



DESOTO

County School District
530 Lasolona Ave. • Arcadia, Florida 34266

Small-district Structures, Systems, and Tools to Support Improvement & Sustainability

Dr. Jake Reynolds, Assistant Superintendent
Kristie Joens, Director of Instructional Services

Goals for this session.

- Share.
- Learn from each other.
- Develop a network of support.

Agenda

- Welcome (2 mins)
- Warm-up Discussion (3 mins)
- 2022-present Journey (5 mins)
- District Focus (5 mins)
- Structures (10 mins)
- Discussion (10 mins)
- Systems (10 mins)
- Discussion (10 mins)
- Measurement Tools (5minutes)
- Discussion (10 mins)
- Onboarding/Professional Learning (5 mins)
- Thank you/ Index Card Drop Box

If all the stores listed below were closing, except ONE.
Which one would you choose? Why?



Think of two adjectives to describe your choice.



DeSoto County School District

Schools

- Memorial Elementary School
- Nocatee Elementary School
- West Elementary School
- DeSoto Middle School
- DeSoto High School
- DeSoto Secondary School

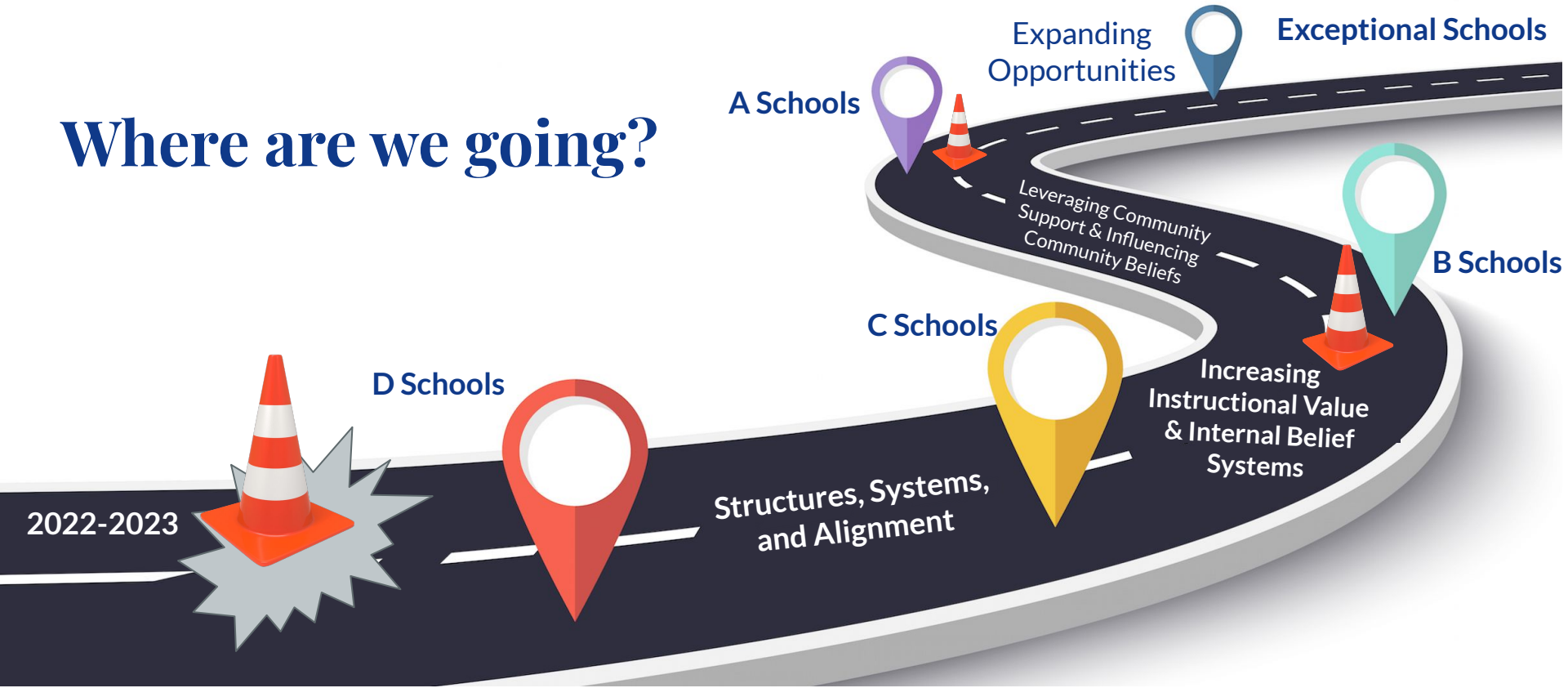


We are #OneDeSoto, all for kids.



The road ahead.

Where are we going?



School District
of DeSoto County

Areas of Focus in Year 1

Alignment to State Standards

Curriculum Structures & Systems

Professional Learning



Areas of Focus in Year 1

Alignment to State Standards

CURRICULUM ORGANIZATION
INSTRUCTIONAL FRAMEWORKS
CYCLICAL DATA ANALYSIS

Curriculum Structures & Systems

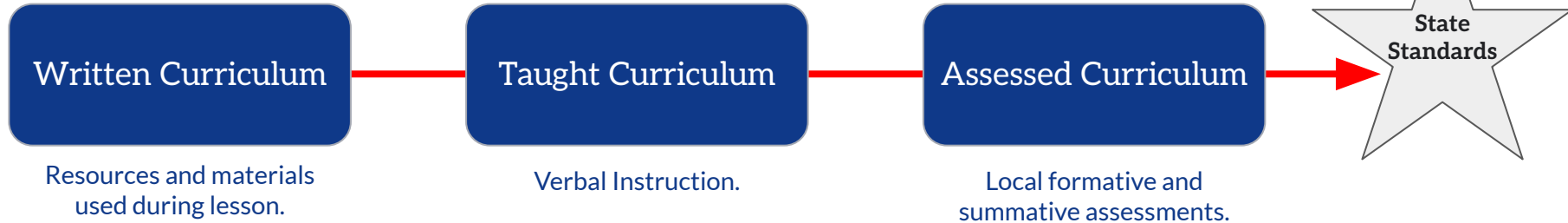
Professional Learning

ALIGNMENT TO STATE STANDARDS
PLANNING PROTOCOL
INSTRUCTIONAL FRAMEWORKS
SMALL GROUP INSTRUCTION
STRUCTURED LITERACY
CRA MATHEMATICS

Areas of Focus

Alignment to State Standards

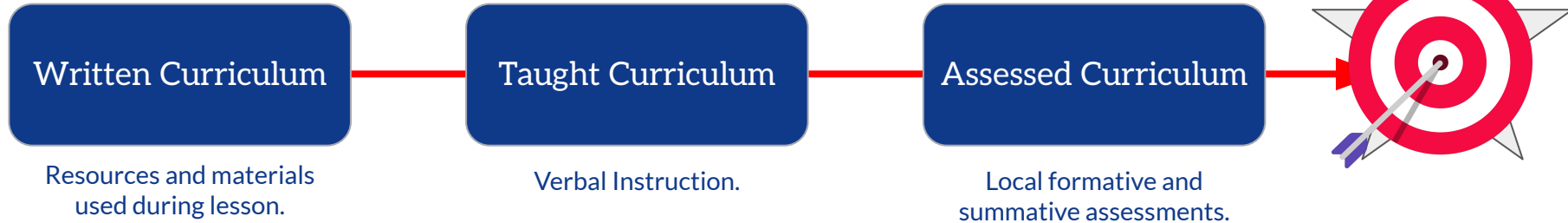
Our written, taught, and assessed curriculum **matches or exceeds** the **content and cognitive level** of the **state standards** provided by the Florida Department of Education (FLDOE).



Areas of Focus

Alignment to State Standards

Our written, taught, and assessed curriculum **matches or exceeds** the **content and cognitive level** of the **state standards** provided by the Florida Department of Education (FLDOE).



Structures

Written, Taught, and Assessed Curriculum.


Structure for Written Curriculum

District Curriculum Website

- Year-at-a-Glance Guides
- Curriculum Guides

Collaborative platform. Easy for staff to find
aligned resources and materials.

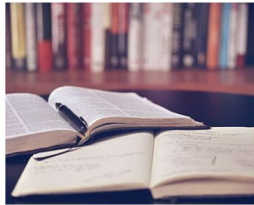
[DeSoto K12 Curriculum Website](#)



The School District of DeSoto County


K-12 Curriculum Website

Thank you for visiting The School District of DeSoto County Curriculum website. **This website will serve as DeSoto's district-wide collaborative space for quality curriculum resources and materials.** Below you will find links to our most updated K-12 curriculum documents.




English

[Kindergarten ELA](#)
[Grade 1 ELA](#)
[Grade 2 ELA](#)
[Grade 3 ELA](#)
[Grade 4 ELA](#)
[Grade 5 ELA](#)
[Grade 6 ELA](#)
[Grade 7 ELA](#)
[Grade 8 ELA](#)
[English I/English I Honors](#)
[English II/English II Honors](#)
[English III/English III Honors](#)



Mathematics

[Kindergarten Mathematics](#)
[Grade 1 Mathematics](#)
[Grade 2 Mathematics](#)
[Grade 3 Mathematics](#)
[Grade 4 Mathematics](#)
[Grade 5 Mathematics](#)
[Grade 6 Mathematics](#)
[Grade 6 Accelerated Mathematics](#)
[Grade 7 Mathematics](#)
[Grade 7 Accelerated Mathematics](#)
[Grade 8 Mathematics \(Pre-Algebra\)](#)
[Algebra I \(Middle School\)](#)
[Algebra I \(High School\)](#)
[Geometry](#)



Science

[Kindergarten Science](#)
[Grade 1 Science](#)
[Grade 2 Science](#)
[Grade 3 Science](#)
[Grade 4 Science](#)
[Grade 5 Science](#)
[Grade 6 Science](#)
[Grade 7 Science](#)
[Grade 8 Science](#)
[Biology I](#)
[Biology Honors](#)
[Earth Space Science](#)
[Environmental Science](#)

Structure for Written Curriculum



Grade 7 Math

[K-12 DeSoto Curriculum Website](#)

Curriculum Framework

[CPalms Website](#)


FLDOE Website

Pacing	Standards	Instructional Unit
1st Quarter / Semester		
3 Days		DMS Welcome Back Activities
5 Days	MA.7.NSO.1.2	Introduce Rational Numbers
5 Days	MA.7.NSO.1.2 MA.7.NSO.2.2 MA.7.NSO.2.3	Add and Subtract Rational Numbers
5 Days	MA.7.NSO.2.1 MA.7.NSO.2.2 MA.7.NSO.2.3	Multiply and Divide Rational Numbers
5 Days	MA.7.NSO.1.1	Exponential Expressions
5 Days	MA.7.NSO.2.1 MA.7.NSO.2.2 MA.7.NSO.2.3	Solve Problems with Rational Numbers
5 Days	MA.7.AR.3.2 MA.7.AR.4.1 MA.7.AR.4.2	Proportional Relationships Equivalent Ratios Constant of Proportionality
5 Days	MA.7.AR.3.2 MA.7.AR.4.1	Proportional Relationships Graphing

Math 7: Add and Subtract Rational Numbers

Targeted Learning Outcomes	
Standards	
ACCESS Standards	Assessments
Essential Knowledge and Skills	Resources & Materials
Vertical Articulation	Literature Connections
Prior Standards (Quick Check)	Literature Writing Prompts
Post Standards	Teacher Notes

Expectations for All Courses.

 The School District of DeSoto County
Year at a Glance

Grade 2: Social Studies

[K-12 DeSoto Curriculum Website](#) Curriculum Framework [CPalms Website](#)


Pacing	Standards	Instructional Unit
1st Quarter / Semester		
ongoing	SS.2.A.1.1	Examine Primary and Second
ongoing	SS.2.A.1.2	Use Resources to Locate Inf
1 Week	SS.2.C.3.2	American Symbols
1 Week	SS.2.G.1.1 SS.2.G.1.2 SS.2.G.1.3 SS.2.G.1.4	Florida on the Map
2 Weeks	SS.2.C.1.2 SS.2.C.2.2 SS.2.C.2.3 SS.2.C.2.4	Good Citizens, Rules a
1 Week	SS.2.A.2.7 SS.2.C.2.2 SS.2.C.2.4	Coming Together: U
	SS.2.A.3.1	History and Chro

 The School District of DeSoto County
Year at a Glance

Spanish II

[K-12 DeSoto Curriculum Website](#) Curriculum Framework [CPalms Website](#)

Pacing	Standards	Instructional Unit
1st Quarter / Semester		
7 blocks	WL.K12.IL.3.1 WL.K12.IL.8.1 WL.K12.NH.1.2 WL.K12.NM.1.1 WL.K12.NM.2.1 WL.K12.NM.3.1 WL.K12.NM.3.4 WL.K12.NM.4.3 WL.K12.NM.4.4 WL.K12.NM.7.1	Leccion Preliminar
10 blocks	WL.K12.IL.3.3 WL.K12.IM.3.5 WL.K12.IM.6.1 WL.K12.IM.8.2 WL.K12.NM.4.3 WL.K12.NH.5.6	En el consultorio
9 blocks	WL.K12.NH.4.1 WL.K12.NH.6.4 WL.K12.NH.1.2 WL.K12.NH.1.3	La tecnologia

 The School District of DeSoto County
Year at a Glance

2D Studio Art

[K-12 DeSoto Curriculum Website](#) Curriculum Framework [CPalms Website](#) [FLDOE Website](#)

Pacing	Standards	Instructional Unit
1st Quarter / Semester		
	Ian	Because of Ian, Element of Art: Color Monochromatic Painting, Digital Mosaic, and watercolor has been replaced with Sleeping Child picture,
5 Day	VA.912.0.2.1 VA.912.0.3.1 VA.912.H.1.10 VA.912.S.3.7 MAFS.K12.M.P.6.1	Uplifting Graffiti
5 Days	VA.912.0.2.1 VA.912.0.3.1 VA.912.H.1.10 VA.912.S.3.7	Elements of Art Line: shape
5 Days	VA.912.0.2.1 VA.912.0.3.1 VA.912.H.1.10 VA.912.S.3.7	Elements of Art: Form Toilet Paper Roll Sculpture
1 Day	VA.912.0.2.1 VA.912.0.3.1 VA.912.H.1.10 VA.912.S.3.7	Elements Art: Form Kaleidocycle
3 Days	VA.912.S.3.8	Elements of Art: Space Positive/n
5 Days	VA.912.S.3.1 VA.912.S.3.2	Elements of Art: Space Positive/n

Structure for Taught Curriculum

District Instructional Frameworks

- Grade K English/Language Arts
- Grades 1-2 English/Language Arts
- Grades 3-5 English/Language Arts
- Grades 6-12 English/Language Arts
- Grades K-1 Mathematics
- Grades 2 - 12 Mathematics

Provide expectations and guidance on instructional delivery.



DeSoto County School District Mathematics Instructional Framework (Grades 2-12)

Number Sense Routines / Spiral Warm Up: 5-10 minutes max

Number Talks (★ [Elementary](#) / ★ [Secondary](#)); Automaticity Practice; Productive Struggle

Direct Instruction (I Do): 10-15 minutes (2nd-5th); 10-12 minutes (Middle) 15-20 minutes (High)

Teacher Moves

- Reviews learning targets and success criteria
- Creating Anchor Chart with student input
- Explicitly teaching processes/procedures to solve problems
- Think aloud
- Use a model to demonstrate a concept
- Model Problem-Solving Strategies

Student Moves

- Note Taking
- Active Listening
- Asking Questions
- Understanding Patterns
- Forming Hypothesis

Guided Instruction (We Do It Together): 10-15 minutes (2nd-5th); 10-12 minutes (Middle) 10-15 minutes (High)

- Facilitates instruction based on students' needs
- Provides students' with explicit feedback
- Asks questions to promote student understanding [Adding Rigor](#)
- Checks for understanding/Formative Assessment - ongoing to determine understanding of all students (e.g. use of whiteboard to gauge all student learning)
- Provides immediate support and clarification

- Practices Examples Using Strategies
- Asks Questions
- Explains Thought Process
- Demonstrates Understanding Through [C-R-A Process](#) (students may be at different places in the process) ★ [C-R-A Small Group](#)
- Seeks for Clarification

Collaborative Practice (You Do It Together): 10-15 minutes (2nd-5th); 10-12 minutes (Middle), 10-15 minutes (High)

- Strategic/scaffolded small group instruction
- Corrects Misconceptions
- Ask students to demonstrate thinking
- Facilitate cooperative learning [How to Teach Group Work](#)

- Work in small groups
- Collaborative problem solving
- Explain thinking



School District
of DeSoto County

Structure for Taught Curriculum

DeSoto County School District English/Language Arts Framework (K-1)

The sequence of comprehension, foundational instruction, small group, and intervention is determined by the school schedule. To maximize the schedules of support personnel, this order may differ by classroom with approval by the building principal.

Whole Group Comprehension

When Introducing New Texts:

- [Preview Text](#): Discuss Unit focus, purpose of reading
- [Picture Walk](#)
- [Predictions](#)
- Pre Teach [Vocabulary](#): Introduce New Words- Pronunciation/Meaning/ Context
- Point out [Spelling Pattern](#)
- Point out [Irregular Words](#)
- Reviewing, [Predicting](#), [Summarizing](#), [Retelling](#)
- Instruction on Focus Standard

When Re-Reading Text

- Review Text
- Re-Visit Predictions
- Vocabulary: sentence/ Story
- Review: Spelling
- Review: Irregular Words
- Reviewing
- Instruction

Whole Group Foundational Skills

- **Phonemic Awareness** (2 minutes)
- **Visual Drill** (3 minutes)
 - Show the letters, and students say the sound—if there they would say each sound.
- **Auditory Drill** (5 minutes)
 - Call out a sound, students can write, trace, or point to the sound.
- **Blending Drill** (5 minutes)
 - For whole group only, open the [UFLI blending board](#)
 - right-hand corner to add letters that will be needed
 - Change word chains and have students read-change word chains and have students read-change word chains
- **Teach/Review New Concept** (5-15 minutes)
 - Follow the script in the teacher manual. Use pictures to support understanding.
- **Word Work** (6 minutes)
 - For whole group only, open the UFLI Word Work
 - Have students use the UFLI app in Classlink to the word work
 - If using white boards, have students write the word
 - Model how to segment each sound before writing



DeSoto County School District Mathematics Instructional Framework (Grades K-1)

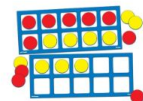
Number Sense Routines / Spiral Warm Up: 10-15 minutes (K and 1st)

Daily Routines for Kindergarten

- [Elementary Number Talk](#) (Which One Doesn't Belong, Notice & Wonder, etc.)
- **Counting** - Using a 120s chart, point to numbers as students rote count (forward and/or backwards) or skip count
- Flash cards for number identification and **subitizing**
- Use of **10-frames for day of the month** (e.g. 23rd, discuss two full 10-frames, and one with 3)
- Use **day of the year for grouping and place value exercise** (straws or base-10 magnetic blocks)
- [Read a mathematics literature connection](#)
- Kindergarten addition and subtraction fluency in 2nd semester

Daily Routines for First Grade

- [Elementary Number Talk](#) (Which One Doesn't Belong, Notice & Wonder, etc.)
- Counting - Using a 120s chart for skip counting
- Addition/Subtraction w. Number Bonds, 10-frames, number line
- Use day of the year for place value exercise (straws or base-10 magnetic blocks) & 10 more/less
- [Read a mathematics literature connection](#)
- Build addition and subtraction automaticity



Direct Instruction (I Do): 10-15 minutes (K and 1st)

Teacher Moves

- Reviews learning targets and success criteria
- Creating Anchor Chart with student input
- Explicitly teaching processes/procedures to solve problems
- Think aloud
- Use a model to demonstrate a concept
- Model Problem-Solving Strategies

Student Moves

- Active Listening
- Asking Questions
- Understanding Patterns
- Forming Hypothesis

Guided Instruction (We Do It Together): 5 - 10 minutes (K and 1st)

- Facilitates instruction based on students' needs
- Provides students' with explicit feedback
- Asks questions to promote student understanding
- Practices Examples Using Strategies
- Asks Questions
- Explains Thought Process



DeSoto County School District English/Language Arts Framework (Grades 3-5)

and intervention is determined by the school schedule. To maximize the schedules of support personnel, this order may differ by classroom with approval by the building principal.

Learning Target/ Objective

- Set the purpose for the lesson
- Moves from known to unknown/ reflect continuum of skills
- Connect to previously learned skill/ concept
- **I Do- Teacher Models**
- Demonstrates Skill
- Engages Students
- Checks for understanding

Vocabulary

Learning Target/ Objective

- Set the purpose for the lesson
- Moves from known to unknown/ reflect continuum of skills
- Connect to previously learned skill/ concept
- **I Do- Teacher Models**
- Demonstrates Skill
- Engages Students
- Checks for understanding
- **We Do-We Do- Everyone Practices**
- Provides guided practice/ repeated opportunities for practices
- Students repeat teacher model
- Provides specific feedback

Thought card.

Side 1	Side 2
What is similar or different to something you have in place to support curriculum and instruction?	Write a question or suggestion .



School District
of DeSoto County

Structure for Assessed Curriculum

District Benchmarks

- **Assessment Development Training** - *understanding alignment and how to utilize the Test Item Specs for assessment development*
- **Development Protocol** - *collaboration with curriculum leads and Office of Instructional Services.*



A	B	C	D	E	F	G
A						
Test ID	Alignment Check	Test Name	# Items	Assessment Notes	Reviewed by Teacher/Teacher Teams	Released
Mathematics						
Quarter 1						
2624574	YES	DS GRADE K MATH 2023 - Quarter 1 (spiral)	11	Some changes were made to the paper copy due to PM not having a fill in the blank option - coaches have a copy - suggested to place box around answer choices to distinguish them	MES, NES	x
2631019	YES	DS GRADE 1 MATH 2023 - Quarter 1 (spiral)	11	Some changes were made to the paper copy due to PM not having a fill in the blank option - coaches have a copy - subtraction to 20 questions were to be removed as not until Q2	MES, NES	x
2624667	YES	DS GRADE 2 MATH 2023 - Quarter 1 (spiral)	15		MES	x
2624209	YES	DS GRADE 3 MATH 2023 - Quarter 1 (spiral)	25	Concerns about #16 - says round up to 600 - concerns about drag and drop were expressed - grids used are not consistent - can we replace with state consistent grid	NES	x
2631148 New	YES	DS GRADE 4 MATH 2023 - Quarter 1 (spiral)	24	concerns raised about length	MES, NES	x
2624501	YES	DS GRADE 5 MATH 2023 - Quarter 1 (spiral)	24	need to add x1/10 and/or x10 - not just move decimals to right or left (will add for next time)	MES, NES	x
2612121	YES	DS DHS GEOMETRY 2023 - Quarter 1	25		DHS Geo	x
2616992	YES	DS DMS GEOMETRY 2023 - Quarter 1	25	This is the same benchmark used by DHS.	DMS	x
2613046	YES	DS DHS ALGEBRA 1 2023 - Quarter 1	22		DHS Alg	x
2619854	YES	DS DHS ALGEBRA 1A 2023 - Quarter 1	20			x
2620204	YES	DS GRADE 6 MATH 2023 - Quarter 1	20		DMS 6TH	
2620438	YES	DS GRADE 7 MATH 2023 - Quarter 1	20		DMS 7TH	
2620441	YES	DS GRADE 8 MATH 2023 - Quarter 1	25		DMS 8TH	

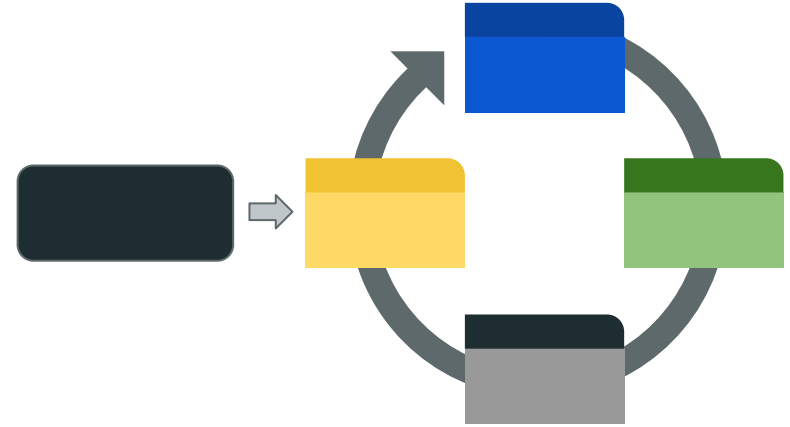


Systems for Improvement

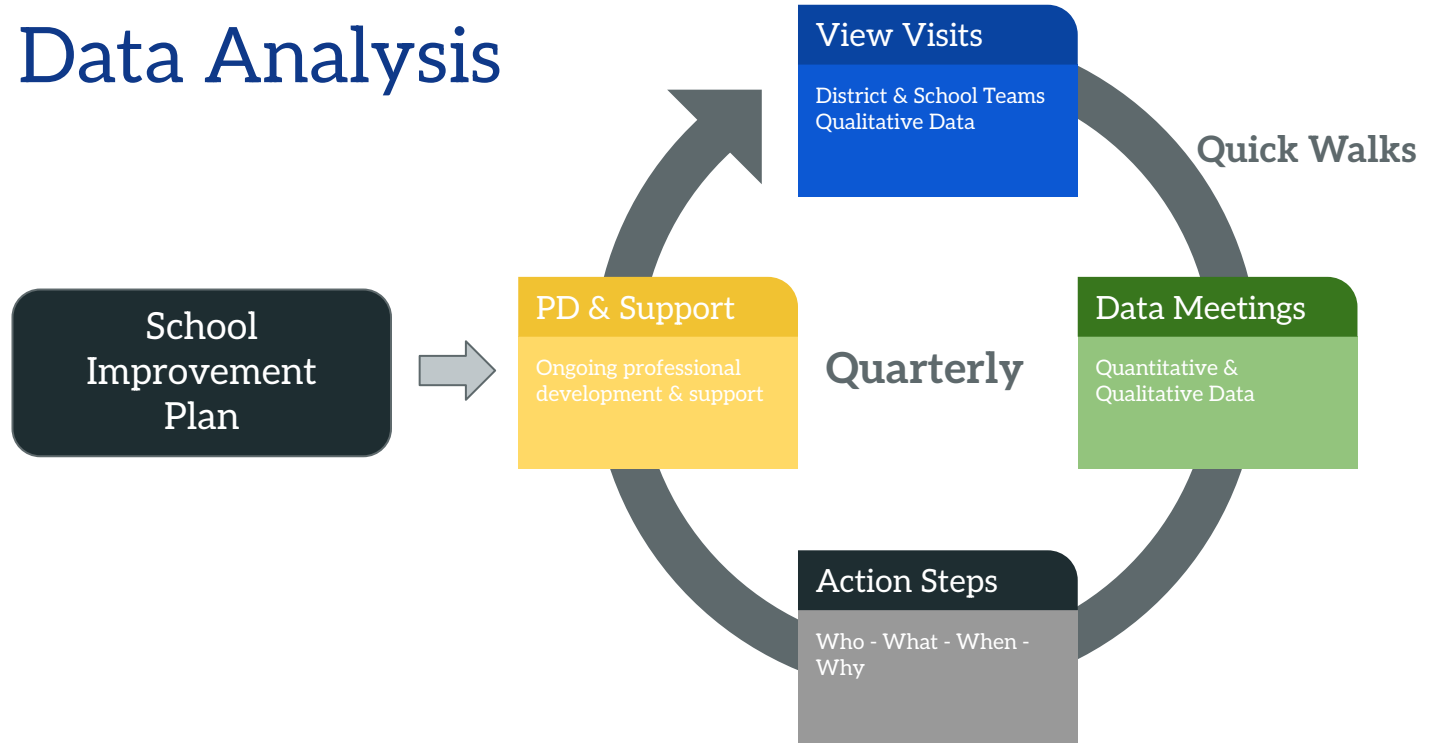
Systems for Improvement

- **Cyclical Data Analysis**

- *Starting with School Improvement Plan*
 - View Visits
 - Data Meetings
 - Quarterly Action Steps
 - Professional Development & Support



Cyclical Data Analysis



Quarterly View Visits District Report

2023-24 Summary View Visits

Memorial Elementary - November 2, 2023

Celebrations

Practices/processes have been established.
Good student actions & behavior
Small groups were evident
aligned activities
- purposeful/differentiated activities
- had a variety of centers
Use of manipulatives when appropriate
ELA's Math
Teachers up & moving in classroom
Different reading strategies used.
93% alignment!!
Planning is evident
Engaging with the text.

Areas of Support

- Purposeful engagement with text when annotating
- Student clarify their thinking in writing in response to text or questions
- Apply appropriate wait time during lesson.
- I DO model/think - You Do thinking
- We Do
- Appropriate use of graphic organizer & scaffold
- Use adult support strategically in classroom
- Revisit UFLI sounds & procedures/practices

Next Steps

Peer Walks - District will support w/ 4 weeks of discussion

- During Planning, discuss & develop lessons
- purposeful engagement in text
- clarify thinking in writing
- appropriate use of graphic organizers
- wait time - I DO, We Do, You Do
- UFLI - sounds & practices
- Use of adult support
- School will discuss during planning & follow-up using support/hold
- District will add/modify areas on walk through that align to the standards
- District will share data from JS walks.

Our instructional services team visited 20 classrooms at Memorial Elementary School yesterday. Afterward, we had the opportunity to debrief and identify areas of celebration, support, and next steps. Here are our notes from the discussion.

Quantitative Data

Alignment	Framework for ELA/Math	Pacing
Quarter 1 Full - 32% (9 classrooms) Partial - 36% (10 classrooms) Partial - 25% (7 classrooms) Not Aligned - 7% (2 classrooms) Quarter 2 Full - 80% (16 classrooms) Partial - 15% (3 classrooms) Partial - 5% (1 classrooms) Not Aligned - 0% (0 classrooms)	Quarter 1 Within - 96% (23 classrooms) Outside - 4% (1 classroom) N/A - 4 classrooms Quarter 2 Within - 94% (15 classrooms) Outside - 6% (1 classroom) N/A - 4 classrooms	Quarter 1 Yes - 93% (26 classrooms) No - 7% (2 classrooms) Quarter 2 Yes - 100% (20 classrooms) No - 0% (0 classrooms)



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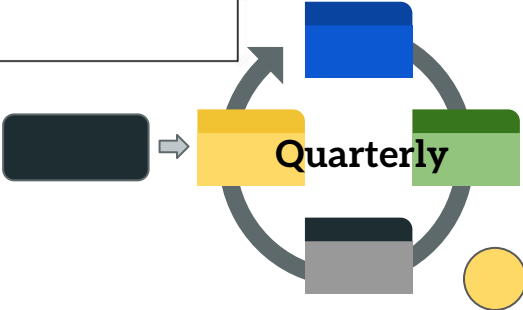
Data Meeting

Date (2nd Quarter Review)

Data	Reports	Notes
School Improvement		
Quantitative Data		
Academics		
Assessments Data & Reviews		
Intervention and Enrichment		
Educational Software		
Enrollment & Attendance		
Behavior		
Qualitative Data		
View Visits		
Personnel and Surveys		

NOTES

NEXT STEPS (Who...what...when)



Q1 Data Meeting

Data	Reports	Notes
School Improvement	School Improvement Plan Instructional Expectations ■ Nocatee Non-Negotiables.pdf SIP Summary	- Task alignment walkthrough form from SIP. What is the current baseline data for the four non-negotiables? Walkthrough Tool and Response Links (in response to above question.) ILT Rolling Agenda (in response to above)
Quantitative Data		
Academics	Master Schedule - Nocatee Elementary RAISE School Data NES Lesson Plan Review	<p>How is intervention going for grade 3-5 with it being at the end of the day? Are they able to get it all in? It is going well. It is packed and bell to bell. We walk out last for dismissal. Admin covers a group in 3rd, 4th, and 5th to ensure that it is working with fidelity. Teams are meeting to adjust groups as necessary based on student need.</p> <p>Several lesson plans show specific plans for small groups/UFLI - awesome! I also have been seeing the comments on the lesson plans in Schoology, very strong instructional conversations between admin and staff.</p> <p>How is the lesson plan template working for your staff? Are there modifications? I love that your team has been going in to review.</p> <ul style="list-style-type: none"> Gr. 4 ELA - on pace (standard hit on Thursday, quiz Friday?) Gr. 5 ELA - off pace? (R.1.4) Gr. 5 Math - love the organization of the lesson plan. Jeff Math or Textbook? (Grid paper for long division?) - Instructional flow looks strong. Gr. 2 Math - excellent!

GRADE	GRADE	GRADE	GRADE	GRADE
<p>Topic 1 Review of Adding with rates up to 100.</p> <p>1 Do: Use graph chart to record strategies for adding rates 100.</p> <p>We Do: Work through topic assessment practice on pages 147-148 to ensure using strategies to solve addition problems with rates up to 100. Do for problems 6, 8, 9, 10.</p> <p>You Do: Students will complete assessment on pages 147-148 to ensure using strategies to solve addition problems with rates up to 100. Students will be able to choose the strategy that works best for them to solve these problems.</p> <p>You Do: Students will complete assessment pages 147-148 to ensure using strategies to solve addition problems with rates up to 100. Students will be able to choose the strategy that works best for them to solve these problems.</p>	<p>Topic 2 Assessment - Adding with rates up to 100.</p> <p>1 Do: Use graph chart to record strategies for adding rates 100.</p> <p>We Do: Work through topic assessment practice on pages 147-148 to ensure using strategies to solve addition problems with rates up to 100. Do for problems 6, 8, 9, 10.</p> <p>You Do: Students will complete assessment on pages 147-148 to ensure using strategies to solve addition problems with rates up to 100. Students will be able to choose the strategy that works best for them to solve these problems.</p> <p>You Do: Students will complete assessment pages 147-148 to ensure using strategies to solve addition problems with rates up to 100. Students will be able to choose the strategy that works best for them to solve these problems.</p>	<p>Lesson 1.7 - Round Whole Numbers to the Nearest 10.</p> <p>Daily Review 1.7</p> <p>Math Up: Use the "Math and More" problems to lead students into lesson. Solve and discuss in which group to share strategies.</p> <p>Direct Instruction (1 Do) Use the "Math and More" problems to lead students into lesson. Solve and discuss in which group to share strategies.</p> <p>Direct Instruction (1 Do) Use the "Math and More" problems to lead students into lesson. Solve and discuss in which group to share strategies.</p> <p>Direct Instruction (1 Do) Use the "Math and More" problems to lead students into lesson. Solve and discuss in which group to share strategies.</p>	<p>Lesson 1.7 - Round Whole Numbers to the Nearest 10.</p> <p>Daily Review 1.7</p> <p>Math Up: Use the "Math and More" problems to lead students into lesson. Solve and discuss in which group to share strategies.</p> <p>Direct Instruction (1 Do) Use the "Math and More" problems to lead students into lesson. Solve and discuss in which group to share strategies.</p> <p>Direct Instruction (1 Do) Use the "Math and More" problems to lead students into lesson. Solve and discuss in which group to share strategies.</p> <p>Direct Instruction (1 Do) Use the "Math and More" problems to lead students into lesson. Solve and discuss in which group to share strategies.</p>	<p>Review and Test Round Whole Numbers to the Nearest 10.</p> <p>1 Do: Use the anchor chart to record strategies for adding rates 100.</p> <p>We Do: Use Review pages 147 and 148 to ensure using strategies to solve addition problems with rates up to 100. Do for problems 6, 8, 9, 10.</p> <p>You Do: Students will complete assessment on pages 147-148 to ensure using strategies to solve addition problems with rates up to 100. Students will be able to choose the strategy that works best for them to solve these problems.</p>

- Gr. 2 ELA - outstanding!

NES Bottom Quartile Data

23-24 LQ.xlsx

FAST

STAR

KG - [Reading](#) [Math](#)
 1st - [Reading](#) [Math](#)
 2nd - [Reading](#) [Math](#)
 3rd - [Reading](#) [Math](#)
 4th - [Reading](#) [Math](#)
 5th - [Reading](#) [Math](#)

Assessments Data
& Reviews

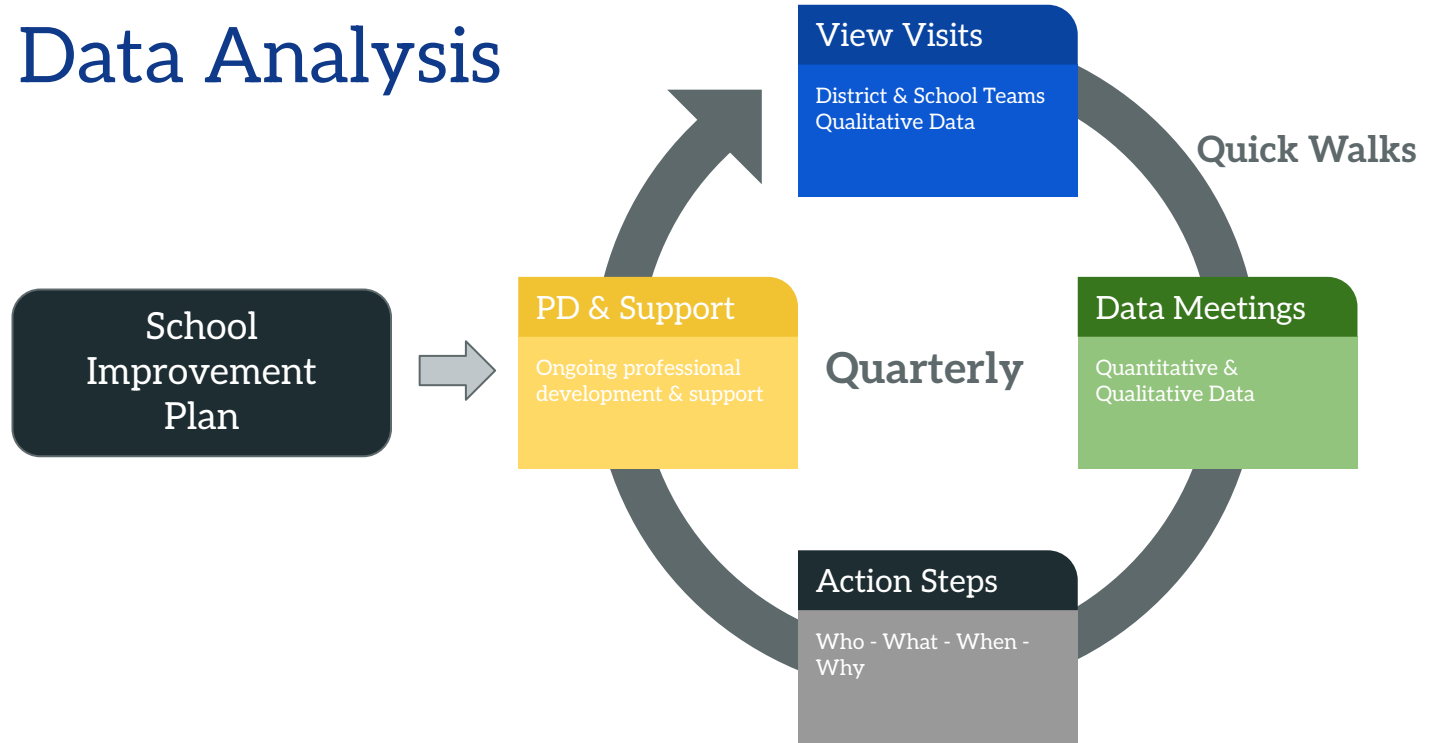
Can I get some explanation of the bottom quartile pivot table for ELA and Math? If I understand it, K. Longenecker has a total of 53 students and 12 are in the bottom quartile? If that is correct, what is each teacher doing specifically for those students? Is there a plan in place for them? See LQ list (to the left) targeted intervention with UFLI or Magnetic Reading occurring daily. Groups are not static- they are fluid and we have already adjusted groupings based on need. PM is occurring for T2 and T3.

Are "bubble students" being targeted to achieve proficiency? If so is district support needed? Bubble students are being targeted for after school programs. Additionally, they are tied to an intervention group as well.

4th grade - did they take STAR math? They did not.

Would like to take a look at the intervention plans and spot-check student work. RC: 4R total. "This includes" (Relevant/Related Schools) with interventions/

Cyclical Data Analysis



Thought card.

Side 1	Side 2
What is similar or different to something you have in place to support curriculum and instruction?	Write a question or suggestion .



DeSoto's Tools for Measurement

Measurement Tool: View Visit Document



Lesson Plans (Snippet)

Standards (Snippet)

Notes

Instructional Leader 1

Alignment Check

- ☐ Fully Aligned (meets or exceeds standard/benchmarks)
- ☐ Partially Aligned (cognitive level below - appropriate with progression - beginning of instructional unit/lesson)
- ☐ Significantly below grade-level/rigor
- ☐ Not Aligned (content and cognitive level)

Instructional Framework (ELA: [K-2, 3-5, 6-12](#); Math [K-1, 2-12](#))

- ☐ Within DeSoto Instructional Framework
- ☐ Outside DeSoto Instructional Framework
- ☐ n/a

Year-at-a-Glance Guides ([click here](#))

- ☐ Within 2 weeks of pacing
- ☐ Outside of 2 weeks of pacing

Instructional Delivery (Strategies to Support Learning)

- ☐ Clarity in Lesson Plans and Expectations
- ☐ Establishing/Revisiting the Purpose for Learning
- ☐ Text Annotations
- ☐ Reading Strategies
- ☐ Accountable Talk (structures for response)
- ☐ Just-in-time Support
- ☐ Checks for Understanding
- ☐ Gradual Release
- ☐ Higher Level Questioning
- ☐ Appropriate Differentiation
- ☐ Evidence of Intentional Differentiation (e.g. lesson plans, grouping, use of data, instruction)

Observation Notes

Write here.

Alignment: How do we measure it?

Defining alignment #theDeSotoWay...

Alignment Check

Alignment Check (Fully, Partially, Not Aligned)

Written/Assessment (Task)

Taught (Verbal Instruction)



School District
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Alignment: How do we measure it?

Defining alignment #theDeSotoWay...

Alignment Check

- ☐ Fully Aligned (meets or exceeds standard/benchmarks)
- ☐ Partially Aligned (cognitive level below - appropriate with progression - beginning of instructional unit/lesson)
- ☐ Partially Aligned (below grade-level/rigor)
- ☐ Partially Aligned (verbal or written did not meet)
- ☐ Not Aligned (content and cognitive level)



Alignment: How do we measure it?

Defining alignment #theDeSotoWay...current version

- ❑ **Fully Aligned** (meets or exceeds standard/benchmarks)
- ❑ **Partially Aligned** (cognitive level below; however, appropriate with progression (i.e. very beginning of instructional unit/lesson or just in time support/scaffold)
- ❑ **Significantly below grade-level/rigor.**
- ❑ **Not Aligned** (content and cognitive level)



Measurement Tool: Quick Check Form (App)

Alignment Check

- ☐ Fully Aligned (meets or exceeds standard/benchmarks)
- ☐ Partially Aligned (cognitive level below – appropriate with progression – beginning of ...)
- ☐ Significantly below grade-level/rigor – end of unit or well-below
- ☐ Not Aligned (content and cognitive level)

Are students in text and annotating the text? *

- ☐ Yes
- ☐ No
- ☐ N/A

Was there evidence of appropriate differentiation? Explain.

Long answer text

Within DeSoto Framework for ELA/MATH?

- ☐ Yes
- ☐ No
- ☐ N/A
- ☐ Other...

Short description of what was observed

Long answer text

Was there something that needs immediate attention or revisiting?

Long answer text

Feedback to teacher provided?

- ☐ Before leaving the room – Verbal, in person

Thought card.

Side 1	Side 2
What is similar or different to something you have in place to support curriculum and instruction?	Write a question or suggestion .



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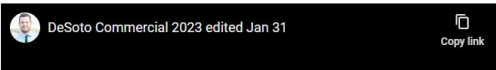


Onboarding & Professional Learning

Onboarding Platform for Sustainability

Welcome to our team of [#DeSotoEducators!](#)

This website is organized to provide vital information to ensure a successful onboarding experience. We are here to support you!



Our Educational Philosophy

The central purpose of the School District of DeSoto County is to equip our students with the knowledge and skills they need to be productive adults in our global society. We are dedicated to educating students to be ready for college, career, and life with 21st-century skills in communication, collaboration, problem-solving, and citizenship. We empower students to fulfill their dreams by nurturing classroom communities and a robust humanities, sciences, and fine arts curriculum. We aim to promote inquiry, discovery, creativity, and curiosity while



Instructional Modules

- Module 1: [Our Vision, Values, and Beliefs](#)
- Module 2: [Alignment to State Standards](#)
- Module 3: [Planning Protocol](#)
- Module 4: [Instructional Frameworks](#)
- Module 5: [Foundational Literacy and Reading Strategies](#)
- Module 6: [Curriculum Website](#)
- Module 7: [Assessment and Accountability](#) (Coming Soon)
- Module 8: [Classroom Management](#) (Coming Soon)
- Module 9: [Parent Communication](#) (Coming Soon)
- Module 10: [English Language Learners](#) (Coming Soon)
- Module 11: [IEP & 504 Process](#) (Coming Soon)
- Module 12: [MTSS Process](#) (Coming Soon)
- Module 13: [Instructional Technology](#)



Business Modules

- Module 14: [Business Technology](#)
- Module 15: [District Calendar & School Schedule](#)
- Module 16: [Mentorship Program](#) (Coming Soon)
- Module 17: [District Support](#)
- Module 18: [Leave & Substitutes](#) (Coming Soon)
- Module 19: [Ethics](#)
- Module 20: [Certification](#)
- Module 21: [Insurance](#)
- Module 22: [Pay Scales & Dates](#)
- Module 23: [Cyber Security & Internet Safety](#) (Coming Soon)

Tailored, data-driven Professional Learning for All Staff

Professional Learning - Session Board

8:00 - 8:50 AM	9:00 - 9:50 AM	10:00 - 10:50 AM	11:00 - 11:50 AM
 <p>DreamBox Learning Virtual Link (click here) DHS Rm. 512</p>	 <p>UFLI FOUNDATIONS Structured Literacy (UFLI) for Gr. 1 Teachers & Paras Lucrecia Gilmore DHS Rm. 502</p>	 <p>UFLI FOUNDATIONS Structured Literacy (UFLI) for Gr. 2 Teachers & Paras Irene Cerna DHS Rm. 502</p>	 <p>UFLI FOUNDATIONS Structured Literacy (UFLI) for Gr. K Teachers & Paras Karen Needs DHS Rm. 502</p>
<p>Look What I Can Do! (Spanish Teachers) Zach Neuman DHS Media Center</p>	<p>Engaging ELs with English Zach Neuman DHS Media Center (Repeat from 8/4)</p>	<p>After the Engagement Party Comes the Real Work Zach Neuman DHS Media Center</p>	 <p>English Language LEARNERS After the Engagement Party Comes the Real Work Zach Neuman DHS Media Center</p>
<p>Navigating the PEER and IEP Process for General Education Teachers Townya Caudill, Stacey Cray DHS Rm. 507</p>	<p>Writing Your Way through History for Gr. 6-12 Teachers Rochelle Guldry, Ian Cotton DHS Rm. 507</p>	<p>Spanish Curriculum Workshop & Roundtable for Gr. 6-12 Morgan Soto DHS Rm. 319</p>	
<p>Not So Scary Manipulatives Stacey Hinson DHS Rm. 515 (Repeat from 8/4)</p>	 <p>Not So Scary Manipulatives, Pt. 2 Stacey Hinson DHS Rm. 515</p>	<p>Building a Safe Culture for our Students Stacey Hinson DHS Rm. 515 (Repeat from 8/4)</p>	 <p>Building a Safe Culture for our Students, Pt. 2 Stacey Hinson DHS Rm. 515</p>
<p>TEXT STRUCTURES  Chunking & Text Structures for ELA Candis Dean DHS Rm. 516 (Repeat from 8/4)</p>	<p>So Many Words, So Little Time for Grades 2-5. Candis Dean DHS Rm. 516 (Repeat from 8/4)</p>	<p>READING COMPREHENSION Building Better Comprehension Around The Kitchen Table Candis Dean DHS Rm. 516 (Repeat from 8/4)</p>	<p>Building Better Comprehension Around The Kitchen Table, Pt. 2 Candis Dean DHS Rm. 516</p>
<p>Science with ELA Integration for Gr. 3-5 Teachers and Support Staff Down Riggsbee DHS Rm. 602</p>	 <p>Science with ELA Integration for Gr. 6-12 Francesca Anderson DHS Rm. 602</p>	<p>DreamBox Learning (Repeated Session) Virtual Link (click here) DHS Rm. 512</p>	<p>ELA Curriculum Workshop for Grade 3 Teachers Travis Hinkley & Susan Needs DHS Rm. 606</p>
<p>Overview of MTSS in Desoto County School District Louella Murphy DHS Rm. 607 *Please bring Computers.</p>	<p>Gr. 2-3 Mathematics - #theDeSotoWay Jeff Wildt DHS Rm 607</p>	<p>Gr. K-1 Mathematics - #theDeSotoWay Jeff Wildt, Karen Needs DHS Rm 607</p>	<p>Gr. 4-5 Mathematics: #theDeSotoWay Jeff Wildt DHS Rm 607</p>

Tailored, data-driven Professional Learning for All Staff



DESOTO COUNTY SCHOOLS District PD Hours

Below is a list of options to receive district PD hours. To receive partial payment before Spring Break, an evidence folder totaling 30 PD hours must be submitted to your principal before February 22, 2023.



Alignment to State Standards

10 hours

We recently discussed the importance of ensuring our curriculum and instruction meets or exceeds State standards. The alignment of our written, taught, and assessed curriculum is critical in the planning and delivery of our lessons. Examples of evidence: annotations/notes from studying State standards with attention to the *content* and *cognitive level* of the standards; specific questions planned/utilized to elicit standards aligned responses from students



Checks for Understanding

5 hours

How do we know ALL students are understanding? There are various ways to check our students understanding. For example, daily use of white boards is one way students can quickly show what they know. Other teachers have used sticky notes or index cards to quickly measure understanding. Examples of evidence: photos with a narrative of incorporating ongoing checks for understanding during instruction.



Small Group Differentiation

5 hours

Small group instruction is one of the best ways to provide differentiated support to our students. Students are able to learn more quickly in a small group as instruction is tailored to their needs. Examples of evidence: Photos with a narrative of how you are incorporating small group instruction; rotation charts; data to inform grouping.



Hands-on Learning / CRA

5 hours

During hands-on activities, students work together and foster teamwork skills. Hands-on learning improves their cognitive understanding of the subject material and social skills. In mathematics, we discussed a concrete-representational-abstract model. Examples of evidence: Lesson plans; photos with narrative of how you are



DESOTO COUNTY SCHOOLS

BSI Professional Learning Hours

Below are the required BSI PD hours for the \$2,400 stipend. To receive partial payment before Spring Break, you must complete 40 PD hours before February 26, 2024. Otherwise, all hours are due May 5, 2024.



*School-based Professional Learning Sessions 20 hours

Throughout the year, your principal and school-based leadership team will organize and facilitate professional learning sessions. *At least 10 of the 20 hours should be completed by February 26, 2024.



State-Standards and Test Item Specs 5 hours

Five hours will be awarded for reviewing your standards and test-item specification per the course(s) you teach AND completing a district-created alignment check.



Standards-Aligned Test Review Creation 20 hours

Twenty hours will be awarded for developing and submitting a comprehensive, standards-aligned test review task or assessment for students. The purpose of this professional learning assignment is to practice developing state-aligned items using state documents. The criteria for this assignment are stated below.

CRITERIA:

- All questions or items on the task or assessment must be teacher-created and fully aligned (per test item specs if applicable),
- The task review or test should be comprehensive and cover at least 80% of state standards. For each item, please identify which standard is covered.
- Copied textbook questions (or purchased items) will not be accepted, with the exception of texts

EXAMPLES:

- Summative Assessment
- Review materials or slides with practice items for students (e.g., a collection of mini-assessments written per standard)
- End-of-Year Review game or activity with test-prep items included



HEC Asynchronous Coursework & Book Study 20 hours

Choose between Disciplinary Literacy or Productive Struggle in Mathematics. Assignments should be completed by April 5, 2024.



Reflection Choice Board 5 hours

Choose a topic from those listed on page 2. Write a 2-3 sentence reflection of use within your classroom and provide evidence of implementation.

#DeSotoEducators



Choice Board Options (Choose 1)



Hands-on Learning Opportunities for Students

As teachers, we understand the importance of engaging students in their learning and helping them retain information in a meaningful way. One way to do this is through hands-on and experiential learning activities. This could be using manipulatives, building a model, conducting an experiment, or creating a project. Example of evidence: Lesson plans; photos with a narrative on how you provided hands-on learning experiences for students within your class.



Small Group Differentiation

Small group instruction is one of the best ways to provide differentiated support to our students. Students are able to learn more quickly in a small group as instruction is tailored to their needs. Examples of evidence: Photos with a narrative of how you are incorporating small group instruction; rotation charts; data to inform grouping.



Student Text Annotations & Notes

Throughout the year, we have discussed the importance of students engaging with texts through the use of annotations and note taking. These activities should align with the purpose of the read (i.e. the focus standard). Modeling to students how to text mark and take notes, then setting a class expectation of how to engage with a text can help students improve their reading comprehension. Examples of evidence: Student samples,



Accountable Talk Structures

Student collaboration is not always easy. Often, students need help learning how to communicate with each other when they agree or disagree. Accountable Talk Structures provide students with guidelines and expectations on how to work in groups and communicate with each other. Sometimes, teachers will use cards with sentence stems to assist students in their conversations (e.g. "I agree/disagree because..." or "I would like to add..."). Upon request, the Office of Instructional Services can provide you with a set of cards for you to try in your classroom. Examples of Evidence: photos with a narrative; student materials

Google Classroom

To submit for BSI PD hours, please complete the assignments posted in your Google Classroom. In order to be paid before Spring Break, 40 hours must be completed and submitted by **February 26, 2024**. Any work submitted after Feb. 26 or without meeting criteria will be eligible for the full stipend at the end of the year, given all school/district PD requirements are met. Partial hours for any requirement is not available.

Video



Thank you!

jake.reynolds@desotoschools.com

kristie.joens@desotoschools.com

Index Card Drop Box

- Name, Title
- School District
- Email



- K-12 Pacing Guides
- Curriculum Guide Template
- Instructional Frameworks
- Data Sheet Template
- View Visit Template
- Quick Walk Form
- Professional Learning Boards
- BSI Hour Sheets
- Planning Protocol
- Presentation