



2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

54 - Putnam

Ms. Phyllis Criswell, Superintendent
Wayne Green, Region 2 Executive Director

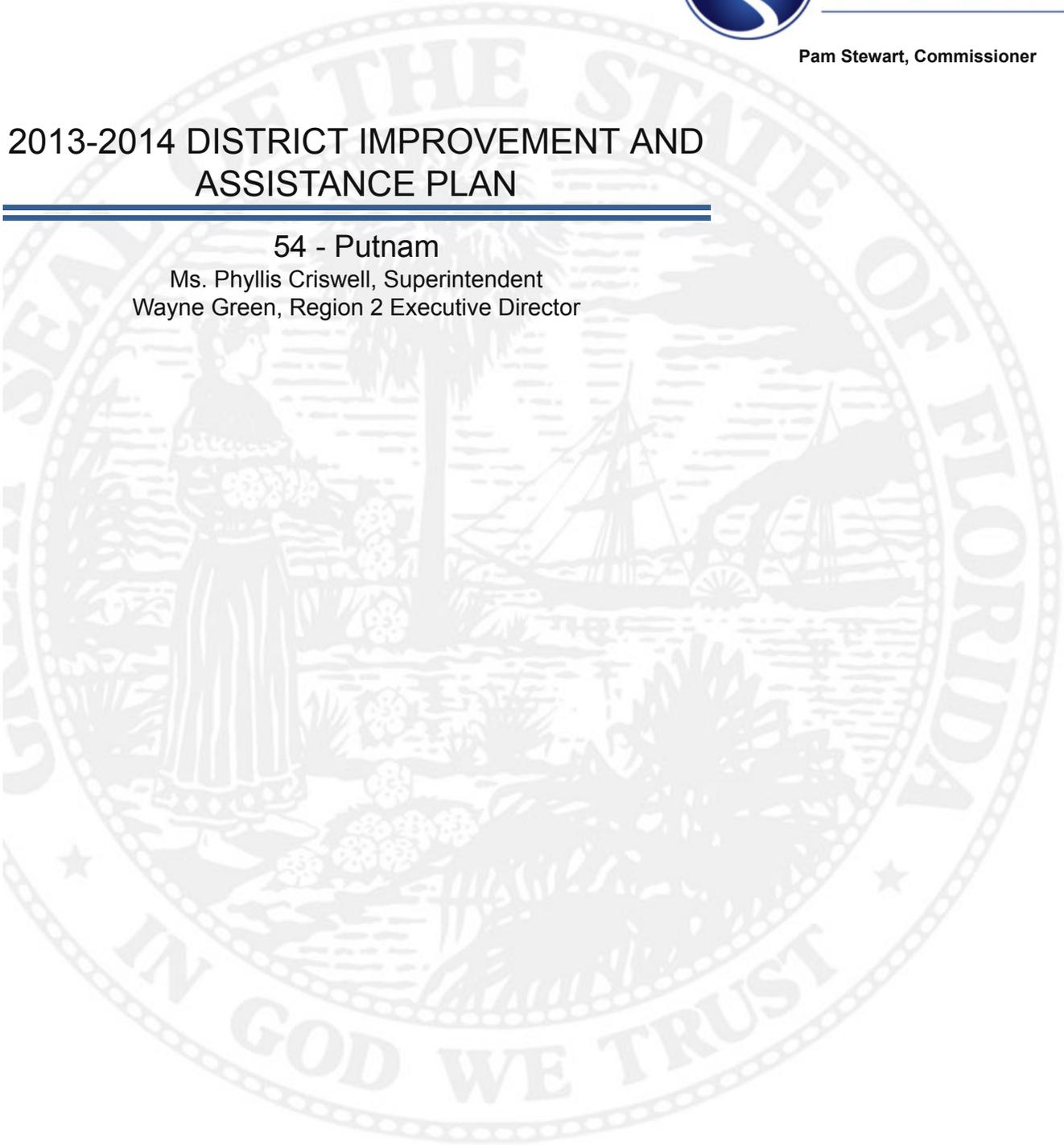


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District Improvement Planning

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.:

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Function & Responsibility	Instructional leader for the district

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Function & Responsibility	Curriculum and Instruction leader

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Function & Responsibility	Director of Elementary Education

Debra Buckles

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Function & Responsibility	Title I Director

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)

With support from members of the Differentiated Accountability team and the TIF Instructional Curriculum Coaches, the district leadership team developed the plan by using the eight step problem solving process. The goals in the plan have been developed with and communicated to the school leadership teams during leadership meetings, school site visits and problem solving with curriculum concerns. Throughout the year, the ICC team will communicate the goals to teacher leaders in the DSIP during the Math and ELA Cadre meetings. The district will present the District School Improvement Plan to the members of the PIDAC team (Parent Involvement).

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**

The District has employed a MTSS/RtI Specialist. The specialist provides support at each school. She provides professional development for staff and attends MTSS/RtI meetings to ensure fidelity to the Putnam County District MTSS/RtI Plan. Monthly reports are provided to the district leadership team. Schools have a tiered model of delivery of instruction (core, supplemental, intensive). This includes iii, intensive classes, tutoring, and extra hour of instruction. School-based teams (SBT) are established at each school to assess individual students who exhibit academic or behavior deficits and/or social or emotional barriers to learning. This team operates at every school and facilitates the intervention process for any general education student. The SWPBS team is incorporated within the SBT at each school.

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

The District Leadership Team consists of our superintendent, director of curriculum and instruction, director of student services, director of human resources, director of federal programs, director of ESE, and director of elementary education. The director of curriculum and instruction aides in selecting appropriate research-based intervention materials/programs and supplies a selection of tools and follow-up for progress monitoring. The director of Human Resources oversees the employment of highly qualified instructors. The Director of ESE works collaboratively with the Director of Elementary Education to insure that progress monitoring graphical data is valid and derived from accurate interventions.

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

As part of the Teacher Incentive Fund Grant, the leadership team makes site visits to all schools at least once per quarter. During these visits MTSS and DIAP data are reviewed. Fidelity of intervention at the core, supplemental and intensive levels in the schools is monitored by the appointed SBT leader and school administration. As the District Administration Team visits each school every quarter, this data is then reviewed for further monitoring of fidelity. The District Administration Team monitors the use of Performance Matters data, diagnostics, Skyward data, and classroom walkthroughs.

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

The district uses a multitude of data sources and management systems to monitor effectiveness. The District Administration Team monitors the use of Performance Matters data (behavior and academic), diagnostics, Skyward data, SBT data, LTM data, and classroom walkthroughs.

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

The district has an MTSS specialist to train a SBT Leader at each school to manage the MTSS structure at each school. The MTSS specialist conducts faculty meetings/trainings, department meetings, and grade level meetings. Topics included in these meetings are data discussions and collection, effective/ ineffective intervention strategies, progress monitoring and decision making. The MTSS specialist facilitates and conducts MTSS meetings at the school level for assistance in the full understanding and fidelity of the structure functioning at each school.

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

There has been an extra hour added to the instructional day for students in the priority elementary school. This extra hour is used for reading intervention. The school is using research based reading intervention curriculum that is differentiated for each student, based on placement results. This intervention includes all of the components of reading.

Alignment of Strategies and Resources

Strategies and Support

AMO Data:

AMO Target: Reading, All Students (Target: 56, Actual: 47)

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

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Mathematics, All Students (Target: 58, Actual: 52)

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

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above research was not acted on system wide.

AMO Target: Reading, American Indian (Target: 58, Actual: 44)

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

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Mathematics, American Indian (Target: 56, Actual: 31)

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

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Reading, Black/African American (Target: 42, Actual: 29)

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

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Mathematics, Black/African American (Target: 46, Actual: 34)

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

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Reading, Economically Disadvantaged (Target: 52, Actual: 41)

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

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Mathematics, Economically Disadvantaged (Target: 55, Actual: 47)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Reading, English Language Learners (Target: 40, Actual: 26)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Mathematics, English Language Learners (Target: 48, Actual: 47)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Reading, Hispanic (Target: 48, Actual: 39)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Mathematics, Hispanic (Target: 56, Actual: 51)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Reading, Students With Disabilities (Target: 40, Actual: 28)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Mathematics, Students With Disabilities (Target: 45, Actual: 35)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Reading, White (Target: 64, Actual: 56)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

AMO Target: Mathematics, White (Target: 65, Actual: 60)

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

Students need access to a comprehensive, research based curriculum and teachers who use effective teaching strategies. Instruction should be systematic, explicit and differentiated. Instruction should be driven by current data and disaggregated to insure differentiation.

Why did the previous plan not sufficiently meet these needs?

The above plan was not acted on system wide.

Additional Data:

Additional Target: Mathematics, Asian

What does research suggest about the specific learning needs of this subgroup?

Why did the previous plan not sufficiently meet these needs?

Goals Summary

- G1.** All schools will implement a research based, grade appropriate curriculum with a proven lesson structure, that incorporates reading and writing across the curriculum and utilizes data to differentiate instruction to maximize student achievement outcomes.

Goals Detail

G1. All schools will implement a research based, grade appropriate curriculum with a proven lesson structure, that incorporates reading and writing across the curriculum and utilizes data to differentiate instruction to maximize student achievement outcomes.

Targets Supported

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

Resources Available to Support the Goal

- Planning time for instructional teachers is at least 250 minutes per week with an additional 1 planning day per nine weeks and 1/2 day per month.
- Performance Matters to provide summative and formative assessments and data to drive instruction.
- Instructional Curriculum Coaching (ICC) Team to provide professional development to Lead ELA teachers based on curriculum, lesson structure, and reading/writing across the curriculum.
- District Reading Coach to support CRTs at each school site through professional development and PLCs.
- CRTs are allocated to each school site in the district to support learning structures at the school.
- DA team supports through district wide professional development and site based monitoring and support.
- Wide variety of instructional materials throughout the district.
- Technology is in every teacher's classroom. Each teacher can be assigned a laptop for research and planning.

Targeted Barriers to Achieving the Goal

- Lack of progress monitoring and use of formative data to provide scaffolding and differentiation in instruction.
- Lack of understanding of the appropriate lesson structures, grouping for differentiation, and best practices for teaching the reading process and math content.

Plan to Monitor Progress Toward the Goal

Mid Year Reflection on success of Lesson Plans and PLCs using formative assessments to drive instructional practice

Person or Persons Responsible

ELA and Math Cadre, Administration, and District Lead Team

Target Dates or Schedule:

Mid Year

Evidence of Completion:

Lesson Plans, Data Collection Tool, usage reports through Performance Matters and IObservations data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All schools will implement a research based, grade appropriate curriculum with a proven lesson structure, that incorporates reading and writing across the curriculum and utilizes data to differentiate instruction to maximize student achievement outcomes.

G1.B1 Lack of progress monitoring and use of formative data to provide scaffolding and differentiation in instruction.

G1.B1.S1 Provide Professional Development on the creation and use of formative and summative assessments through Performance Matters.

Action Step 1

Performance Matters training on how to use the program to look at historical (FCAT) data to drill down to standards.

Person or Persons Responsible

Suzanne Mathe.

Target Dates or Schedule

July 10, 2013 (1/2 day sessions)

Evidence of Completion

Rosters of attendance

Facilitator:

Andi Canady

Participants:

Principals, Assistant Principals, Curriculum Resource Teachers, District curriculum leaders.

Action Step 2

Performance Matters training to the SAM (Summative Assessment Management) team on creating Summative and Formative assessments.

Person or Persons Responsible

Suzanne Mathe

Target Dates or Schedule

August 14, 2013 8:30-3:00

Evidence of Completion

Summative assessments created.

Facilitator:

Andi Canady

Participants:

SAM Team (ICC team, Renee Lamoreux, Lucy Brosky, Laura France) and Suzanne Mathe

Action Step 3

Webinar of an overview of Performance Matters for teachers

Person or Persons Responsible

Suzanne Mathe, Principals of schools

Target Dates or Schedule

August 15, 2013 10am and 1pm

Evidence of Completion

Possible roster of attendance at each school.

Facilitator:

Andi Canady

Participants:

teachers

Action Step 4

Performance Matters training on creating formative assessments and review of current summative data.

Person or Persons Responsible

Suzanne Mathe

Target Dates or Schedule

Oct 8th (elementary schools) and 9th (secondary schools)

Evidence of Completion

Roster of attendance

Facilitator:

PM Trainer

Participants:

(3 participants from each school made from the following group). Members of the ELA and Math Cadres from the schools, School Administration and CRT's.

Action Step 5

PLC's at schools will provide instruction for all staff on creation of formative assessments via Performance Matters.

Person or Persons Responsible

Math and ELA Cadre members at each school.

Target Dates or Schedule

October 10th- November 14th

Evidence of Completion

Check usage reports

Action Step 6

Each ICC ELA and Math Cadre training will focus on using formative assessments to drive instruction.

Person or Persons Responsible

ICC Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Agenda and roster

Facilitator:

ICC team members

Participants:

ELA and Math Cadre members

Action Step 7

District Reading Coach will work with school coaches to help them prepare, train and coach teachers at the school to use formative data to drive instruction and planning.

Person or Persons Responsible

Juli Carter

Target Dates or Schedule

Throughout the year

Evidence of Completion

Agenda, rosters, coaching logs

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

School based leaders and the district leadership team will collect data in regards to use of formative and summative assessments in each school. This collection of data can occur during walk-through observations, PLC meetings and Performance Matters reports. ICC members may also collect data as they support at the schools for follow up from professional development opportunities.

Person or Persons Responsible

District Lead Team, ICC Members and School Administrators

Target Dates or Schedule

During site visits throughout the year.

Evidence of Completion

Performance Matters usage reports, Data Collection Tools, Agendas, meeting notes

Plan to Monitor Effectiveness of G1.B1.S1

Increase in positive walkthrough data based on school, ICC and district leadership team. Also, an increase in the use of data collection from teachers in performance matters.

Person or Persons Responsible

ELA and Math Cadre and School based and District leadership.

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Lesson Plans, Data Collection Tool, usage reports through Performance Matters and IObservations data

G1.B1.S2 Implement PLC's at the schools that will be used to collaborate and develop common formative assessments.

Action Step 1

School leaders will monitor data collected via formative assessments provided by the teachers. This data will be collected and discussed with the district leadership team. This will be used to evaluate the effectiveness of the structures and processes in place at the schools.

Person or Persons Responsible

School and District Leadership Team

Target Dates or Schedule

Site visits

Evidence of Completion

Walk through data and common formative assessment data.

Action Step 2

ELA and Math Cadre members will return to school site and implement the strategies provided at the ICC training during their PLC's. This will include common formative assessments.

Person or Persons Responsible

ELA and Math Cadre members

Target Dates or Schedule

PLC's at school site

Evidence of Completion

Implementation plan, agendas and data collected (formative assessments, student samples, teacher work, etc.) to be brought back to the ICC team meetings.

Facilitator:

ELA/ Math Cadre Leads

Participants:

Grade level/ subject specific teachers.

Action Step 3

Training for the ELA and Math Cadre members on PLC's, common formative assessments, using the assessments to drive instruction, and creating common formative assessments through Performance Matters.

Person or Persons Responsible

ICC Team

Target Dates or Schedule

During the ICC PD trainings

Evidence of Completion

Agendas and rosters

Facilitator:

ICC Team

Participants:

ELA and Math Cadre teachers from schools.

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

Increase in assessment data and data driven teacher instruction

Person or Persons Responsible

ELA and Math Cadre Members, school and district leadership teams

Target Dates or Schedule

Throughout the Year

Evidence of Completion

PLCs agenda; Observations using Data Collection Tool; Performance Matters formative and summative data, and site visit data.

Plan to Monitor Effectiveness of G1.B1.S2

Student Growth on summative and formative assessments and Lesson Plans using Data Driven Instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Lesson Plans, Performance Matters usage reports, and Performance Matters student data

G1.B1.S3 Professional Development on data driven instruction based on formative assessments.

Action Step 1

Provide Professional Development on unwrapping standards and creating rubrics/scales to be used to collect formative data that will drive lesson planning and instruction.

Person or Persons Responsible

ICC Team

Target Dates or Schedule

October and December ELA and Math Cadre Meetings

Evidence of Completion

Implementation Plans, formative data collected, PLC observations

Facilitator:

ICC Team

Participants:

ELA and Math Cadre Members

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Standards based lesson plans; formative assessments in Performance Matters; formative assessments in the classrooms shared during PLCs

Person or Persons Responsible

Administration, CRTs, ELA and Math Cadre

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson Plans; Performance Matters data and usage reports

Plan to Monitor Effectiveness of G1.B1.S3

Performance Matters data for student growth; IObservation data; classroom data and formative assessments

Person or Persons Responsible

Administration, CRTs, ELA and Math Cadre

Target Dates or Schedule

Throughout the year

Evidence of Completion

Performance Matters usage reports; IObservation data reports; and classroom data

G1.B1.S4 District leadership team will monitor school leaders for implementation at their site.

Action Step 1

School observation walkthroughs including Data Collection Tool for Administration to use and provide feedback to PLCs.

Person or Persons Responsible

District Lead Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Data Collection Tool

Plan to Monitor Fidelity of Implementation of G1.B1.S4

School and District leadership team completing school site walk throughs with feedback to sites.

Person or Persons Responsible

School and District Lead Team.

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Data Collection Tool, school sign in sheets, and emails for feedback.

Plan to Monitor Effectiveness of G1.B1.S4

Increase in positive walkthrough data based on school, ELA, and Math Cadre goals

Person or Persons Responsible

District Leadership Team

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Data Collection Tool

G1.B2 Lack of understanding of the appropriate lesson structures, grouping for differentiation, and best practices for teaching the reading process and math content.

G1.B2.S1 During the elementary ICC Math Cadre meetings an emphasis will be placed on the implementation of the cycle of effective instruction through the instructional sequence of CRA (Concrete, Representational, Abstract). To promote differentiation in the classroom, cadre sessions will provide PD on formative assessment and how to disaggregate the data. The elementary math cadre will develop an understanding for the CCSS mathematical practices and how they become embedded into daily practice of students.

Action Step 1

Through the ICC cadre meetings an emphasis will be placed on grouping for differentiation. Teachers will be trained on formative assessments as well as disaggregation of data. There will also be an opportunity to plan for differentiation during instruction.

Person or Persons Responsible

Cathy Oyster

Target Dates or Schedule

Throughout the year

Evidence of Completion

Agenda, roster, goals and plans created for each school by the cadre member.

Facilitator:

Cathy Oyster

Participants:

Math Cadre members

Action Step 2

Through the Math ICC Meetings with the lead Cadre members, an emphasis will be on lesson structures. Specifically the Effective Cycle of Instruction and CRA.

Person or Persons Responsible

Cathy Oyster

Target Dates or Schedule

Throughout the year

Evidence of Completion

Agenda, roster, goals and plans created for each school by the cadre member.

Facilitator:

Cathy Oyster

Participants:

Math Cadre members from each school

Action Step 3

Through the Math ICC Meetings with the lead Cadre members, an emphasis will be placed on Best Practices for math content. This will include unwrapping the standards and creating learning goals, essential questions, scales, formative assessments, and performance tasks. Also addressed will be the CRA Model and Singapore Math Strategies.

Person or Persons Responsible

Cathy Oyster

Target Dates or Schedule

Through out the year

Evidence of Completion

Agenda, roster, goals and plans created for each school by the cadre member.

Facilitator:

Cathy Oyster

Participants:

Math Cadre members from each school

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

Math ICC Lead meets with cadre members at their site to ensure understanding and implementation.

Person or Persons Responsible

Cathy Oyster

Target Dates or Schedule

Between ICC meetings

Evidence of Completion

Information from PLC's being implemented during walkthroughs.

Plan to Monitor Effectiveness of G1.B2.S1

Increase in scores on summative assessments.

Person or Persons Responsible

District and school leaders.

Target Dates or Schedule

After AP2 and AP3.

Evidence of Completion

Assessment results.

G1.B2.S2 During the secondary ICC Math Cadre meetings an emphasis will be placed on student behaviors that provide evidence of the "we do" and "you do" parts of the effective cycle of instruction. Develop and understanding of the 8 Mathematical Practices that increase student engagement and understanding of math. With the help and participation of the math cadre, ICC PD will consist of planning with the end in mind based on performance task items aligned to unwrapped standards. The items will be of moderate and high complexity.

Action Step 1

Through the secondary math cadre meetings an emphasis will be placed on student behaviors and the "we do" and "you do" parts of the effective cycle of instruction.

Person or Persons Responsible

Michelle Tucker

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

During walk throughs the ICC team and administration should record an increase of the "we do" and "you do" parts of the cycle of effective instruction.

Facilitator:

Michelle Tucker

Participants:

Secondary Math Cadre members

Action Step 2

All unit plans will contain a focus on the 8 Mathematical Practices in the secondary math cadre meetings.

Person or Persons Responsible

Michelle Tucker

Target Dates or Schedule

Secondary math cadre meetings.

Evidence of Completion

At the following cadre meeting teachers are required to bring evidence of the Mathematical Practices in the form of student work.

Facilitator:

Michelle Tucker

Participants:

Secondary Math Cadre members.

Action Step 3

Based on district pacing guides, the math cadre will design unit plans that include unwrapped standards, learning goals, essential questions, scales, formative assessments and performance tasks.

Person or Persons Responsible

Michelle Tucker

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Developed unit plans that are delivered in PLC's at the schools.

Facilitator:

Michelle Tucker

Participants:

Secondary Math Cadre Members

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Math ICC Lead meets with cadre members at their site to ensure understanding and implementation.

Person or Persons Responsible

Michelle Tucker

Target Dates or Schedule

Between ICC meetings.

Evidence of Completion

Students use of the performance task items.

Plan to Monitor Effectiveness of G1.B2.S2

Increase in scores on summative assessments.

Person or Persons Responsible

District and school leaders.

Target Dates or Schedule

After AP2 and AP3.

Evidence of Completion

Assessment results.

G1.B2.S3 During the elementary ICC ELA Cadre meetings an emphasis will be placed on CCSS instructional practices such as: close reading using the CIS model, text paring, written response to reading, and citing evidence to support opinions. A focus will be put on unwrapping standards for concepts and skills embedded within to create common formative assessments. Planning for PLC implementation at school sites and use of formative assessments for data collection to drive instruction will be action steps to plan for differentiation in each classroom.

Action Step 1

The elementary ICC ELA Cadre meetings will emphasize CCSS instructional practices such as: close reading using the CIS model, text paring, written response to reading, and citing evidence to support opinions. A focus will be put on unwrapping standards for concepts and skills embedded within to create common formative assessments. Planning for PLC implementation at school sites and use of formative assessments for data collection to drive instruction will be action steps to plan for differentiation in each classroom.

Person or Persons Responsible

Jessica McCool

Target Dates or Schedule

Throughout the year

Evidence of Completion

Agenda, sign in sheets, PLC planning documents.

Facilitator:

Jessica McCool

Participants:

ELA Cadre members

Action Step 2

PLC Meetings back at the school site that conducted by the ELA Leads to bring back information to all teachers.

Person or Persons Responsible

ELA elementary leads

Target Dates or Schedule

Between the ELA ICC meetings.

Evidence of Completion

Use of the strategies by teachers during walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B2.S3

ELA ICC Lead meets with the cadre members at their site to ensure understanding and implementation.

Person or Persons Responsible

Jessica McCool

Target Dates or Schedule

Between ICC meetings

Evidence of Completion

Use of strategies in the classrooms and in lesson plans.

Plan to Monitor Effectiveness of G1.B2.S3

Increase in score on summative assessments.

Person or Persons Responsible

District and school leaders.

Target Dates or Schedule

After AP2 and AP3

Evidence of Completion

Assessment results.

G1.B2.S4 During the Secondary ELA Cadres there will be a focus on using the CIS model; creating a structured process for unwrapping benchmarks, creating lessons based on skills and concepts included in standards, creating common formative assessments that are correlated to the standards skills and concepts, Implementing PLCs for the process of lesson plan creation and common formative assessments.

Action Step 1

Through the secondary ELA cadre meetings an emphasis will be placed on the CIS model.

Person or Persons Responsible

Paula Hollingsworth

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Evidence of CIS model in use during site visits.

Facilitator:

Paula Hollingsworth

Participants:

Secondary ELA Cadre leaders

Action Step 2

Through the secondary ELA cadre meetings an emphasis will be placed on unwrapping benchmarks and creating lessons based on the skills and concepts included in the standards.

Person or Persons Responsible

Paula Hollingsworth

Target Dates or Schedule

Throughout the year

Evidence of Completion

Developed unit plans and during walk throughs the ICC team and administration should record an increase of targeted instruction based on skills and concepts included in the standards.

Facilitator:

Paula Hollingsworth

Participants:

Secondary ELA Cadre members

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Secondary ICC Lead meets with Cadre members at their site to ensure understanding and implementation

Person or Persons Responsible

Paula Hollingsworth

Target Dates or Schedule

Between ICC Meetings

Evidence of Completion

Teacher increase of effective reading processes during walk throughs.

Plan to Monitor Effectiveness of G1.B2.S4

Increase in scores on summative assessments.

Person or Persons Responsible

District and School Leaders.

Target Dates or Schedule

After AP2 and AP3.

Evidence of Completion

Assessment results.

G1.B2.S5 District Leadership team will monitor school leaders for implementation at their site.

Action Step 1

School observation walkthroughs, including data collection tools for administration to use and provide feedback to PLC groups.

Person or Persons Responsible

District Lead Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Data collection tool.

Plan to Monitor Fidelity of Implementation of G1.B2.S5

School and district leadership completing school site walk throughs with feedback to sites.

Person or Persons Responsible

School and District Lead team.

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Data collection tools, school sign in sheets and emails for feedback.

Plan to Monitor Effectiveness of G1.B2.S5

Increase in positive walkthrough data based on school, ELA and Math Cadre goals.

Person or Persons Responsible

District leadership team.

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Data collection tool.

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

At the beginning of the year, schools are allocated in a comparable fashion. After day 20 of school, when enrollment stabilizes, the district adjusts allocations both through attendance and through the needs of Focus and Priority schools. The District has provided fully released Reading, Science and Math coaches at each Priority school.

All of the schools in the district attend TIF sessions. These sessions focus on Professional Development in reading and math that develops both content and instructional strategies with an emphasis on differentiation.

Priority schools received additional funding to provide professional learning experiences for their teachers. The District Leadership Team will meet with each school to discuss their plan for expenditure of these funds.

Reading Resources

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

Yes

Web Address:

http://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1314.aspx?DID=54

Writing Resources

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

PCSD Writing Plan

Although the district has not purchased a commercially published writing program, the district has a developmental writing plan that is utilized to provide writing instruction. Currently secondary CRT's and ELA Lead teachers are collaborating to develop a district wide writing program that utilizes best practices and incorporates the rigor required in the Common Core.

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

Scott Foresman/ enVISIONMATH (Elementary)

Research based program with a common core addition for K-2 and beyond.

Performance Matters (K-12)

Item bank for formative assessments for NGSSS and Common Core

Moby Max

Supplemental computerized math program that allows for differentiation and progress monitoring of students.

Glencoe/McGraw Hill (middle/high)

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:

Discovery Education Elementary Science for Florida

Research based, state adopted program.

Discovery Education Science Techbook

Research based, state adopted program.

Project Lead the Way

STEM project based program.

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

Yes