

# **OKEECHOBEE SCHOOL DISTRICT**

## **FLORIDA STANDARDS IMPLEMENTATION PLAN**



**2014-2017**

### **Florida Standards Implementation Plan**

The Plan outline provided by FADSS through the Review of Florida Standards Implementation report written by Sue Beers will be used as the template for this Plan. The report was broken into the following sections:

**Section 1:** Develop common language and understanding of the instructional shifts inherent in the Florida Standards.

**Section 2:** Examine and align district sanctioned curriculum, instruction, assessment and professional learning.

**Section 3:** The role of district and building leaders in implementing the Florida Standards

**Section 4:** Organizational policies and structures that support effective implementation of the Florida Standards district-wide.

These sections will be fully developed using sub-section headings from the report as well as additional areas that the *Florida Standards Implementation Team* determined were necessary for the success of this plan.

The *FSIT* consisted of Renee Geeting, Michelle Branham, Wendy Coker, Donna Garcia, Joseph Stanley and Lonnie Steiert with direction and leadership from Ken Kenworthy.

<b>Section 1: Developing common language and understanding of instructional shifts inherent in the Florida Standards.</b>
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<b>1.1 Creating a common language</b>
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<b>1.2 Establishing a clear, shared vision of what College and Career Ready means</b>
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<b>1.3 Consistent interpretation of the Florida Standards</b>
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<b>1.4 Common understanding of the instructional shifts inherent in the Florida Standards</b>
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### **1.1 Creating a Common Language**

A glossary of terms has been created to be disseminated to all instructional administrators, teachers and other related staff to clarify terms commonly used when discussing standards-based instruction. This document will be provided to Principals, Directors, and Coordinators for review with the instructional personnel who report to them. A PLC or staff meeting will be held to review and discuss the glossary. An electronic version of the document will be made available on school and district websites at the beginning of the 2015-16 school year. Recommendations for additions or changes to the glossary will be brought to District Administration meetings on a quarterly basis. The FSIT will gain consensus on the terms and definitions to be added to the glossary. An updated glossary will be provided to district administrators who will then provide the updated electronic version to their instructional staff and post the updated version on their school website.

Parents and other stakeholders will be informed on how to access the glossary and will be advised when updated versions have been created. Efforts will be made to use the terms from the glossary during parent conferences, PTO and SAC meetings to reinforce the common language.

### **1.2 Establishing a clear, shared vision of what College and Career Ready (CCR) means**

School-site administrators will regularly use the phrase “College and Career Ready” to describe or discuss activities that foster these skills in their students. All levels, elementary, middle and high schools, are responsible for creating college and career ready students. Vertical planning within each school should occur at least twice a year for the areas of ELA, Math and Science to provide teachers in other grades to see how each grade builds into the next. Vertical planning is particularly important in order for each grade level to be aware of the standards, often taught solely in a particular grade, that are assessed in later years. Activities and performance tasks should be related to real world situations so students can see the importance of the curriculum in their future careers or college courses.

### **1.3 Consistent interpretation of the Florida Standards**

Instructional Rounds and Reviews will be conducted monthly by administrators. These activities will afford the administrators to work together to discuss and define what standards-based instruction looks like, to monitor the extent that lessons and tasks are being provided to students that are to the full-depth of the standard, and to explore ways to improve instruction in various content areas. Through these walkthroughs, the administrators will develop consistent interpretation of standards and standards-based instruction.

These walkthroughs will occur monthly prior to the Principals meeting with staff from the District Office and School-based administrators joining together to conduct Instructional Rounds at

selected schools each month. Professional Development and a review of the structure of the Instructional Round process will be provided at the Administrative meetings in August.

#### **1.4 Common understanding of the instructional shifts inherent in the Florida Standards.**

Professional development on the instructional shifts was provided to elementary teachers in the summer of 2014, middle school teachers in the summer of 2015 and to school-based administrators multiple times during the 14-15 school year. Monitoring of the shifts will continue with the Instructional Rounds that will be conducted during the 15-16 school year. Posters of the Instructional Shifts will be printed by each school site and posted in prominent areas of the school and, on a smaller scale, in the classrooms to keep the focus on the Instructional Shifts required to fully implement the Florida Standards.

<b>Activity</b>	<b>Date</b>	<b>Person Responsible</b>	<b>Participants</b>	<b>Indicator</b>
Develop Glossary of Terms	Summer 2015	Donna Garcia Wendy Coker	FSIT	1.1
Post Glossary on Websites	August 2015	Principals	N/A	1.1
Conduct Quarterly review of glossary	Quarterly during 2015-16 SY	Donna Garcia	District Admin	1.1
Update and disseminate glossary	Quarterly as needed	Donna Garcia	FSIT	1.1
Review the glossary in PLCs or staff meetings	August 2015 and ongoing	Principals	Instructional staff	1.1
Provide Parents and stakeholders with access to the glossary and exposure to the terms in meetings and written communication	Ongoing	Principals	Parents, stakeholders, PTO and SAC members	1.1
Conduct Vertical planning at each school site	Fall and Spring	Principals	Instructional staff	1.2
Focus on the Instructional Shifts in planning and lesson implementation	Ongoing	Principals	Instructional staff	1.2
Provide professional development/PLCs related to the shifts	Fall 2015	Principals	Instructional staff	1.2 1.4
Include real world problem solving in instructional lessons	Document monthly	Principals	School-based administrators	1.2
PD and review of process for Instructional Rounds	August 2015	Donna Garcia	School-based and District Admin	1.3
Conduct Instructional Reviews/Rounds	Monthly	Renee Geeting	District Instructional and School-based Administrators	1.3
Monitor inclusion of the Instructional Shifts in all lessons (as appropriate) in all content areas	Ongoing/Monthly documentation	Principals	Supervisors of Instructional personnel	1.4

<b>Section 2: Examining and aligning district sanctioned curriculum, instruction, assessment, and professional learning.</b>
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<b>2.1 Standards, instruction and assessment aligned</b>
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<b>2.2 Instruction consistent with the instructional shifts inherent in the Florida Standards</b>
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<b>2.3 Assessments clearly measure the Florida Standards</b>
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<b>2.4 Student interventions identified to help all students meet the Florida Standards</b>
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<b>2.5 Professional learning aligned to staff needs in implementing the Florida Standards</b>
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## **2.1 Standards, instruction and assessment aligned**

During the 2014-15 school year, ELA and Math adoptions were completed for grades K-12 (excluding calculus). These materials were up-dated to reflect the Common Core and/or Florida Standards. Roadmaps were created to pace the instruction of standards and common assessments were developed for K-5 ELA, K-5 Math and Algebra to establish consistency across the district. During the Summer of 2015, ELA and Math teachers from the middle grades will receive training related to standards-based instruction, aligning assessments with the standards, and implementing instructional shifts.

Elementary teachers and coaches worked to identify standards based lessons, resources, formative assessments, and other materials to attach them to the Roadmaps. Teachers will be able to access the Roadmap, see the aligned items and develop a standards-based lesson to meet his/her students' needs.

## **2.2 Instruction, consistent with the instructional shifts inherent in the Florida Standards.**

During June of 2014 a cohort of 60 elementary teachers was trained by Pearson on the Instructional shifts. In June of 2015, a cohort of approximately 40 middle school teachers was trained by Pearson on the Instructional Shifts. Training was provided by Pearson and by the Staff Development office to Assistant Principals, Principals and District Administrators.

The Florida Standards Implementation Team has created a poster to be printed by each school site for prominent display. A smaller version should be provided to each classroom teacher for display in the classroom. This poster will list the Instructional Shifts for Math and ELA and by being displayed will allow the students, teachers, and administrators to keep the shifts in the forefront of their plans and instruction. The inclusion of Instructional Shifts in planning and instruction will be monitored through walkthroughs, both evaluative and non-evaluative.

## **2.3 Assessments clearly measure the Florida Standards.**

Assessments provided through i-Ready, textbook adoptions, and ancillary materials, as well as teacher-created assessments will be reviewed during PLC/team meetings to determine the alignment with the identified standards. Those assessments that do not completely align with the full intent of the standard will be adjusted to meet that alignment.

Mid-quarter, quarter, semester and cumulative assessments will be developed to align with the course standards and the Curriculum Roadmap developed for the appropriate grade by grade-alike teams at schools or district-wide when possible. Assessment method will be identified prior to instruction so teachers can begin with the end in mind.

Professional development will be provided on the use of formative assessments in the classroom. Formative assessments will be used to adjust instruction during the presentation of the standard to meet the individual needs of all students, including accelerated and gifted students.

#### **2.4 Student interventions identified to help all students meet the Florida Standards.**

Team Planning, PLCs and other lesson planning formats will include the identification of specific strategies to meet the needs of all students. Scaffolding strategies should be clearly identified as to how they will be used. Scaffolding down from the full expectation of the standard to the student's ability level is necessary, rather than beginning instruction at the lowest degree of difficulty and building up to the complexity required by the standard. Whether the strategies are cooperative learning activities, journaling or other specific ways of exploring material, these interventions must be identified and monitored to insure that every student is accessing the instruction. Reading Coaches, Inclusion teachers, ESE specialists, and administrators should monitor the identification and implementation of interventions as well as their success.

Expanded after school tutorial and summer programs were offered to students to provide support for those students transitioning from Next Generation Sunshine State Standards to the Florida Standards. Emphasis was placed on those standards that may not have been taught in previous years due to the change of standards. The Instructional Shifts were also addressed in these programs. All instructional programs focus on standards-based instruction.

#### **2.5 Professional learning aligned to staff needs in implementing the Florida Standards.**

In-depth professional learning has been provided to two cohorts of elementary and middle school teachers, as well as school and district-based administrators. Additional training on implementing the Florida Standards was provided to the vast majority of teacher at all grade levels through Professional Learning Committees. These trainings were generally led by the Reading Coaches, Math/Science Coach, Administrators or consultants.

Reading Coaches will provide information and training during PLCs that align with the focus topics of the Instructional Rounds. The Coordinator of Staff development will plan, execute and/or oversee the presentation of the material to the Administrators involved in the Instructional Round process. She will also provide information and training to the Reading Coaches on the same topics. The Reading Coaches will present the material and professional development to the teachers on these same topics, allowing for a full circle of implementation of each identified topic/strategy.

Training on the CPALMS site has been provided at every school and the Roadmaps are being created in that format. CPALMS supports the development of standards based lessons and the Roadmaps encourage lesson planning by standard rather than by the chapter of a textbook.

Additional training is still needed and will continue to be provided through school site professional development. The Office of Staff Development will work closely with school reading coaches to deliver standards-based PLC's that have been developed by the coaches themselves. Each PLC will begin with an in-depth look at a standard with the *Instructional Toolkit*. Each quarter, the reading coach will deliver one PLC that will support some aspect of standards-based instruction; deconstructing the standard, analyzing student work, aligning assessments, etc.

A team of secondary teachers are also receiving in-depth training for literacy through the *Florida Academic Literacy Network* during June of 2014 and 2015. This team will continue working with the project throughout the 2015-16 school year. Science teachers will be working with the Math and Science Project through a grant received by the Osceola County School Board.

<b>Activity</b>	<b>Date</b>	<b>Person Responsible</b>	<b>Participants</b>	<b>Indicator</b>
Pearson Training in Instructional Shifts and SBI	June 15-18	Donna Garcia	Middle School teachers	2.1, 2.5
Link Roadmaps to instructional materials	June 2015	Reading Coaches Derek Stewart Donna Garcia	Reading Coaches, Math team, Derek Stewart	2.1
Pearson Training	2014-15 SY	Lonnie Steiert Donna Garcia	Road Crew, 6-8 ELA and Math teachers, Administrators	2.2
Create and Disseminate Instructional Shifts Poster	June 2015	Renee Geeting	FSIT members	2.2
Print and Post Instructional Shifts Posters	August 2015	Principals	Instructional staff will receive a poster	2.2
PLCs/team meetings to identify interventions	August 2015 and ongoing	Principals	Instructional Staff	2.2
Monitor lesson plans and classroom instruction for implementation of shifts and interventions	2015-16 SY	School-based Administrators and District Admin	Admin and instructional staff	2.2, 2.4
PLCs/team meetings for materials and assessment alignment	August 2015 and ongoing	Principals Reading Coaches	Instructional staff	2.1, 2.3, 2.4, 2.5
Revise and/or create assessments	Quarterly	Principals, Reading Coaches, Teacher Leaders	Instructional Staff	2.3
Professional Development for formative assessments	Fall 2015	Staff Development	Instructional Staff	2.3
Interventions provided include expanded Tutorial and Summer Programs	Summer 2014 2014-15 SY Summer 2015	Renee Geeting Principals	Instructional Staff	2.4
PLCs for implementing Florida Standards	Ongoing 2015-16	Principals, Reading Coach, Math/Science Coach	Instructional Staff	2.5
Florida Academic Literacy Network	June 2015 and ongoing	Donna Garcia	Selected secondary teachers	2.5
Math/Science Project	June 2015 and ongoing	Donna Garcia	Selected secondary teachers	2.5

<b>Section 3: The role of district and building leaders in implementing the Florida Standards</b>	
<b>3.1</b>	<b>The culture supports the innovations needed to implement the Florida Standards</b>
<b>3.2</b>	<b>Roles/Responsibilities for implementing the standards are clearly delineated</b>
<b>3.3</b>	<b>Classroom observations/implementation monitoring systems are in place</b>

**3.1 The culture supports the innovations needed to implement the Florida Standards.**

The Florida Standards Implementation Team was established to pull the implementation process together into one document and, through dialogue with the principals and other district staff to identify next steps. This plan will be the foundation from which professional development plans, instructional materials purchases, development of assessments, and other instructional decisions will be made. If those items support the implementation of Florida Standards as outlined within this plan, then they will be identified as such. As the plan is revised, other action steps will be included to encompass all of the initiatives taken to fully support the full implementation of standards-based instruction.

The process and procedures for monitoring the implementation of this plan include the monthly Instructional Rounds that will be conducted by a team of district administrators and principals. These teams will begin with the first Instructional Rounds focusing on standards-based instruction. Each month an additional area of focus will be added so as to have a comprehensive review of the various expectations and initiatives that are included in the Florida Standards Implementation Plan. Additional areas of focus will be determined based on the needs of the schools as identified through the Instructional Rounds and debriefing sessions.

**3.2 Roles/Responsibilities for implementing the standards are clearly delineated.**

The ultimate responsibility of implementing the Florida Standards through standards-based instruction lies with school-based administrative staff. Reading Coaches support the implementation process through professional development, coaching, and reviewing materials. The coaches are responsible, along with school-based administrators, to monitor the implementation of the initiatives of the school and district as they relate to literacy skills development. District staff supports the implementation of Florida Standards through the adoption and purchase of instructional materials, procurement of staff development, participating in instructional rounds, and providing data for data-informed decisions.

**3.3 Classroom observations/implementation monitoring**

The Teacher Evaluation Review Committee worked to align the observation instrument and rubric with the implementation of standards and standards based instruction. Indicators were added that include teaching planning tasks to the full intent of the standards. Formative assessment, ensuring access to the standards, scaffolding and participation in PLCs were defined with the plan for implementing standards in mind. The team worked diligently to revise the documents, using multiple resources to clarify the indicators and the rubric.

The monthly administrative walkthroughs will provide a vehicle through which district- and school-based administrators can monitor the implementation of the plan in the classroom. Individual, school level data meetings will be held quarterly to review the walkthrough data as well as attendance, MTSS, discipline, academic, and other data.



<b>Activity</b>	<b>Date</b>	<b>Person Responsible</b>	<b>Participants</b>	<b>Indicator</b>
Completion and monitoring of the Florida Standards Implementation Plan	June 2015 and ongoing	Renee Geeting	Michelle Branham, Wendy Coker, Donna Garcia, Lonnie Steiert, Joseph Stanley	3.1
Develop a School-based implementation plan	August 2015	Principal	School-based leadership	3.2
Provides PD and monitor literacy skills development in classrooms	Ongoing	Reading Coaches	Instructional Staff	3.2
Conduct Instructional Rounds	Monthly	Renee Geeting	District Instructional and School-based Administrators	3.3
Complete revision of Observation Instrument and Rubric	August 2015	Renee Geeting	Eddie Matchett Trisha Jennings Wendy Moreno Dylan Tedders Pat McCoy Sean Downing	3.3

<b>Section 4: District and building organizational policies and structures support effective implementation of the Florida Standards.</b>
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| <b>4.1 Funding for resources for implementing the Florida Standards</b>          |
| <b>4.2 Accountability systems for measuring progress are in place</b>            |
| <b>4.3 Teaching resources/materials selection and implementation</b>             |
| <b>4.4 Data use in making decisions about Florida Standards Implementation</b>   |
| <b>4.5 Technology use/integration in the implementation of Florida Standards</b> |

#### **4.1 Funding for resources for implementing the Florida Standards**

Funding for resources for implementation of standards comes in large part from the Instructional Materials and Supplemental Academic Instruction projects. Instructional Materials funds are used to purchase textbook adoption and other instructional materials that are aligned to the Florida Standards. These funds are divided between schools based on a per pupil allocation system. Additional general funds from the district budget were provided in the 2014-15 school year to cover the adoption of both Math and ELA from grades K-12. This was a very significant expense that allowed our schools and students to have updated materials in a timely manner. Adoptions such as these are often undertaken over two years and are never adopted in the same year due to the expense of both subject area adoptions. Additional funds for materials and resources come from Title I and Technology grants. Title I materials are supplemental and allow for a variety of materials to be used rather than solely those materials that are included in an adoption. Technology provides not only the devices but also instructional programs and management systems that support standards based instruction. Technology funds are also used to allow the programs and materials purchased to be dependable and accessible for the teachers and students.

Funding was provided for the development, printing and distribution of *Instructional Toolkits* for each content area teacher in grades K-8. These toolkits contain the applicable standards and assessment reference materials, such as test item specifications, test design blueprints, etc. These toolkits will be updated as necessary. Principals will implement a plan that includes regular use of these toolkits when planning individual or unit lessons, for vertical team planning, and PLCs that focus on standards-based instruction. Reading coaches will support standards-based PLCs with these toolkits.

Other district departments such as the Finance and Human Resources departments support the Implementation Plan through budgeting for the programs and materials necessary and assisting with the recruitment and hiring of highly qualified staff. Transportation, Food Service and Maintenance departments provide much needed support to allow students to access after school and summer programs. All programs are focused on implementing the Florida Standards.

#### **4.2. Accountability systems for measuring progress are in place**

Systems are in place for measuring progress in ELA and Math in grades K-8 with the i-Ready Diagnostic Assessments. The assessments will be given three times a year in K-8 and for those students who are in Intensive Reading programs at the high school level.

Interim assessments for courses that take a state developed End of Course exam are available through Edmentum that are aligned to Florida and Next Generation Standards. School-based administrators will identify the interim assessments to be used to progress monitor the state EOC and ELA courses and communicate this information to the Office of K-12 Accountability & Assessment. The Office of K-12 Accountability & Assessment will monitor the assessment windows and review the data for accuracy. District interim assessments will be the same across the district for like courses taught at multiple school sites.

#### **4.3 Teaching resources/materials selection and implementation**

Instructional materials selection is made during the state adoption windows. A team of instructional and administrative staff are invited to a review of materials at the Heartland Educational Consortium. A rubric is then used to score the materials reviewed. The local committee reconvenes to determine the two or three publishers that are to be reviewed by instructional staff at the schools where the material will be implemented. During this review process, each school will host a parent meeting during which time the materials will be reviewed and parents will be asked for specific feedback. An opportunity will be provided for parents to provide written feedback. The instructional materials selections are then made and purchased. Professional development is provided by all publishers and is arranged through the Office of Staff Development for the impacted instructional staff prior to the implementation of the program. School-based administrators then monitor the implementation of the program and seek any additional support or professional development needed by their staff.

Title I, Instructional Materials, Technology and District funds are used to purchase materials beyond the core textbooks that are aligned to Florida Standards and are research-based such as i-Ready online, i-Ready LAFS and MAFS texts, Acaletics Math and Science (for identified grades), Edmentum Test Packs, Literacy First materials, and Reflex Math. Additional materials are also purchased by school principals to meet the specific needs of their school populations. These purchases are for materials that are aligned to the Florida Standards.

#### **4.4 Data use in making decisions about Florida Standards Implementation**

Data from i-Ready, Performance Matters, PLATO, teacher evaluations, Instructional Rounds, benchmark or standards assessments, and state achievement assessments are used to determine the degree of implementation of the Florida Standards and the District goal of standards-based instruction in every class every day.

Principals and teachers use this information on a daily basis to monitor implementation of the plan and to adjust instruction for students as needed. The instructional staff, including administrators, use data during PLCs, MTSS meetings, IEP reviews and lesson planning to ensure that all students have access to comprehensible instruction and are making progress toward mastery of grade-appropriate standards.

#### **4.5 Comprehensive plans for implementation of the Florida Standards**

This plan will be the foundation for School Improvement Plans, Strategic Planning, District and School-based professional development opportunities, and purchasing of

instructional materials. The plan will be monitored quarterly by the Florida Standards Implementation Team, the Superintendent and School-based administrators. School-based administrators will share the plan and monitor it with instructional staff and parent groups. The plan will be updated as necessary to meet the needs of the school district.

#### **4.6 Technology use/integration in the implementation of the Florida Standards**

The Technology Department is working to establish a 1:1 ratio for all students by the 2017-18 school year. Each student will have a device that will greatly enhance their ability to access many of the programs that are being provided. Through Safari Montage and CPALMS lessons, materials, assessments, and test item specs are linked to the Roadmap or to individual standards. This allows teachers to build lessons and units based on the Florida Standards with items that are aligned and have been vetted by DOE, publishers, district or school-based staff.

The technology department also supports the implementation of Florida Standards by supporting the hardware, software, and management systems of the various programs purchased that are aligned with the Florida Standards. All instructional software purchased is reviewed for its alignment with the appropriate standards. The technology department is staffed with a Coordinator of Instructional Technology who supports the classroom and management system use of programs such as i-Ready, Performance Matters, Edmentum and others.

<b>Activity</b>	<b>Date</b>	<b>Person Responsible</b>	<b>Participants</b>	<b>Indicator</b>
Purchase of FS/CC aligned textbooks for ELA/Math K-12	Summer 2014	Renee Geeting	Principals	4.1
Purchase of i-Ready Diagnostic, online instructional, and books	Summer 2014 and annually thereafter	Lonnie Steiert Renee Geeting	District staff	4.1
Technology staff assigned to schools to support implementation of programs	Ongoing	Shawna May	Instructional Technology staff	4.1
Creation and printing of Instructional Toolkits	Summer 2014	Joseph Stanley	District staff	4.1
Revision and printing of Instructional Toolkits	Summer 2015	Joseph Stanley	District staff	4.1
Budgeting for programs supporting FS implementation	Ongoing	Joi Tuberville	Finance staff	4.1
Transportation, Food Service, and Maintenance support tutorial and summer programs	On going	Brian Barrett	District Staff	4.1
Recruitment and assignment of HQ staff	Ongoing	Julie Reno	District Staff	4.1
Accountability system, schedule and reporting i-Ready diagnostic data	Three times a school year	Joseph Stanley	District and school-based administrators	4.2
Identification and/or creation of high school progress monitoring tools	Summer 2015	Carol Revels Dylan Tedders Toni Wiersma	Selected instructional staff	4.2
Monitor assessment windows and review data	Ongoing	Joseph Stanley	Administrative staff	4.2
Create and disseminate reports related to FSA data	Fall 2015	Joseph Stanley	Administrative staff	4.2
Instructional materials selection	Ongoing	Renee Geeting	Adoption Committee Parents Administrators	4.3
Purchase of supplemental Florida Standards aligned curriculum	Ongoing	Renee Geeting Lonnie Steiert Shawna May	Administrators and other staff as necessary	4.3
Dissemination of district level data	As available	Joseph Stanley	Administrators	4.4
Dissemination and use of school level data	As needed	Principals	Planning, MTSS, IEP, PLC participants	4.4
Use of data to plan instruction and intervention	Daily/weekly	Instructional Staff	Instructional Staff	4.4
Creation and monitoring of a comprehensive FS implementation plan	Summer 2015 and quarterly thereafter	FS Implementation Committee	Administrators	4.5

Establish 1:1 ratio for device to students	2017-18 SY	Shawna May	Instructional Staff	4.6
Create a repository for materials that are aligned to the standards	Summer 2015 Review annually	Shawna May	Selected instructional staff	4.6
Support the hardware and network systems	Ongoing	Shawna May	Instructional Technology Staff	4.6
Support the software and management systems	Ongoing	Shawna May	Instructional Technology staff	4.6
Review IT purchase for FS alignment	Ongoing	Shawna May	Technology and Instructional Services staff	4.6
Support classroom use and management of instructional programs	Ongoing	Michelle Branham	Instructional Staff	4.6

The implementation of this plan will require resources to be focused on the three essential components for increasing student achievement. All initiatives, purchases, programs, and plans should be reviewed to see if they support the FS Implementation Plan and align them with one of the three essential areas.

## **Okeechobee County Schools**

### **Achieving Excellence: Putting Students First**

# *2015-2016 Goal:* **Increase Student Achievement**

## *Standards-Based Instruction*

CPALMS  
Acaletics  
i-READY  
FALN  
MSP  
Tutorials

## *Data Systems Analysis*

i-READY  
Software-nology  
Formative Assessment  
APTT  
Data Dialogues

## *Student Engagement*

Kagan  
AVID  
STEM  
Goal Setting  
Schoology