting the goal. Student benchmark data has increased in all groups and subgroups.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students routinely engage in reading and comprehending grade level text across content areas.

G1.B2 Limited opportunity for professional development to help teachers to learn how to engage in instructional best practices.

G1.B2.S1 Hire a consultant to provide professional development for incorporating reading strategies across content areas using the Common Core Exemplar texts and close read strategies.

Action Step 1

Consultant to provide professional development on incorporating reading strategies across the content areas.

Person or Persons Responsible

Director of Elementary Academic Services

Target Dates or Schedule

During the first semester of the school year.

Evidence of Completion

Submitted purchase order.

Facilitator:

Kathy Orapallo

Participants:

Teachers and principals

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

Classroom Walkthroughs

Person or Persons Responsible

Principals

Target Dates or Schedule

Weekly

Evidence of Completion

Domain 4 of the Instructional Performance Appraisal System will be evaluated during each walkthrough for student engagement. Domain 1 will also be monitored through lesson plans.

Plan to Monitor Effectiveness of G1.B2.S1

Classroom Walkthroughs

Person or Persons Responsible

Principals

Target Dates or Schedule

Weekly

Evidence of Completion

Domain 4 of the Instructional Performance Appraisal System for student engagement and Domain 1, planning and preparation, to monitor teacher effectiveness with implementing the strategies presented by the consultant on a weekly basis.

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

Glades County Schools has only one Focus school. The district will utilize data from Performance Matters and I-Ready to align research-based instructional strategies and resources to classes with low performing students. Teachers in these classes will meet in Professional Learning Communities (PLCs) to disaggregate the data to provide differentiated instruction in core subject areas.

Schools will also be provided with a consultant to guide administrators and teachers in understanding their data by graphing it and creating curriculum maps based on need from multiple data sources.

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=22

Writing Resources

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

Smile Writing

Regardless of student performance levels or your degree of expertise in writing, Smile Writing works with all of our students. The diverse curriculum options promote school-wide consistency without compromising teacher individuality. Each curriculum provides Skill based lessons that serve as 'tricks' behind the 6 Traits of writing. Activities are Motivational, appealing to the Multiple Intelligences and incorporate Instructional strategies derived from Writer's Workshop. The writing process serves as a backbone for the expository and narrative Lesson Plans, which are standards-based and delivered through whole group, one-on-one conferencing, and/or in small skill group (mini-lesson) instruction. Evaluation is both collaborative and self-reflective, as students analyze writing with genre-specific checklists and/or our skill based, grade appropriate, analytical rubrics.

Scott-Foresman Reading Street

The core reading series incorporates Common Core writing strategies into each lesson.

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

Yes

Mathematics Resources

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

Houghton Mifflin Go Math

This is a K-5 Core Math program newly adopted. This program is aligned to the CCSS.

Macmillan McGrawHill Math

Macmillan McGraw-Hill Math was adopted three years earlier and is aligned to NGSSS. This program is for middle and high school core math classes.

Ready workbooks

These workbooks compliment the I-Ready computer program. These workbooks scaffold reading and math instruction to help student master reading and math standards.

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

Yes

Science Resources

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

Houghton Mifflin Science

ScienceFusion is a comprehensive, state-of-the-art K–8 science program. The print, hands-on, and digital curriculum provide student-centered options for all students, in any learning environment (home or school, traditional or paperless), and aligns to the Next Generation Science Framework. The STEM program in ScienceFusion provides real-world challenges, hands-on activities, and Video-Based Projects that develop important critical thinking skills that will prepare students for success in the workplace and in life.

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

Yes

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