



Richard Cocoran, Commissioner

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

31 - Indian River

Dr. David Moore, Superintendent

LaShawn Russ-Porterfield, Southeast Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

To Serve all Students with Excellence

b. District Vision Statement

Educate and Inspire every Student to be Successful

c. Link to the district's strategic plan (optional).

No strategic plan link stored

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School District of Indian River County works closely with Targeted Support & Improvement and Comprehensive Support & Improvement schools based on current academic achievement, demographics, economic needs and enrollment. The Multi Tiered System of Support (MTSS) helps to deepen the understanding for multiple levels of support both academically and behaviorally for all students. MTSS drives the need for improvements in all Tiers of instruction in our schools. Quarterly department data review meetings will take place to monitor performance assessment data to identify trends and specific needs within the district. Action plans will be created and adjusted within this DIAP throughout the year as new trends or areas of need are identified.

b. School Allocation Process

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

The district allocates resources based on the needs identified within the quarterly data review meetings with the district departments. The use of the Early Warning System within Performance Matters, the district's assessment and data management system, will also be used to assist in looking at the trends and areas of priority and focus within the district. The Strategic Plan goals and focus areas drive the priorities and help the departments focus on the areas of greatest need in allocating resources.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The School District of Indian River County has integrated the 8 Step Process as a practice to lead systems thinking and change within our schools. District leaders are trained in the 8 Step Process, and this training continues individually on an as needed basis. Principals work with their school staff to ensure every member is a part of the school's plan to support all students. All school based action plans are expected to be tied directly to the School Improvement Plans that have been created by the school based faculty, in coordination with School Advisory Councils, and updated as data suggests. These plans will be monitored through the implementation of Instructional Rounds conducted by district staff and Role Alike sharing at administrator meetings.

d. Operational Flexibility

Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

The District Turnaround Committee consisting of the Superintendent, Assistant Superintendent of Finance, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Technology, Assessment, and Human Resources, the Director of Assessment and Accountability, Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Exceptional Student Education, Director of Federal Programs, District Instructional Support Specialists for Math and Reading all met several times to review FSA data. The was disaggregated to identify scores for Oslo by grade level, by subgroups and by subject. We also looked at the students data showing exact number of student's proficient or making gains for ELA, Math and Science. The school also went through this same data prior to working on their SIP. They identified strategies by grade level that will assist in increasing the proficiency levels of the students. Oslo Middle School will implement weekly data chats where teachers and administrators will be able to discuss formative assessment, state assessment, benchmark, and i-Ready data.

3. Sustainability of Improvement

a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

In order to sustain these improvements, the district will monitor for fidelity the implementation of the high yield strategies herein. The district will analyze data after each performance assessment looking for trends and areas of need for additional support. The Assistant Superintendent of Curriculum, the Executive Directors of Curriculum, and principal supervisors will monitor schools through site based visits and a monitoring plan that will assist Principals in identifying strengths and weaknesses and add interventions that will assist students' success. The district will offer professional development opportunities to continue to build capacity of our leaders and teachers. The district will allocate appropriate funding and resources needed to continue the improvement. To support our Targeted Support & Improvement and lowest 300 schools, the district will continue to use the Instructional Support Team (IST), that works to support the process of improving student achievement through quality standards based instruction. In addition, other schools will be identified as needing support and the district will allocate resources to assist them. District instructional specialists will also be

providing support on a tiered model, providing the most support to the tier III schools and less support for each schools in the other tiers. All schools will receive some support each month to assist schools in maintaining or improving student success which will lead to improved school grades as well.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

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

A quarterly meeting will be held in the morning at Oslo Middle and will be facilitated by Pam Dampier, Assistant Superintendent of Curriculum and Instruction. Community Members are encouraged to participate in their local school's School Advisory Council. The district held several town hall meetings and surveys to seek input while developing the district's 5 Year Strategic Plan.

3. Engagement of School Leadership

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.

The district has tiered the schools in an effort to be able to provide the appropriate amount of support to all schools with the most support going to the Tier II and Tier III schools. In order to sustain and make improvements, the district will monitor for fidelity the implementation of high yield strategies. The district will analyze data after each performance assessment looking for trends and areas of need for additional support. The Assistant Superintendent of Curriculum, the Executive Directors of Curriculum, and principal supervisors will monitor schools through site based visits and a monitoring plan that will assist Principals in identifying strengths and weaknesses and add interventions that will assist student success. The district will offer professional development opportunities to continue to build capacity of our leaders and teachers. The district will allocate appropriate funding and resources needed to continue the improvement.

In addition, District instructional specialists will also be providing support on a tiered model, providing the most support to the Tier III schools and less support for each schools in the other tiers. All schools will receive some support to assist them in maintaining or improving student success.

Other areas that will continue to be implemented and supported including the following:

ICE- Institute for Coaching Excellence is a way of deepening the coaching competencies of our school based instructional coaches and teacher leaders.

MTSS - Multi Tiered System of Support helps to develop support and to deepen the understanding for multi tiered levels of support for our students both academically and behaviorally.

IST- Instructional Support Teams assist our Targeted Support & Improvement. The team will work in collaboration with the Differentiated Accountability Team for Region III of the FLDOE. This team will work in collaboration with the school based teams to provide data reviews,

classroom observations and intervention support as needed to help improve the work at Oslo Middle School.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Dampier, Pamela, pamela.dampier@indianriverschools.org

b. Employee's Title

Assistant Superintendent

c. Employee's Phone Number

(772) 564-3014

d. Employee's Phone Extension

e. Supervisor's Name

Dr. Mark Rendell

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

To provide leadership in the development, implementation, and evaluation of educational programs and services including curriculum, instruction and assessment related to student performance.

2. District Leadership Team:

Rendell, Mark, mark.rendell@indianriverschools.org

Title Superintendent

Phone

Supervisor's Name School Board of Indian River County

Supervisor's Title Board Member

Role and Responsibilities Superintendent of Schools

Green, Bruce, bruce.green@indianriverschools.org

Title Assistant Superintendent

Phone

Supervisor's Name Dr. Mark Rendell

Supervisor's Title Superintendent

Role and Responsibilities Assistant Superintendent of Technology, Assessment and Human Resources

Dampier, Pamela, pameladampier@indianriverschools.org**Title** Assistant Superintendent**Phone****Supervisor's Name** Dr. Mark Renell**Supervisor's Title** Superintendent**Role and Responsibilities** Assistant Superintendent of Curriculum and Instruction**Morrison, Carter, carter.morrison@indianriverschools.org****Title** Assistant Superintendent**Phone****Supervisor's Name** Dr. Mark Rendell**Supervisor's Title** Superintendent**Role and Responsibilities** Assistant Superintendent of Business Services**Teske, Jon, jon.teske@indianriverschools.org****Title** Assistant Superintendent**Phone****Supervisor's Name** Dr. Mark Rendell**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Assistant Superintendent of Operations**Baysura, Kelly, kelly.baysura@indianriverschools.org****Title** Director**Phone****Supervisor's Name** Pam Dampier**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Executive Director of Elementary Education**Jones, Peggy, peggy.jones@indianriverschools.org****Title** Director**Phone****Supervisor's Name** Pam Dampier**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Executive Director of Secondary Education

| | |
|---|---|
| Taylor, Christopher, christopher.taylor@indianriverschools.org | |
| Title | Director |
| Phone | |
| Supervisor's Name | Bruce Green |
| Supervisor's Title | Assistant Superintendent |
| Role and Responsibilities | Director of Assessment and Accountability |

| | |
|---|------------------------------|
| Malits, Karen, karen.malits@indianriverschools.org | |
| Title | Director |
| Phone | |
| Supervisor's Name | Pam Dampier |
| Supervisor's Title | Assistant Superintendent |
| Role and Responsibilities | Director of Federal Programs |

3. Educator Quality

a. School Leadership Teams
 Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

The Principal Supervisors will monitor the Principals monthly using a district created Progress Monitoring Plan and Learning walks. This will put more accountability on the Administrator for the data for their schools and for the improvement taking place on their campus'.

The district team will hold quarterly meetings with the Differentiated Accountability team at Oslo Middle (Targeted Support & Improvement school). These meetings will consist of district meeting as well as Learning Walks through classrooms to ensure growth is taking place.

During the 2017-2018 school year, the Principals' meetings will include a half day of school learning walks that includes a debrief session.

b. Instructional Staff
 Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

Prior to May of each school year, the principal, in cooperation with the human resources department, reviews the "Instructional Practice Scores" for teachers in each school. If there are concerns with probationary or annual contracts, non-renewal is exercised. Leaders have received support with "Instructional Practices Scores" and plans of improvement.

In some cases, the teacher will be retained and coached through use of a "Plan for Improvement," if it is believed that they have the potential to become successful through

professional development and mentoring.

For professional services contract teachers, Needs Improvement or Unsatisfactory final evaluations trigger initiation of a plan for improvement which can lead to probation and eventual just cause for non-renewal.

For our Targeted Support & Improvement School (Oslo Middle), the district will provide curriculum specialist and coaching support which will include modeling and coaching with immediate feedback. In addition, the district will provide or make available professional development to ensure teachers deliver standards-based instruction. The professional development department and curriculum specialists will provide training on the collaborative planning process, common assessments, and data analysis will be a part of the professional development program, which will be monitored at the district level by the Assistant Superintendent of Curriculum and Instruction and the Executive Directors of Curriculum. School administrators will monitor plans at the school level to ensure the data-informed instruction is provided through highly engaging strategies as gained in professional development activities. The principal's supervisor will monitor the principal implementation of the School Improvement Plan and Progress monitoring plan at the school.

Strategies to Improve Student Performance include:

- Timely identification and assessment of students for the proper instructional placement and support (MTSS)
- Bi-monthly District/DA classroom walkthrough visits with administration

Monitoring will occur bi-monthly during District Leadership Team meetings and reported to the RED.

In addition, the district's Curriculum and Instruction department has updated their vision to provide quality professional development, resources and support to all schools. We are offering a Tiered approach for school support based on identified data driven needs. Oslo is one of our Tier III support schools and will be receiving weekly support from all the Instructional Support Specialists (ELA, Math and Science) as well as from ESE and ESOL specialists to ensure human resources are provided to assist Oslo with the initiatives they are addressing in their school improvement plan.

D. Professional Capacity

1. Common Planning Time

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C.

All schools have a portion of the day either before, during or after school that is an automatic common planning time. The instructional coaches from the schools in collaboration with the District Instructional Specialists will facilitate the collaborative planning sessions for the grade levels during these common planning times. The district has also added an additional 30 minutes to the teacher's work day to allow for more or extended collaborative planning sessions. In addition, some elementary schools have adjusted their special area rotations to allow for collaborative planning across grade levels. Most secondary schools have time built in through EPIC, TEAM, or other common times for departments to collaboratively plan. All schools will have a lead Professional Development specialist who facilitates subject area training.

2. Instructional Coaches

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction.

Through the Title 1 office the district is able to provide instructional resource teachers to all of our Title I schools. The district based curriculum specialists along with the literacy and math/science coaches and math coordinators at each elementary school provide support and structured professional development and planning for all schools. The secondary schools are supported in this process by the district based literacy and curriculum specialists. All our schools have been placed on a tiered level of support, those with the greatest needs will receive weekly support from curriculum specialists, ESE specialists and the Instructional Support Team. Other schools within Tier II and Tier II will receive support depending on the needs of the schools. Our goal is to increase the capacity of our struggling schools while maintaining and increasing capacity of all our district schools.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

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

Yes

District Reading Plans

https://www.floridacims.org/districts/indian-river?current_tab=reading

b. Writing

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Elementary - uses the Wonders Reading/Writing program

Program Type Core, Supplemental

School Type Elementary School

Description The Wonders program has a very strong writing component that is being used in connection with the reading program. The Writing rubric from FLDOE is used in assessing text based writing prompts. The majority of students will participate in writing formative assessments using FSA-like prompts.

The majority of students will also participate in a 2 week writing cycle.

HMH Collections

Program Type Core

School Type Middle School, High School

Description in addition the English and Language Arts Core curriculum program, the majority of students will participate in writing formative assessments using FSA-like prompts.

c. Mathematics

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Go Math

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School

Description The Go Math program acts as the core curriculum fo grades K-5. The program was built on research-based instructional models designed to make mathematics accessible to a wide range of students. Through interactive learning and problem-based activities, students are able to build their own understanding of concepts and skills before the formal representation of ideas occurs. District instructional specialists work with the school based coaches and teachers to ensure capacity for teaching the skills is improved and that supplemental teaching methods are incorporated as needed to address student needs.

Houghton Mifflin High School

Program Type Core, Supplemental, Intensive Intervention

School Type High School

Description Houghton Mifflin Algebra 2 serves as the core curriculum for the district's Algebra 2 course. This text come with supplemental and intensive intervention curriculum to facilitate differentiated instruction.

Big Ideas Middle School

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School

Description Big Ideas Pre-Algebra serves as the core curriculum for the 8th grade course Pre-Algebra. This text come with supplemental and intensive intervention curriculum to facilitate differentiated instructions.

Pearson

Program Type Core, Supplemental, Intensive Intervention

School Type High School

Description Pearson Algebra 1 and Geometry serves as the core curriculum for the district's high school courses. This text come with supplemental and intensive intervention curriculum to facilitate differentiated instruction.

Cengage Math

Program Type Core, Supplemental, Intensive Intervention

School Type High School

Description All Algebra and Trig 2014/9th Ed.; Larson – Pre-Calc with Limits: A Graphing Approach, 6th Ed.; Larson - College Prep Algebra 1st Ed.

d. Science

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

High School

Program Type
School Type

High School

Biology+Biology H Biology Pearson
 Bio AP + IB Biology AP Florida Edition Pearson
 Physical Science Science Spectrum Physical Science Houghton Mifflin Harcourt
 Physical Science H Science Spectrum Physical Science Houghton Mifflin Harcourt
 Chemistry + Chemistry H, Chem pre-IB Matter and Changes Chemistry Glencoe (McGraw Hill)Chemistry 2 IB Chemistry IBID Press (John Green & Sadru Damji)
 Physics + Physics H Conceptual Physics by Serway/Vuille 8th edition 2010 Pearson (Prentice Hall)
 Physics AP College Physics Brooks/Cole Cengage Learning
 Marine Bio Marine Bio and Oceanography Amsco School Publications (978-0-13-317063-4)
 Marine Science The Dynamic Ocean Pearson(978-0-13-317063-4)
 Anatomy and Physio Essentials of Anat and Physio Pearson
 Earth Space Earth, Physical, Bio American Guidance Service, Inc
 Program:
 Pearson High School
 Pearson’s Biology served as the core content for the districts Biology and Biology Honors courses.

Description

Program:
 Pearson High School
 Biology AS Florida Edition served as the core content for the districts AP courses

Program:
 Glencoe High School
 Matter and Changes, Chemistry served as the core content for the districts Chemistry, Chemistry Honors, and pre-IB Chemistry courses.

Program:
 IBID Press (John Green and Sadru Damj) High School
 Chemistry served as the core content for the districts IB Chemistry courses.

Program:
 Pearson (Prentice Hall) High School
 Conceptual Physics served as the core content for the districts Physics and Physics Honors courses.

Program:
 Brooks/Cole Cengage Learning High School
 College Physics served as the core content for the districts IB Physics

course.

Program:

Amsco School Publications High School

Marine Biology and Oceanography served as the core content for the districts Marine Biology course.

Program:

Pearson High School

The Dynamic Ocean served as the core content for the districts Marine Science course.

Program:

Pearson High School

Essentials of Anatomy and Physiology served as the content for the districts Anatomy and Physiology course.

Program:

Prentice Hall High School

Physical Science: Concepts in Action served as the content for the districts Integrated II and Integrated III courses.

Program:

Parson High School

Essentials of Human Anatomy and Physiology served as the content for the districts Integrated IV course.

Middle School

Program Type

Supplemental, Intensive Intervention

School Type

Middle School

Description

Program:

iScience

The Glencoe iScience program served as the core curriculum for grades 6-8. The programs was developed using research-based models to ensure critical thinking and problem solving.

STEMscopes

Program Type Core, Supplemental

School Type Elementary School, Middle School, High School

Description Engaging digital platform written in the 5E format (Engage, Explore, Explain, Extend, Evaluate) that allows students to experience a blended learning environment. Each scope is standards based and has hands-on activities and has reading components.

2. Instructional Alignment and Pacing

a. Program Monitoring

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

The district utilizes the Multi Tiered System of Supports at the district and school levels to monitor all tiers of instruction. The use of state and local assessment data assist the schools and district with quarterly data reviews to ensure the levels of instruction are on target. School based leaders also monitor the instruction through daily observations as well as evaluations. For 2017-2018, District leaders will be meeting with Principals to monitor the review process for the schools and to insure changes are made to ensure success for all students at all schools.

b. Supports for Student Transitions

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?

Yes

a. Link to Student Progression Plan

<https://www.indianriverschools.org/images/district/curriculum/documents/Student-Progression-Plan-2015-2016.pdf>

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

8-32

c. Alignment of Pacing Guides to Florida Standards

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. *Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

In the 2017-2018 school year, Oslo Middle School has been identified for targeted (i.e., school grade of “D”) support and improvement based on the most recent school grades release. Strengths identified through data analysis of the 2016-2017 SY FSA, EOC, and FCAT Science state assessment results for Oslo Middle School include a 100% proficiency rate for the Geometry EOC and 70% of students scoring a level 3 or higher on the Algebra 1 EOC. In addition, Oslo’s Mathematics learning gains for the lowest quartile (44%) exceeded the state average; over 60% of the eighth grade students made learning gains. Data analysis indicated that overall student achievement is below the state level in ELA (37% - school vs. 55% state), Mathematics (39% - school vs. 57% state), Science (38% - school vs. 56% state), and Social Studies (52% - school vs. 70% state). Learning gains in ELA (39%) and ELA lowest quartile (34%) also yielded results below the state average. The percentage of students scoring below level 3 (level 1 and 2) in ELA increased from the 2015-2016 school year to the 2016-2017 school year, whereas the percentage of students scoring below level 3 (level 1 and 2) in Mathematics decreased from the 2015-2016 school year to the 2016-2017 school year. The greatest need is to increase literacy skills and student engagement across the content area. Effective content-based literacy instruction in positive learning environments will improve learning in across all content areas.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Root Cause analysis of a multiple data sources, including school demographic data, state assessment results, attendance and discipline data identify a lack of professional development in differentiation and scaffolding as it pertains to literacy instruction and student engagement across the content areas. Oslo Middle’s 2016-2017 FSA ELA School Grade Component Scores is as follows: ELA- 37%; ELA gains- 39%; and ELA gains lowest quartile. The ability to derive meaning from the academic text of different disciplines must be directly taught so that students can comprehend those academic topics. An emphasis on student engagement strategies, such as Kagan and personalized learning, along with tiered support for all students will improve student outcomes. The quality, structure, and implementation of professional development can determine the success or failure of all initiatives. Professional development includes opportunities to learn new strategies, meet collaboratively to improve practice, support and mentor one another, and ongoing data analysis, including triangulation of data, to review student success and make modifications to support as needed.

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** If the district provides support for standards based instruction, then teachers, instructional personnel, and school leaders will deepen their understanding of the Florida Standards in order to collaboratively plan and deliver lessons and tasks that reach the full intent of the standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If the district provides support for standards based instruction, then teachers, instructional personnel, and school leaders will deepen their understanding of the Florida Standards in order to collaboratively plan and deliver lessons and tasks that reach the full intent of the standards. **1a**

G045277

Targets Supported **1b**

| Focus | Indicator | Year | Target |
|---------------|---|---------|--------|
| District-Wide | Algebra I EOC Pass Rate | 2017-18 | 54.0 |
| District-Wide | 4-Year Grad Rate (Standard Diploma) | 2017-18 | 89.2 |
| District-Wide | ELA/Reading Gains | 2017-18 | 55.0 |
| District-Wide | ELA Achievement District Assessment | 2017-18 | 57.0 |
| District-Wide | FSA Mathematics Achievement | 2017-18 | 59.0 |
| District-Wide | Math Gains | 2017-18 | 59.0 |
| District-Wide | FCAT 2.0 Science Proficiency | 2017-18 | 58.0 |
| District-Wide | FSA ELA Achievement - Black/African American | 2017-18 | 35.0 |
| District-Wide | FSA ELA Achievement - Hispanic | 2017-18 | 46.0 |
| District-Wide | FSA Math Achievement - Black/African American | 2017-18 | 36.0 |
| District-Wide | FSA Math Achievement - Hispanic | 2017-18 | 53.0 |

Targeted Barriers to Achieving the Goal **3**

- Need for continued, uniformed training on the Florida Standards and pedagogy strategies across the district

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

- Literacy Coaches and curriculum specialists will support standard based planning and delivery of instruction
- Additional 30 minute per day increase to teacher contract that may be used for PD and collaborative planning
- Community partnerships; The Learning Alliance, the Education Foundation, etc. provide resources to district and school staff that support standards based instruction
- Early Warning Systems data for K-12
- Collaboration with Pearson to deliver professional development in Algebra
- Implementation of i-Ready for elementary reading and math
- Addition of the graduation coaches and professional development coach for new teachers
- Ability to use UNIFY for common assessments at the classroom level
- District Management Council and the Equal Opportunity Schools consultation
- District created Learning Scales and Marzano instructional strategies professional development
- Unit Assessments for 3-10 ELA, 3-8 Math, science and EOC courses.
- i-Ready implemented for grades K-8 for progress monitoring.

Plan to Monitor Progress Toward G1. 8

Performance achievement data will be reviewed as evidence of standards based instruction and best instructional practices within all levels and subjects.

Person Responsible

Pamela Dampier

Schedule

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

Evidence of Completion

Statewide Student Data

District Action Plan for Improvement


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving
Step

 **S123456** = Quick Key

G1. If the district provides support for standards based instruction, then teachers, instructional personnel, and school leaders will deepen their understanding of the Florida Standards in order to collaboratively plan and deliver lessons and tasks that reach the full intent of the standards.

1

G045277

G1.B1 Need for continued, uniformed training on the Florida Standards and pedagogy strategies across the district 2

B118442

G1.B1.S1 Provide training for administrators, instructional personnel and teachers on standards based lesson planning, instructional rounds, student engagement and instructional strategies to improve practices that support student achievement across the tiers. 4

S139391

Strategy Rationale

To assist all school level staff in gaining a deeper knowledge of the Florida Standards and high yield strategies.

Action Step 1 5

The district will implement professional development opportunities such as; Unit Assessments, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators.

Person Responsible

Pamela Dampier

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

meeting agendas, attendance logs, CANVAS modules, PowerPoints/training materials

Action Step 2 5

The district will provide support to structure a collaborative planning process and support resources for instruction across the tiers and core content areas.

Person Responsible

Pamela Dampier

Schedule

Monthly, from 8/1/2017 to 6/29/2018

Evidence of Completion

sign in sheets, agendas, training materials

Action Step 3 5

The district personnel will participate with administrators on school based instructional rounds.

Person Responsible

Pamela Dampier

Schedule

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

Evidence of Completion

Classroom Walk through data, schedules of the school visits

Action Step 4 5

District will provide monthly data chats with the school based administrators.

Person Responsible

Bruce Green

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Scheduled meetings, agendas

Action Step 5 5

Implementation of the action steps identified in the African American Achievement Plan.

Person Responsible

Deborah Long

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

African American Achievement Plan deliverables, African American Achievement Committee agendas

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

Monthly review of the data monitoring plan with administrators.

Person Responsible

Pamela Dampier

Schedule

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

Evidence of Completion

scheduled school visits and meeting notes

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

Instructional coaches will provide targeted support such as side by side coaching, modeling, collaborative planning and effective feedback to teachers.

Person Responsible

Peggy Jones

Schedule

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

Evidence of Completion

Coaches logs and schedules, outlook calendar, monthly coaches meetings, progress monitoring data

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

Student achievement data and classroom walk through data.

Person Responsible

Peggy Jones










Schedule

Monthly, from 7/3/2017 to 7/27/2018

Evidence of Completion

Statewide Student Data

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|--|-----------------|-------------------------------|--|------------------------|
| 2018 | | | | | |
| G1.B1.S1.A4  A270037 | District will provide monthly data chats with the school based administrators. | Green, Bruce | 8/8/2016 | Scheduled meetings, agendas | 6/1/2017 monthly |
| G1.B1.S1.A5  A270055 | Implementation of the action steps identified in the African American Achievement Plan. | Long, Deborah | 8/8/2016 | African American Achievement Plan deliverables, African American Achievement Committee agendas | 6/1/2017 monthly |
| G1.MA1  M078624 | Performance achievement data will be reviewed as evidence of standards based instruction and best... | Dampier, Pamela | 7/3/2017 | Statewide Student Data | 6/29/2018 quarterly |
| G1.B1.S1.MA1  M098522 | Monthly review of the data monitoring plan with administrators. | Dampier, Pamela | 7/3/2017 | scheduled school visits and meeting notes | 6/29/2018 monthly |
| G1.B1.S1.MA2  M105985 | Instructional coaches will provide targeted support such as side by side coaching, modeling,... | Jones, Peggy | 7/3/2017 | Coaches logs and schedules, outlook calendar, monthly coaches meetings, progress monitoring data | 6/29/2018 monthly |
| G1.B1.S1.A2  A163402 | The district will provide support to structure a collaborative planning process and support... | Dampier, Pamela | 8/1/2017 | sign in sheets, agendas, training materials | 6/29/2018 monthly |
| G1.B1.S1.A3  A270035 | The district personnel will participate with administrators on school based instructional rounds. | Dampier, Pamela | 7/3/2017 | Classroom Walk through data, schedules of the school visits | 6/29/2018 monthly |
| G1.B1.S1.MA1  M098527 | Student achievement data and classroom walk through data. | Jones, Peggy | 7/3/2017 | Statewide Student Data | 7/27/2018 monthly |
| G1.B1.S1.A1  A156858 | The district will implement professional development opportunities such as; Unit Assessments, Kagan... | Dampier, Pamela | 9/1/2017 | meeting agendas, attendance logs, CANVAS modules, PowerPoints/training materials | 8/31/2018 monthly |

V. Professional Development Opportunities

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

G1. If the district provides support for standards based instruction, then teachers, instructional personnel, and school leaders will deepen their understanding of the Florida Standards in order to collaboratively plan and deliver lessons and tasks that reach the full intent of the standards.

G1.B1 Need for continued, uniformed training on the Florida Standards and pedagogy strategies across the district

G1.B1.S1 Provide training for administrators, instructional personnel and teachers on standards based lesson planning, instructional rounds, student engagement and instructional strategies to improve practices that support student achievement across the tiers.

PD Opportunity 1

The district will implement professional development opportunities such as; Unit Assessments, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators.

Facilitator

Dr. Peggy Jones, Kelly Baysura

Participants

Administrators, coaches and teachers

Schedule

Monthly, from 9/1/2017 to 8/31/2018

PD Opportunity 2

The district will provide support to structure a collaborative planning process and support resources for instruction across the tiers and core content areas.

Facilitator

Pam Dampier

Participants

All teachers in the district

Schedule

Monthly, from 8/1/2017 to 6/29/2018

PD Opportunity 3

The district personnel will participate with administrators on school based instructional rounds.

Facilitator

Pam Dampier

Participants

All administrators

Schedule

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

VI. Technical Assistance Items

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

VII. Budget

| | | | |
|---------------|-------------|---|---------------|
| 1 | G1.B1.S1.A1 | The district will implement professional development opportunities such as; Unit Assessments, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators. | \$0.00 |
| 2 | G1.B1.S1.A2 | The district will provide support to structure a collaborative planning process and support resources for instruction across the tiers and core content areas. | \$0.00 |
| 3 | G1.B1.S1.A3 | The district personnel will participate with administrators on school based instructional rounds. | \$0.00 |
| 4 | G1.B1.S1.A4 | District will provide monthly data chats with the school based administrators. | \$0.00 |
| 5 | G1.B1.S1.A5 | Implementation of the action steps identified in the African American Achievement Plan. | \$0.00 |
| Total: | | | \$0.00 |