



Pam Stewart, Commissioner

2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

59 - Seminole

Dr. Walt Griffin, Superintendent
Wayne Green, Region 2 Executive Director

Table of Contents

Part I: Current District Status	0
Part II: Expected Improvements	0
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	26
Appendix 1: Professional Development Plan to Support Goals	0
Appendix 2: Technical Assistance Plan to Support Goals	0
Appendix 2: Budget to Support Goals	0

District Improvement Planning

District Leadership Team

Provide the following contact information for each member of the district leadership team, including the position dedicated to leading the turnaround effort at the district level.:

Anna-Marie Cote

Title Deputy Superintendent, Instruction

Email anna-marie_cote@scps.k12.fl.us

Phone 407-320-0504

Function & Responsibility Responsible for leading the turn-around effort at the district level. Coordinate specific efforts to improve student achievement at the four Seminole County Elementary Schools (Hamilton, Midway, Pine Crest and Wicklow) identified as "D" schools and DA Focus Schools.

Corbet Wilson

Title Director, Teaching and Learning

Email corbet_wilson@scps.k12.fl.us

Phone 407-320-0186

Function & Responsibility Dr. Wilson will support and monitor related instructional support and professional development activities at each of the four focus schools.

Beth Sharpe

Title Executive Director, Elementary Schools

Email beth_sharpe@scps.k12.fl.us

Phone 407-320-0028

Function & Responsibility Supervisor of Wicklow Elementary School. Dr. Sharpe will support and monitor student achievement and related efforts.

Diane Lewis

Title Director, Instructional Technology

Email diane_lewis@scps.k12.fl.us

Phone 407-320-0157

Function & Responsibility Ms. Lewis will support infusion of instructional technology strategies into daily lessons at each focus school with a particular emphasis on Pine Crest Elementary School.

Ida Mazar**Title** Executive Director, Exceptional Student Support Services**Email** ida_mazar@scps.k12.fl.us**Phone** 407-320-0203**Function & Responsibility** Ms. Mazar will support and monitor student achievement for ESS students and ensure related services are provided and sustained.**Jason Wysong****Title** Director, ePathways and Strategic Partnerships**Email** jason_wysong@scps.k12.fl.us**Phone** 407-320-0212**Function & Responsibility** Dr. Wysong leads MTSS efforts. Dr. Wysong and his team provide direct support for the MTSS program at each of the four schools.**Kelly Thompson****Title** Coordinator, Assessment and Accountability**Email** kelly_thompson@scps.k12.fl.us**Phone** 407-320-0268**Function & Responsibility** Ms. Thompson and her staff are prioritizing Focus School data requests and providing them with detailed FCAT performance reports and 2013-14 progress monitoring reports.**Lisa Shuford****Title** Director, Federal Projects**Email** lisa_shuford@scps.k12.fl.us**Phone** 407-320-0138**Function & Responsibility** Ms. Shuford will support and monitor student achievement for all Title I students at each of the four Focus Schools and ensure related services are provided and sustained.**Michael Blasewitz****Title** Executive Director, Secondary Schools**Email** Michael_Blasewitz@scps.us**Phone** 407-320-0075**Function & Responsibility** Dr. Blasewitz will provide input, support and guidance for all Focus Schools.

Minnie Cardona**Title** Coordinator, ESOL and World Languages**Email** minnie_cardona@scps.k12.fl.us**Phone** 407-320-0200**Function & Responsibility** Ms. Cardona will support and monitor student achievement for ELL students and ensure related services are provided and sustained.**Robin Dehlinger****Title** Executive Director, Middle Schools**Email** robin_dehlinger@scps.k12.fl.us**Phone** 407-320-0034**Function & Responsibility** Dr. Dehlinger will provide input, support and guidance for all Focus Schools.**Marian Cummings****Title** Executive Director, Elementary Education**Email** marian_cummings@scps.k12.fl.us**Phone** 407-320-0345**Function & Responsibility** Supervisor of Hamilton, Midway and Pine Crest Elementary Schools. Dr. Cummings will support and monitor student achievement and related efforts.**Daphne Csonka****Title** Focus School Data Support**Email** daphne_csonka@scps.k12.fl.us**Phone** 407-320-0269**Function & Responsibility** Ms. Csonka will work at each school a minimum of one day per week to generate relevant student achievement data and to meet with administrators, teachers and PLCs to review and interpret the information.

Plan Development

Summarize the process used to write this plan including how parents, school staff, and others were involved. If applicable, describe the Community Assessment Team's (CAT) role in the development of this plan, pursuant to Section 1008.345(6)(d)

PLEASE NOTE: SCPS HAS FOUR DA FOCUS SCHOOLS, ALL OF WHICH ARE AT THE ELEMENTARY LEVEL. AS DISCUSSED WITH THE R.E.D., ONLY ELEMENTARY INFORMATION IS PROVIDED.

Seminole County Public Schools gathered input for this plan from parents and the community through focus groups and surveys at our highest-need Focus schools. Two focus groups were conducted at 21st Century Community Learning Center Sites that serve all four Focus schools, and surveys were sent to all parents of those schools. The focus groups and surveys centered around how well parents felt their children's schools prepare them for college and career and how supportive they would be of new programs in the schools. In addition, feedback was gathered on the types of supports parents would like to better support their children's learning at home, as well as their perspective on how the district can better support their children's learning. Finally, a draft of the plan was shared with principals and school leadership teams to ensure the activities are aligned with school-level needs.

At the school sites, SAC members were convened to review the 2012-13 SIPs and related data. SAC members contributed to the development of each school's School Improvement Plan. Due to this template and process being new for Seminole County Public Schools, SAC committees will continue to review and refine plans to reflect the input of all stakeholders.

To engage the Board and community in the important work of school improvement, the Superintendent has implemented a bold initiative, Focus on Achievement. At each School Board meeting, the Superintendent presents a key instructional area of needed improvement to the Board and community members. The purpose of these presentations is to ensure the Board and community clearly understand that SCPS has four "D" ranked schools and an additional nine schools that have earned points to score a "C" or lower. In addition to sharing data, the Superintendent engages the Board in conversations related to problem-solving strategies to improve the instruction at these schools. As Board members circulate throughout our schools and community, they engage parents, staff and members of the public in discussions related to school improvement.

MTSS/RtI**Describe your district's data-based problem-solving processes for the implementation and monitoring of your DIAP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Seminole County Public Schools implements and monitors the DIAP and MTSS structures through its Instructional Support Team (IST), which meets weekly and includes all key district instructional administrators including members of the DIAP team. Time is allocated weekly to discuss progress in Focus schools and review data. In addition to the administrator for MTSS, the district employs two (2) Intervention Specialists, one of whom is responsible for pulling data reports for IST on school-level behavioral data. Additionally, staff members from the Department of Teaching and Learning conduct an extensive analysis of each districtwide progress monitoring test given in Discovery Education and presents findings to IST for consideration and action. IST utilizes several data systems, including Skyward (SIS), EdInsight (performance data management), iObservation (classroom walkthroughs), and Discovery Education (progress monitoring) when identifying areas of progress and concern both districtwide and at specific schools. Using all of the available data, IST makes recommendations to the Superintendent regarding the need for adjustments to Tier I instruction and curriculum, differentiated staffing at high-priority schools, professional development in specific areas, and/or any other resources needed to positively impact student learning.

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

Anna-Marie Cote, Deputy Superintendent: Provides oversight of IST and supervises district administrator for MTSS. Coordinates use of instructional resources to support schools based on analysis of student learning data.

Michael Blasewitz, Exec. Director for Secondary Schools: Ensures that high schools are implementing the MTSS process and using data to make decisions about the core curriculum, student subgroups, and individual students.

Robin Dehlinger, Exec. Director for Secondary Schools: Ensures that middle schools are implementing the MTSS process and using data to make decisions about the core curriculum, student subgroups, and individual students.

Marian Cummings, Exec. Director for Elementary Schools: Ensures that elementary schools are implementing the MTSS process and using data to make decisions about the core curriculum, student subgroups, and individual students.

Beth Sharpe, Exec. Director for Elementary Schools: Ensures that elementary schools are implementing the MTSS process and using data to make decisions about the core curriculum, student subgroups, and individual students.

Ida Mazar, Exec. Director for Exceptional Student Support Services: Provides CEIS funds to employ district intervention specialists. Reviews progress of ESE subgroup students and provides recommendations to IST regarding this student subgroup.

Corbet Wilson, Director of Teaching & Learning: Supervises curriculum, instruction, and professional development services offered by the school district to all schools. He and his employees are responsible for training and monitoring related to the core curriculum (Tier I).

Diane Lewis, Director of Instructional Technology: Advises IST on innovative learning strategies and technologies that have a positive influence on student learning.

Lisa Shuford, Director of Federal Projects: Supervises district staff in the Title I office, which provides critical instructional support to high-need schools. Coordinates the effective use of multiple funding sources to provide additional resources approved by the Superintendent.

Jason Wysong, Director of Education Pathways: Leads the district's MTSS efforts, including supervision of district intervention specialists and development of district's MTSS data tool.

Kelly Thompson, Coordinator of Assessment & Accountability: Advises IST on the state's evolving accountability system and the use of school performance data in School Improvement Plans. Supervises the district's data analysts, who provide much of the data reviewed regularly by IST.

Minnie Cardona, Coordinator of World Languages: Reviews progress of ELL subgroup students and provides recommendations to IST regarding this student subgroup.

Daphne Csonka, Focus School Data Support: Provides data reporting and analysis support to the district's 4 Focus schools. Assists with the MTSS process by identifying data trends and supporting MTSS/PLC teams.

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

As noted in the response to item # 1, the school district's IST is responsible for monitoring the district's MTSS and DIAP. This occurs through regularly scheduled weekly meetings of the district leadership team. There is a regular schedule for disseminating, analyzing, and acting on student performance data at the school and grade levels. Because all supervisors of principals participate on the IST, concerns identified at specific schools are addressed quickly. Concerns that impact many schools or the entire district are carefully processed by IST using the continuous improvement model, and recommendations are made to the Superintendent based on the team's findings.

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

--Reading: All students participate in progress monitoring four times each year through Discovery Education and its online testing platform. Results of these assessments are reviewed at the grade, school and district level.

--Mathematics: All students participate in progress monitoring four times each year through Discovery Education and its online testing platform. Results of these assessments are reviewed at the grade, school and district level.

--Science: All students in tested grades participate in progress monitoring four times each year through Discovery Education and its online testing platform. Results of these assessments are reviewed at the grade, school and district level.

--Writing: All students participate in a district writing assessment three times each year. These assessments are scored by classroom teachers who have received training in the FCAT writing rubric and inter-rater reliability. Scores are entered into EdInsight (district performance data management system), and results of these assessments are reviewed at the grade, school and district level.

--Engagement: Behavior and attendance data are collected in Skyward (district SIS) and exported each evening to EdInsight. This data system generates data on school, grade, and classroom-level discipline trends, including "frequent flyers" and truancy lists.

--Effectiveness of supports: Beginning with the 2013-14 school year, SCPS is using its EdInsight system to move to a paperless MTSS data system. This innovation will allow school and district leadership teams to review aggregated data on interventions used with Tier 2 and Tier 3 students so that informed decisions can be made regarding the quality of specific intervention programs and methods used in schools.

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

Professional development continues to be a major priority in the school district's plan for scaling up MTSS to become a core process on every school leadership team and PLC. For the 2013-14 school year, administrators from every school were trained on the district's new paperless MTSS data tracking system, which includes an early warning system, predictive at-risk scores, and graduation tracking reports. This training was then repeated for the MTSS Core Team at every school. ESSS personnel and other district administrators have also received training on the new system.

The district currently employs two (2) intervention specialists whose primary responsibility is providing on-demand support to school MTSS teams. Each specialist spends 80% or more of weekly contract hours working with MTSS teams. They provide both general MTSS training (problem-solving and data analysis) and advise teams on specific cases when their expertise is requested.

Describe the plan for "increased learning time" or "extended day" as defined in paragraph (2)(m) of Rule 6A-1.099811, F.A.C., in your district's Priority schools. Include a description of the specific activities and number of total minutes each will contribute

For the 2013-14 school year, SCPS has no schools in the Priority DA classification.

Alignment of Strategies and Resources

Strategies and Support

AMO Data:

AMO Target: Reading, All Students (Target: 74, Actual: 70)

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

The research indicates that quality core instruction is essential to all students achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes due to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED, and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in reading.

Why did the previous plan not sufficiently meet these needs?

During 2012-13 the district was in the final year of using the Harcourt Trophy series as a core instructional resource. This series was used for over 10 years due to Seminole not adopting elementary reading materials during the last reading adoption cycle. Seminole did not adopt elementary reading materials due to the understanding that the standards were under revision at that time. Several resources were provided to supplement Trophies core instruction, and multiple programs and strategies were provided for Tier 2 and Tier 3 support.

The 2012-13 school year was the first time the district implemented a formalized district-wide progress monitoring program, Discovery Education. Previously, schools were guided to use a variety of progress monitors included in the K-12 Comprehensive Reading Plan, including both district and school-based developed assessments. Throughout the school year, teachers and administrators worked diligently to learn and implement DE into their suite of progress monitoring resources. Despite the very hard work, implementation was at the early adoption level.

AMO Target: Mathematics, All Students (Target: 73, Actual: 70)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes due to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in mathematics.

Why did the previous plan not sufficiently meet these needs?

The 2012-13 school year was the first time the district implemented a formalized district-wide progress monitoring program, Discovery Education. Previously, schools were guided to use a variety of progress monitors included in the mathematics instructional plans and pacing guides, including both district and school-based developed assessments. Throughout the school year, teachers and administrators worked diligently to learn and implement DE into their suite of progress monitoring resources. Despite the very hard work, implementation was at the early adoption level.

AMO Target: Reading, Black/African American (Target: 53, Actual: 44)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students, including Black students, achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in reading.

Why did the previous plan not sufficiently meet these needs?

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AMO Target: Mathematics, Black/African American (Target: 53, Actual: 45)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students, including Black students, achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in mathematics.

Why did the previous plan not sufficiently meet these needs?

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AMO Target: Reading, Economically Disadvantaged (Target: 61, Actual: 55)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students, including Economically Disadvantaged students, achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED, and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in reading.

Why did the previous plan not sufficiently meet these needs?

During 2012-13 the district was in the final year of using the Harcourt Trophy series as a core instructional resource. This series was used for over 10 years due to Seminole not adopting elementary reading materials during the last reading adoption cycle. Seminole did not adopt elementary reading materials due to the understanding that the standards were under revision at that time. Several resources were provided to supplement Trophies core instruction, and multiple programs and strategies were provided for Tier 2 and Tier 3 support.

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AMO Target: Mathematics, Economically Disadvantaged (Target: 61, Actual: 56)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students, including Economically Disadvantaged students, achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in mathematics.

Why did the previous plan not sufficiently meet these needs?

The 2012-13 school year was the first time the district implemented a formalized district-wide progress monitoring program, Discovery Education. Previously, schools were guided to use a variety of progress monitors included in the mathematics instructional plans and pacing guides, including both district and school-based developed assessments. Throughout the school year, teachers and administrators worked diligently to learn and implement DE into their suite of progress monitoring resources. Despite the very hard work, implementation was at the early adoption level.

AMO Target: Reading, English Language Learners (Target: 46, Actual: 36)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students, including English Language Learners, achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED, and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in reading. In particular, ELL students must be assigned to ESOL endorsed teachers who use the recommended strategies and support materials.

Why did the previous plan not sufficiently meet these needs?

During 2012-13 the district was in the final year of using the Harcourt Trophy series as a core instructional resource. This series was used for over 10 years due to Seminole not adopting elementary reading materials during the last reading adoption cycle. Seminole did not adopt elementary reading materials due to the understanding that the standards were under revision at that time. Several resources were provided to supplement Trophies core instruction, and multiple programs and strategies were provided for Tier 2 and Tier 3 support.

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AMO Target: Mathematics, English Language Learners (Target: 53, Actual: 44)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students, including English Language Learners, achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in mathematics. In particular, ELL students must be assigned to ESOL endorsed teachers who use the recommended strategies and support materials.

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AMO Target: Reading, Hispanic (Target: 66, Actual: 61)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students, including Hispanic students, achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED, and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in reading.

Why did the previous plan not sufficiently meet these needs?

During 2012-13 the district was in the final year of using the Harcourt Trophy series as a core instructional resource. This series was used for over 10 years due to Seminole not adopting elementary reading materials during the last reading adoption cycle. Seminole did not adopt elementary reading materials due to the understanding that the standards were under revision at that time. Several resources were provided to supplement Trophies core instruction, and multiple programs and strategies were provided for Tier 2 and Tier 3 support.

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AMO Target: Mathematics, Hispanic (Target: 65, Actual: 62)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students, including Hispanic students, achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in mathematics.

Why did the previous plan not sufficiently meet these needs?

The 2012-13 school year was the first time the district implemented a formalized district-wide progress monitoring program, Discovery Education. Previously, schools were guided to use a variety of progress monitors included in the mathematics instructional plans and pacing guides, including both district and school-based developed assessments. Throughout the school year, teachers and administrators worked diligently to learn and implement DE into their suite of progress monitoring resources. Despite the very hard work, implementation was at the early adoption level.

AMO Target: Reading, Students With Disabilities (Target: 50, Actual: 36)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students, including Students with Disabilities, achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED, and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in reading. In particular, Students with Disabilities students must be assigned to appropriately endorsed ESE teachers who use the recommended strategies and support materials.

Why did the previous plan not sufficiently meet these needs?

During 2012-13 the district was in the final year of using the Harcourt Trophy series as a core instructional resource. This series was used for over 10 years due to Seminole not adopting elementary reading materials during the last reading adoption cycle. Seminole did not adopt elementary reading materials due to the understanding that the standards were under revision at that time. Several resources were provided to supplement Trophies core instruction, and multiple programs and strategies were provided for Tier 2 and Tier 3 support.

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AMO Target: Mathematics, Students With Disabilities (Target: 50, Actual: 40)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students, including Students With Disabilities, achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in mathematics. In particular, Students with Disabilities students must be assigned to appropriately endorsed ESE teachers who use the recommended strategies and support materials.

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AMO Target: Reading, White (Target: 81, Actual: 78)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students, including White students, achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED, and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in reading.

Why did the previous plan not sufficiently meet these needs?

During 2012-13 the district was in the final year of using the Harcourt Trophy series as a core instructional resource. This series was used for over 10 years due to Seminole not adopting elementary reading materials during the last reading adoption cycle. Seminole did not adopt elementary reading materials due to the understanding that the standards were under revision at that time. Several resources were provided to supplement Trophies core instruction, and multiple programs and strategies were provided for Tier 2 and Tier 3 support.

The 2012-13 school year was the first time the district implemented a formalized district-wide progress monitoring program, Discovery Education. Previously, schools were guided to use a variety of progress monitors included in the K-12 Comprehensive Reading Plan, including both district and school-based developed assessments. Throughout the school year, teachers and administrators worked diligently to learn and implement DE into their suite of progress monitoring resources. Despite the very hard work, implementation was at the early adoption level.

AMO Target: Mathematics, White (Target: 80, Actual: 78)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The research indicates that quality core instruction is essential to all students, including White students, achieving reading proficiency. As indicated by MTSS, if the core instruction does not result in proficiency, further analysis to determine each student's strengths and areas of concern must be conducted. Teachers are guided to use district and school-based progress monitoring resources, differentiate instruction, then use progress monitoring probes to determine effectiveness of the interventions.

Research indicates that this is the same basic process for all students, including ethnic, ELL, ED and SWD subgroups. In addition, the research indicates that key at-risk factors including physical and emotional health, attendance, disciplinary referrals, attitude toward reading, motivation to persist, etc., are critical to determining the root cause of the student's inability to gain proficiency in mathematics.

Why did the previous plan not sufficiently meet these needs?

The 2012-13 school year was the first time the district implemented a formalized district-wide progress monitoring program, Discovery Education. Previously, schools were guided to use a variety of progress monitors included in the mathematics instructional plans and pacing guides, including both district and school-based developed assessments. Throughout the school year, teachers and administrators worked diligently to learn and implement DE into their suite of progress monitoring resources. Despite the very hard work, implementation was at the early adoption level.

Additional Data:**Additional Target: Mathematics, American Indian****What does research suggest about the specific learning needs of this subgroup?**

NA

Why did the previous plan not sufficiently meet these needs?

NA

Goals Summary

- G1.** All schools will implement student-owned progress monitoring systems to (1) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access support and to (2) improve student motivation.
- G2.** All schools will address the district's three Focus on Achievement areas: Writing Proficiency, Lower Quartile Reading Gains and Lower Quartile Math Gains by developing level and school (SIP) plans to focus on increased student proficiency.

Goals Detail

G1. All schools will implement student-owned progress monitoring systems to (1) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access support and to (2) improve student motivation.

Targets Supported

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

Resources Available to Support the Goal

- FCAT scores for relevant grades, district and school-based progress monitoring data in reading, math and writing, within program formative assessment, unit tests, etc. Students are encouraged to share their progress monitoring documents with their parents during student led conferences or regular teacher conferences. Note: Schools have the discretion to select the progress monitoring system and content best aligned to their students needs.

Targeted Barriers to Achieving the Goal

- Time for students to plot their growth and time for teachers to discuss student's growth trends.

Plan to Monitor Progress Toward the Goal

Students will show evidence of their progress monitoring tools.

Person or Persons Responsible

Teachers, School Administrators, District Instructional Staff

Target Dates or Schedule:

During the first twelve weeks, student-owned progress monitoring tools will be developed and implemented. Throughout the remainder of the 2013-14 school year, students will share their data with teachers, parents and administrators.

Evidence of Completion:

Students will share their progress monitoring data with teachers, parents and administrators.

G2. All schools will address the district's three Focus on Achievement areas: Writing Proficiency, Lower Quartile Reading Gains and Lower Quartile Math Gains by developing level and school (SIP) plans to focus on increased student proficiency.

Targets Supported

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

Resources Available to Support the Goal

- Teacher training, progress monitoring data from Discover Education and EdInsight reports, district support staff, aligned, core materials, differentiated Tier 2 and Tier 3 materials

Targeted Barriers to Achieving the Goal

- Time for teachers to implement the training and time for administrators to monitor the implementation.

Plan to Monitor Progress Toward the Goal

Prioritizing and protecting instructional time

Person or Persons Responsible

Teachers, School and District Administrators

Target Dates or Schedule:

Throughout the 2013-14 school year

Evidence of Completion:

Progress monitoring and FCAT data will indicate students are achieving learning gains and improving proficiency levels.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All schools will implement student-owned progress monitoring systems to (1) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access support and to (2) improve student motivation.

G1.B1 Time for students to plot their growth and time for teachers to discuss student's growth trends.

G1.B1.S1 Work with teachers and administrators to identify best practices and models for implementing student-owned progress monitoring systems.

Action Step 1

Identify models for student-owned progress monitoring in reading, math and writing that include how best to use student and teacher instructional time to engage in student-owned progress monitoring.

Person or Persons Responsible

Teachers, School Administrators, and District Instructional Staff

Target Dates or Schedule

Best practice models will be discussed and implemented during the first twelve weeks of school.

Evidence of Completion

Principals will review student-owned progress monitoring documents. Executive Directors and the Deputy Superintendent for Instruction will review student-owned progress monitoring documents when visiting each school and discuss student-owned progress monitoring at principal meetings.

Facilitator:

Teaching and Learning Content Specialists

Participants:

Teachers and Administrators

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

Models for student-owned progress monitoring in reading, math and writing that include how best to use student and teacher instructional time to engage in student-owned progress monitoring.

Person or Persons Responsible

Teachers, School Administrators, and District Instructional Staff

Target Dates or Schedule

Best practice models will be discussed and implemented during the first twelve weeks of school. Monitoring for fidelity will occur throughout the remainder of the school year.

Evidence of Completion

Students will be able to show and explain their progress monitoring tools.

Plan to Monitor Effectiveness of G1.B1.S1

Students will have a progress monitoring tool to keep track of their academic achievements. In some cases, students will also monitor their attendance and behavior, as appropriate by age and areas of needed improvement.

Person or Persons Responsible

Teachers, School Administrators, District Instructional Staff

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Students will be able to show and explain their student-owned progress monitoring tools to teachers, parents, and administrators.

G2. All schools will address the district's three Focus on Achievement areas: Writing Proficiency, Lower Quartile Reading Gains and Lower Quartile Math Gains by developing level and school (SIP) plans to focus on increased student proficiency.

G2.B1 Time for teachers to implement the training and time for administrators to monitor the implementation.

G2.B1.S1 Teachers and administrators will protect and prioritize instructional time so that instruction can be differentiated.

Action Step 1

Protect and prioritize instructional time.

Person or Persons Responsible

Teachers, School-based and District-Based Administrators

Target Dates or Schedule

Throughout the 2013-14 school year.

Evidence of Completion

Progress monitoring data will indicate improved student learning growth and performance.

Facilitator:

Teaching and Learning Content Specialists

Participants:

Teachers and Administrators

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Protection and prioritization of instructional time.

Person or Persons Responsible

Teachers, School and District Administrators

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Progress monitoring data will indicate improved student learning growth and performance.

Plan to Monitor Effectiveness of G2.B1.S1

Protection and prioritization of instructional time.

Person or Persons Responsible

Teachers, School and District Administrators

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Progress monitoring and FCAT data will indicate students are achieving learning gains and improving proficiency levels.

Alignment of Needs and Resources

Based on school and student performance data at your Focus and Priority schools, describe the process the district will use to align strategies, initiatives, and resources to ensure schools demonstrating the greatest need receive the highest percentage of resources

The Superintendent and Board have implemented a "Focused on Achievement" initiative to ensure that all Focus schools are receiving priority services and resources. The Superintendent has assigned members of his leadership team to each of the four Focus Schools. In addition, the Superintendent is meeting on a rotating basis weekly with each principal of the four Focus Schools, then with all four Focus School principals together. The Superintendent has assigned a data analyst and instructional specialist to work specifically with the Focus Schools. The Executive Directors for Elementary Education, supervisors of the four Focus School principals, are in contact with the four Focus Schools on an almost daily basis, communicating needs to relevant district staff and visiting the schools several times per month.

The Deputy Superintendent for Instruction is:

1. Working to align and provide any and all resources needed by the Focus Schools as communicated by the Principals and Executive Directors,
2. Working with the Department of Teaching and Learning to provide teacher training and on-going support for instructional programs,
3. Working with the ESOL, ESE, and Federal Projects administrators to ensure support, resources and materials are provided for the identified subgroups,
4. Reporting to the Board at every Board meeting regarding the Focus on Achievement initiative,
5. Visiting and communicating with the Focus School principals,
6. Scheduling and facilitating monthly Focus School Leadership meetings,
7. Monitoring action plans and strategies to support the Focus Schools, and
8. Determining and implementing mid-course corrections with relevant staff.

Reading Resources

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

Yes

Web Address:

http://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1415.aspx?DID=59

Writing Resources

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

6+1 Traits of Writing

Teachers and Administrators are trained in 6+1 Traits of Writing, FCAT Writing Rubric and Anchor Sets. All grade 4, 8 and 10 Writing Teachers were provided training on the FCAT Writing Rubric and retrained in September, 2013, to score papers. An additional training will be held in November 2013 to again review the FCAT Writing Rubric and to check for inter-rater reliability when scoring student writing. Differentiation occurs at the student and school level. Based on the information teachers receive from regular writing prompts, students are regrouped for targeted instruction.

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

Yes

Mathematics Resources

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

Go Math! Florida

Go Math! Florida includes instructional resources such as Destination Math, iTools, Mega Math, Online Florida Intervention, Reteach and Enrich pages, Think Central etc. Differentiation for acceleration and remediation are available within the program.

Supplementary programs include technology connections that detail teacher websites and student homework and practice websites, as well as literature and related trade book options.

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

Yes

Science Resources

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

Florida Science Fusion

Science Fusion is the core program used in Seminole County elementary schools. The program is designed to promote student questioning, critical thinking, an informed decision making. The foundation of this program is to promote science concept and content learning through a holistic approach based on inquiry and application through the use of print, digital and hands-on resources. In addition to supplemental resources that accompany the Science Fusion program, connections to differentiated resources in core content areas strategies and additional resources (for example, websites, AIMS Lessons, United Streaming Videos and specified trade books) are identified in each grade level's pacing guides and instructional plans.

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

Yes

Curriculum Alignment and Pacing

The district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics, and science. Pacing guides will be made available upon request

Yes