



Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

46 - Okaloosa

Mrs. Mary Beth Jackson, Superintendent
Melissa Ramsey, Region 1 Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Expected Improvements	0
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	22
Appendix 1: Professional Development Plan to Support Goals	31
Appendix 2: Technical Assistance Plan to Support Goals	33
Appendix 2: Budget to Support Goals	34

Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

Okaloosa County School's Mission Statement:

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

Provide the district's vision statement

Okaloosa County School's Vision Statement:

We inspire a lifelong passion for learning.

Supports for School Improvement

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

At the close of the school year, instructional staff are surveyed to determine their professional development needs. These results help drive the professional development plans for the following year. The state standards and data are also used in this planning and problem-solving process to determine our professional plans and model each year.

The district has a full-time Data Specialist who generates and analyzes reports for all school data. This data is provided for the school based management and for district management in order to determine the needs of the various schools. The data is utilized to provide additional personnel, resources, and instructional support based upon the individual needs of the schools.

Stakeholders (parents, teachers) and administration from each school develop a SPP (School Performance Plan) identifying the areas of specific concern data and district wide initiatives. This plan is developed utilizing the 8-Step Planning and Problem-Solving Process. These action plans are developed in the summer prior to the school year. The school committees prioritize the barriers. The plans are then reviewed by a district committee which then meets with the building administrators to provide feedback and possible revisions. A district committee reviews plans to ensure that the goals are addressing student achievement and supported by the data. The plans identify the who, what, when, and the evidence that will be needed for implementation. The school climate surveys are also reviewed as part of this plan. OCSD developed a SPP Technical Assistance Guide to assist stakeholders in the problem solving process to help develop their SPPs.

School leaders (coaches, administrators, teachers) and district administrators (assistant superintendent, directors, specialists, coaches, review current school year data (DEA Assessments, grades, attendance, IREADY reports, STAR reports, etc.) analyzing all quartiles (subgroups), AMO Targets, and Early Warning System Indicators.

Quarterly meetings are held in order to review the SPP and reflect upon its progress and roadblocks. Current data to is used at this meeting to help identify progress and roadblocks. At these meetings if the need for additional personnel and resources are identified, efforts are made to provide these with available funds. These funds may be local, state, or federal. District personnel support is also shifted based upon identified areas of need.

In the 2013-2014, the Okaloosa County Schools began a research-based discipline program that utilized a structured in-school suspension program versus out of school suspension for most infractions (unless it is a safe schools mandated out of school suspension). Out of school suspensions were significantly reduced. Suspensions more often affect at-risk students and statistically increase the likeliness of students dropping out of school. The mindset behind this program were to keep the offending students in school so that their academic opportunities were continued. Adjusts have been made for the 2014-1015 school year based upon OCSD striving for continuous improvement. The program this year is called STP (Student Training Program).

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.

When schools identify a specific need at a school, the Curriculum and Instruction Department provides the requested resource. FTE and Central Based Allocation Model has been implemented for the 2014-2015 to ensure all schools are equitably funded. These decisions are made by the Directors of Elementary Education and Secondary Education and approved by the Assistant Superintendent of Curriculum and Instruction. The quarterly meetings that are held, where the SPP and data is analyzed, is reviewed by district leadership and resources are dispensed according to the varying needs of the schools. Data is routinely reviewed by District Leadership and school based administrators in order to identify needs on-going through the school year.

District Policies and Practices

All of the following have been implemented and strengthened since the prior school year, 2013-1014, in order to support the school-based leadership in implementing interventions resulting in increased student academic success. At the conclusion of the 2014-2015 school year, the programs will be evaluated for continuous improvement and planning for improvements for the following school year will be assessed.

FTE and Central Based Allocation Model to ensure all schools are equitably funded through the finance department. This was implemented in the 2014-2015 school year to strengthen the budget process to ensure more fidelity and equability in the funding of schools.

In the 2013-2014, the Okaloosa County Schools began a research-based discipline program that utilized a structured in-school suspension program versus out of school suspension for most infractions (unless it is a safe schools mandated out of school suspension). Out of school suspensions were significantly reduced. Suspensions more often affect at-risk students and statistically increase the likeliness of students dropping out of school. The mindset behind this program were to keep the offending students in school so that their academic opportunities were continued. Adjusts have been made for the 2014-1015 school year based upon OCSD striving for continuous improvement. The program this year is called STP (Student Training Program).

RTI has been modified to a more comprehensive, individualized program which is called MTSS (Multiple-Tiered Systems of Support). This practice was modified to provide more intervention and differentiated levels of support. It provides at-risk students with additional steps of support. The intent is to also identify students who are potentially at-risk early. The ESOL and ESE Directors are responsible for the implementation and follow-up of these programs. But, all of OCSD employess are involved in this program to include community resources, district level staff, school based staff (principals, teachers, counselors,), and parents.

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

School level administration have complete autonomy over staffing and scheduling. Schools are given the flexibility over hiring and positioning of staff members. They are also given discretionary funds to use for needs that are identified by the individual sites. Title I funds, at the focus and priority schools, is budgeted based on the input of principals.

Sustainability of Improvement

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

Prior to initiating the Planning and Problem-Solving Process for the 2015-16 school year, school and district leadership will analyze DEA and FSA data. After data analysis is complete, remediation programs will be evaluated for their effectiveness within their targeted subgroups. Programs that prove to be effective will be sustained through available funding sources, whether it is local, state, or federal funds. Stakeholder affiliations are integral for the success of a school. If necessary, community partnerships are a possible avenue to maintain or extend successful programs. Feedback from stakeholders will be ascertained through SAC and annual district parent survey. Teacher feedback will be established through school leadership meetings, grade level/department meetings, and Professional Development Needs Assessment.

Based on student and feedback data, next steps will be established. Resources and strategies that have been deemed to have assisted in strengthening student data will be shared through mediums such as, but not limited to, district level meetings, vertical collaboration with feeder schools, and Instructional Coach meetings.

As a district, OCSD recognizes although change may have occurred by transitioning the identified school(s) out of "focus or priority," a consistent level of improvement must be sustained. The mindset has to be one of continual growth progression and improvement. School district leaders are essential in fostering the paradigm shift required to precipitate this positive impact on student success.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131396>

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

Okaloosa County Schools has a District PIP (Parent Involvement Plan) that is submitted to the state. Okaloosa County Schools will establish a OCSD Parent Committee comprised of parents from Title I Schools. Title I Schools will seek parent volunteers to serve as members for the 2014-2015 school year. This committee will meet quarterly. These members will seek input at their individual schools and gather feedback to present in order to have provide input from each of their individual schools to the Title I Program and use of Title I budget as related to parent involvement.

This committee meets quarterly to establish a partnership between the schools. This also creates a venue for parents to provide input regarding the school district. This committee also provides input regarding the Title I Parent Involvement funds and program.

In January, a random sampling of parents at Title I schools are given a Family Involvement Survey. The results are reviewed and compiled by the Title I District office and returned to schools in May. This needs assessment provides the district and schools with parents' opinions regarding the current Parent Involvement Programs and specific barriers that need to be addressed. Parental input provided from the surveys and the evaluation meetings will be reviewed by District Title I staff and applied to the LEA Parent Involvement Plan as is feasible and/or appropriate.

The purpose of this committee is to review and discuss the Title I Program and Parent Involvement Plan. Topics include parents' rights to contribute to the LEA Parent Involvement Plan, a review of evaluation results, the LEA Title I Plan, and discussion of the current year Parent Involvement Plan. Through brainstorming, parents share ideas for the LEA PIP and use of funds. Brainstorming ideas are shared with schools and included in the PIP where feasible and/or appropriate. Evidence of these meetings includes phone logs, agendas, sign-in sheets, and minutes or notes from the meetings.

Each Title I school submits a School Performance Plan to the District for review by the District Specialists to include the Assistant Superintendent of Curriculum and Instruction, the Directors, Professional Development Specialist, and the Title I Specialist. Parents are included in this process by participating in SAC meetings where the plans are discussed and approved.

The Title I Specialist will ensure that a minimum of 1% of the district Title I, Part A funds are reserved for parental involvement services and at least 95% of these funds are allocated to Title I schools. Decisions involving the use of these funds will be made as the SAC team develops the SPP and PIP at each Title I school. Parents of students in each Title I school serve as members of this team and will actively participate in this process. Evidence of parent participation in this process includes minutes or notes from the SAC meeting, agendas, and sign-in sheets.

Board meetings provide an opportunity for parent input. OCSD website all provides information and resources for all parents to access.

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

Committees at the school site are formed to develop the individual SPPs (School Performance Plans) in order for schools to perform the problem-solving process and planning. This is done individually at the school site because the needs of the schools vary and cannot be addressed by a one size fits all approach to turnaround. Although elements of the plan are standardized as a district, the goals and interventions are determined at the school site. The data and demographics of the schools are used to develop these plans. The District Leaders meet with the schools after the development of these plans to work collaboratively to assess the plan and action steps. The school and district identify the ways that the district can best support the turnaround efforts and interventions.

Principals use the Five Deliberate Practices that are in the state approved Principal Evaluation System that is aligned with FEAPs.

Okaloosa County Schools has a systematic planning and problem solving process that mirrors the state initiated continuous improvement model.

School calendars have 20 release days for professional development. Schools have autonomy to determine when and how these days are used. The professional development that is conducted is also determined at the school site based upon their identified individualized needs and goals.

Effective Leadership

District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address

Chambers, Marcus, chambersm@mail.okaloosa.k12.fl.us

Employee's Title

Assistant Superintendent

Employee's Phone Number

(850) 833-3191

Employee's Phone Extension

Supervisor's Name

Mary Beth Jackson

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

He is the Assistant Superintendent of Curriculum and Instruction. He is responsible for schools using the systematic process that is in place to ensure programs are implemented with fidelity resulting in increased student achievement. He is also responsible for creating progress monitoring measures district wide. Based on need and input from school based stakeholders, he identifies and allocates resources and personnel. He analyzes data, current research, and other pertinent school information to determine if resources are being used to the maximize potential. The end goal being increased student results.

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Gardner, Marti, gardnerma@mail.okaloosa.k12.fl.us**Title** Director**Phone** (850) 833-3240**Supervisor's Name** Marcus Chambers**Supervisor's Title** Assistant Superintendent

Role and Responsibilities Marti is the Director of Elementary Education. She supports all the elementary schools in a variety of ways. She makes site visits to all of them. She reviews SPPs (School Performance Plans) with other district leadership. She meets with the school regarding their data, programs, and goals. She regularly examines the data from the schools. Marti participates in the planning and implementation of professional development.

Arteaga, Sandy, sandra.artega@mail.okaloosa.k12.fl.us**Title****Phone** 850-301-3008**Supervisor's Name** Marti Gardner**Supervisor's Title** Director

Role and Responsibilities Sandy is Title I Specialist and Title X Liaison responsible for writing and monitoring Title I and Title X Grants. She visits all the Title I schools. She supports and collaborates with all educational needs. She reviews SPPs from Title I Schools and works with the schools on their goals and analyzing their data. She coordinates services for Title X Students.

Educator Quality

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

Okaloosa County only hires highly qualified employees based on state statute. All principals and assistant principals are required to be certified in Educational Leadership and pass the FELE. The Director of Administrator Evaluation, Training, and Support ensures principals are provided with the necessary research-based practices aligned with the FEAPs. To promote increased knowledge regarding best practices, all administrators identify and work towards meeting their goals set forth in their individual Deliberate Practices. Progress monitoring of administrators include school-based visits by District staff, data reviews, and Quarterly Meetings. All administrators undergo a rigorous interview process. Administrators are placed on a yearly contract. This ensures administrators diligently strive for increased student performance. Student performance data is assessed routinely and determination are made regarding district leadership placement.

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

The District Data Specialist provides data, including, but not limited to, student learning gains and performance in order to monitor individual teacher performance data. This three year data report allows the school leadership team to make an informed decision regarding the retention of individual teachers. The principal has the authority to move the teacher within the school and the Superintendent has the authority to conduct an involuntary transfer to another school. A teacher can also be placed on a 90 day improvement plan.

Public and Collaborative Teaching

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

Okaloosa County has transitioned to a Central-based budgeting model. Based on identified need, additional resources have been allocated to ensure Focus and Priority schools have the electives (i.e., music, PE, art) required for teachers to be provided with common planning. It is the district's expectation all teachers are provided with a common planning. All school's master schedule is submitted to MIS, Office of Curriculum and Instruction, and the Title I Department for approval.

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

All Focus and Priority schools have been assigned site based Math and ELA Instructional Coaches this year. District Instructional Coaches are assigned focus and priority to work with on an ongoing, as needed basis. School based coaches work daily with teachers to model lesson and identify areas of need. They also analyze data on a consistent basis. School coaches help develop and implement professional development at the school level based on the needs of the school aligned with the Florida Standards. Documentation is kept at each school site of both the coaching that is occurring and the professional development provided. School based coaches are included in the Quarterly Reviews conducted by District Leadership.

District Instructional Coaches also provide the modelling of effective lessons at target and priority schools. Coaches work with schools and provide their county wide professional developments at the

school sites. The daily activities of District Coaches are monitored through the Core Area Specialist. The impact on students is monitored in a variety of ways to include: site visits by district leadership, walk-throughs of classrooms, feedback by teachers, data analysis, and Quarterly Reviews. Surveys are conducted and the PD Specialist desegregates teacher feedback data in order to determine percentage of implementation and next instructional steps.

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Yes

Writing

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

HMH Journey writing program is used in the elementary schools.

Program Type Core

School Type Elementary School

Description Okaloosa integrates writing into the literacy block through the HMH Journey series. This is a book state approved for adoption. DBQs (document based essays) workshops have been conducted at some schools and they are piloting this program.

Tyner method is a reading and writing intervention used at focus and priority schools.

Program Type Intensive Intervention

School Type Elementary School

Description This program is a fundamental, scripted program intended to assist struggling readers become more successful readers and writers. Writing is integrated into this program.

Fountas & Pinnell

Program Type Intensive Intervention

School Type Elementary School

Description This is an intensive reading program for 3rd-5th graders in focus and priority schools to increase reading fluency and writing is integrated into the model.

Be a Better Writer

Program Type Supplemental, Intensive Intervention

School Type Elementary School

Description This is a scripted writing program intended to increase student writing performance. This is being piloted in some elementary schools.

HMH Collections

Program Type Core

School Type Middle School, High School

Description This is a state approved writing program used in Middle and High Schools.

Achieve 3000

Program Type Intensive Intervention

School Type Middle School, High School

Description This is an intensive computer based intervention to assist middle and high school students increase their writing skills.

DBQs (Document Based Essays)

Program Type Supplemental, Intensive Intervention

School Type Elementary School, Middle School, High School

Description DBQs (Document Based Essays) are being piloted in schools at every level and is integrated into every subject area.

Mathematics

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

The core program for elementary is Go Math K-5-Florida Common Core.

Program Type Core

School Type Elementary School

Description This is a state approved textbook.

Supplemental programs for elementary include: GoMath, Discovery Education, Accelerated Math, STARR, GIZMOS and IXL.

Program Type Supplemental

School Type Elementary School

Description These are all web based supplemental programs that provide additional support needed other than the core textbook. The supplemental programs provide teachers with additional resources to meet the differentiated needs of students. The use of these is determined at the school site are provided and monitored accordingly. Gizmos is a supplemental resource that integrates both math and science.

Intensive Intervention offered in the elementary in addition to the core and supplemental resources are IReady, Go Math-RTI Intensive Intervention, and Moby Max.

Program Type Intensive Intervention

School Type Elementary School

Description These are all web based intervention programs that provide additional support for at risk students. The programs provide teachers with additional resources to meet the differentiated needs of students. The use of these is determined at the school site are provided and monitored accordingly. These programs all provide detailed data reports that can be used to target interventions. These programs all provide detailed data reports that can be used to target interventions.

For middle school the core programs are McGraw-Hill Florida Math 2015, HMH for Algebra I, and HMH Larson Geometry 2011.

Program Type Core

School Type Middle School

Description These are all state approved textbooks.

Supplemental programs for middle school include: MobyMax, Ten Marks, SumDog, Accelerated Math, Discovery Education, and MTAS System.

Program Type Supplemental

School Type Middle School

Description These are all web based supplemental programs that provide additional support needed other than the core textbook. The supplemental programs provide teachers with additional resources to meet the differentiated needs of students. The use of these is determined at the school site are provided and monitored accordingly.

Intensive math curriculum for middle schools are IReady Math and Discovery Education-RTI

Program Type Intensive Intervention

School Type Middle School

Description These are all web based intervention programs that provide additional support for at risk students. The programs provide teachers with additional resources to meet the differentiated needs of students. The use of these is determined at the school site are provided and monitored accordingly. These programs all provide detailed data reports that can be used to target interventions.

Varying by the level of math (Algebra I, Algebra II, Geometry), state approved textbooks are used accordingly. Such as: Pearson, Glencoe, and Larson.

Program Type Core

School Type High School

Description State approved textbooks are used in each specific math area.

The following are used as supplemental curriculum in high school math classrooms: Algebra Nation, Study Island, Ten Marks, Discovery Education, Pearson Realize, and MFAS System.

Program Type Supplemental

School Type High School

Description These are all web based supplemental programs that provide additional support needed other than the core textbook. The supplemental programs provide teachers with additional resources to meet the differentiated needs of students. The use of these is determined at the school site are provided and monitored accordingly.

Intensive curriculum for high school includes: Algebra Nation, Discovery Education-RTI, and FCAT Explorer Retakes.

Program Type Intensive Intervention

School Type High School

Description These are all web based intervention programs that provide additional support for at risk students. The programs provide teachers with additional resources to meet the differentiated needs of students. The use of these is determined at the school site are provided and monitored accordingly. These programs all provide detailed data reports that can be used to target interventions.

Science

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

The core curriculum for elementary is Science Fusion.

Program Type	Core
School Type	Elementary School
Description	Science Fusion is a state approved textbook.

Gizmos

Program Type	Supplemental
School Type	Elementary School
Description	Gizmos is a web based program that integrates both science and math. Gizmos programs address the FSA Science standards. This is funded for schools identified as focus or priority schools. Other schools may choose to purchase it through school allocated budget.

Interactive core curriculum series is used in middle schools.

Program Type	Core
School Type	Middle School
Description	This is a state approved textbook.

Interactive textbook series offers supplemental materials that are accessible for teacher use.

Program Type	Supplemental
School Type	Middle School
Description	Supplemental materials provided with the Textbook which includes extended activities and web based resources.

Core curriculum books are based upon the specific area of science. Textbooks vary by science area.

Program Type	Core
School Type	High School
Description	All textbooks that are adopted are ones that have been state approved.

Instructional Alignment and Pacing

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 has developed instructional place mats that are aligned with the Florida Standards. They are available for all teachers on the OCSD website. Parents can also access the curriculum. The district wide professional development is planned based upon Florida Standards. Quarterly meetings are held in order to review the SPP and reflect upon its progress and roadblocks. Current data is used at this meeting to help identify progress and roadblocks. Various forms of data are examined to identify the effectiveness of core and intervention programs. Discussions occur regarding concerns and the need for modification of programs or maintaining them if they are showing effective results.

District Coaches and Specialist meet monthly with school coaches in order to engage in collegial discussions regarding progress of programs. Multiple forms of data are used to evaluate program implementation and fidelity. Progress at schools regarding the implementation of Florida Standards and district goals are also analyzed.

District coaches participate in state trainings on FSA Standards, item specifications, and teaching practices. They share the information with district leaders and at the school sites. Some of the District Coaches serve on state committees.

An example of the district's response to determining effectiveness is regarding the 2013-2014 FCAT writing scores. Writing in OCSD throughout the grade levels was comparably low. In order to address the problem, a greater focus on writing has been implemented in the schools. This includes development of writing training in high school, middle school, and elementary schools. A writing committee comprised of teachers met and "unpacked" the new FSA writing standards. They developed teacher and student rubrics for writing. Training will be provided to all elementary schools on the FSA writing protocols and text based writing. Examples are available for teachers to practice scoring and calibrating. Standardized writing programs are being researched and piloted at various schools.

In the Title I schools, data charts are kept regarding students that are at-risk, the interventions that are used, and the pre and post data of each individual student. This is reviewed by the Title I Specialist, Title I Contact for each school, School Based Instructional Coaches, and the School Administrators.

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

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

No

Provide the hyperlink to the plan

http://www.okaloosaschools.com/files/school-district/_docs/PPP_2014.pdf

Provide the page numbers of the plan that addresses this question

Description

Teachers meet from schools that students are currently attending with the teachers from the feeder schools. They discussion expectations, concerns, and brainstorm ways to make the transitions as successful as possible.

ESE teachers from the student's current school meet with ESE teachers from the feeder schools to have articulation meetings to address academic, behavior, and other concerns to assist the students with smoother transitions. LEPs and IEPs are provided during the meetings for the incoming students. PMPs are online and can be accessed by the feeder schools when the students transition. PMPs can help create continuity and inform teachers of the interventions that have been used with the student. PMPs also provide historical information regarding the student to better help the student.

Title I Specialist and Title I School personnel work with Head Start, VPKs, and day cares for the transitioning either into VPK or Kindergarten. District provides data on students transitioning from Head Start to Kindergarten until they are in 3rd Grade. A HOC Committee (Head Start Okaloosa

Council Committee) has been started in the 2014-2015, members are comprised of Head Start Supervisors, OCSD Title I Specialist, OCSD Kindergarten Teachers, OCSD Kindergarten Parent from a Title I School, Head Start Teacher, and a Head Start Parent. Various topics are discussed to include transitions between the program. OCSD provided a Kindergarten report card and Parent Guide for Head Start personnel to be familiar with state standards and alignment between the two programs. Head Start teachers will be trained in the same professional development offered in OCSD district wide. Head Start teachers will observe Kindergarten classrooms and meet with Kindergarten teachers. Schools will invite the feeder VPK/Day Cares/Head Start to a orientation for Kindergarten.

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

Yes

Needs Assessment

Underperforming Subgroups

Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	78%	68%	No	80%
American Indian	69%	67%	No	73%
Asian	81%	74%	No	83%
Black/African American	61%	47%	No	65%
Hispanic	71%	61%	No	74%
White	81%	73%	No	83%
English language learners	52%	34%	No	57%
Students with disabilities	58%	41%	No	63%
Economically disadvantaged	68%	55%	No	71%

Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	76%	68%	No	79%
American Indian	69%	69%	No	72%
Asian	86%	82%	No	87%
Black/African American	59%	47%	No	63%
Hispanic	71%	61%	No	74%
White	79%	73%	No	81%
English language learners	60%	41%	No	64%
Students with disabilities	59%	43%	No	63%
Economically disadvantaged	66%	54%	No	69%

Step Zero

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

- G2.** The percentage of Okaloosa County students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 79%.

- G3.** The percentage of Okaloosa County students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 80%.

Strategic Goals Detail

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

G2. The percentage of Okaloosa County students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 79%. 1a

 G054501

Targets Supported 1b

Focus	Indicator	Year	Target
0811 - Southside Center	AMO Math - All Students		79.0

Resources Available to Support the Goal 2

- District Leaders
- District Instructional Coaches
- School Based Instructional Coaches
- District Wide Professional Development
- Individualized and Targeted School Based Professional Development
- Additional Staff for Focus and Priority Schools
- Additional resources identified by the Focus and Priority Schools

Targeted Barriers to Achieving the Goal 3

- Lack of time duration and resources necessary for teachers to master the new FSA Standards and item specifications and make changes in instruction accordingly.

Plan to Monitor Progress Toward G2. 8

District has a full-time data analyst who generates and analyzes reports for all school data. This data is provided for the school based management and for district management in order to determine the needs of the various schools. The data is utilized to provide additional personnel, resources, and instructional support based upon the individual needs of the schools.

Person Responsible

Marcus Chambers

Schedule

Weekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Superintendent, school leaders (coaches, administrators, teachers), and district administrators (assistant superintendent, directors, specialists, coaches) review current school year data (FSA, DEA Assessments, grades, attendance, IREADY reports, STAR reports, etc.) analyzing all quartiles (subgroups), AMO Targets, and Early Warning System Indicators.

Plan to Monitor Progress Toward G2. 8

Quarterly meetings are held in order to review the SPP (School Performance Plan) of every school in the district and reflect upon its progress and roadblocks. District leaders and school stakeholders participate in these meetings. Current data to are used at this meeting to help identify progress and roadblocks. At these meetings if the need for additional personnel and resources are identified, efforts are made to provide these with available funds. These funds may be local, state, or federal. District personnel support is also shifted based upon identified areas of need.

Person Responsible

Marcus Chambers

Schedule

Quarterly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Minutes from the quarterly meetings are kept detailing the monitoring, progress, and roadblocks that are discussed. Next steps are also discussed and documented. Attendance of participants is noted in the official minutes.

Plan to Monitor Progress Toward G2. 8

Surveys of teachers following professional development implementation

Person Responsible

Marcus Chambers

Schedule

Monthly, from 9/4/2014 to 5/7/2015

Evidence of Completion

The results of these surveys are compiled and analyzed. Teachers input drives components of the planning of the professional development for the following month.

G3. The percentage of Okaloosa County students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 80%. **1a**

G054499

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	AMO Reading - All Students		80.0

Resources Available to Support the Goal **2**

- District Leadership
- District Instructional Coaches
- School Based Instructional Coaches
- District Wide Professional Development
- Individualized and Targeted School Based Professional Development
- Additional Staff for Focus and Priority Schools
- Additional resources identified by the Focus and Priority Schools

Targeted Barriers to Achieving the Goal **3**

- Lack of time duration and resources necessary for teachers to master the new FSA Standards and item specifications and make changes in instruction accordingly.

Plan to Monitor Progress Toward G3. **8**

District has a full-time data analyst who generates and analyzes reports for all school data. This data is provided for the school based management and for district management in order to determine the needs of the various schools. The data is utilized to provide additional personnel, resources, and instructional support based upon the individual needs of the schools.

Person Responsible

Marcus Chambers

Schedule

Weekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Superintendent, school leaders (coaches, administrators, teachers), and district administrators (assistant superintendent, directors, specialists, coaches) review current school year data (FSA, DEA Assessments, grades, attendance, IREADY reports, STAR reports, etc.) analyzing all quartiles (subgroups), AMO Targets, and Early Warning System Indicators.

Plan to Monitor Progress Toward G3. 8

Quarterly meetings are held in order to review the SPP School Performance Plan) of every school in the district and reflect upon its progress and roadblocks. School stakeholders and district leadership participate in these meetings. Current data to is used at this meeting to help identify progress and roadblocks. At these meetings if the need for additional personnel and resources are identified, efforts are made to provide these with available funds. These funds may be local, state, or federal. District personnel support is also shifted based upon identified areas of need.

Person Responsible

Marcus Chambers

Schedule

Quarterly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Minutes from the quarterly meetings are kept detailing the monitoring, progress, and roadblocks that are discussed. Next steps are also discussed and documented. Attendance of participants is noted in the official minutes.

Plan to Monitor Progress Toward G3. 8

Surveys of teachers following professional development implementation

Person Responsible

Marcus Chambers

Schedule

Monthly, from 9/4/2014 to 5/7/2015

Evidence of Completion

The results of these surveys are compiled and analyzed. Teachers input drives components of the planning of the professional development for the following month. The last survey of the year will be used to plan the next years professional development.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. The percentage of Okaloosa County students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 79%. **1**

 G054501

G2.B1 Lack of time duration and resources necessary for teachers to master the new FSA Standards and item specifications and make changes in instruction accordingly. **2**

 B137394

G2.B1.S1 Purposefully plan district wide professional development to address the preparation of properly preparing teachers to meet the rigorous implementation of the new FSA standards effectively resulting in student learning gains. **4**

 S150306

Strategy Rationale

FSA standards have been established for the 2014-2015 School Year, which will be assessed at the end of the year with a new FSA test that has not been field tested. Item specifications were not released in time enough for professional development to be implemented to fully prepare OCSD teachers to master the new standards, item specifications, and changes of instruction necessitated by the rigor embedded in the new standards.

Action Step 1 **5**

District leadership, school instructional staff, and administrators, will provide input on identified necessary professional development on the new FSA Standards and changes in instruction.

Person Responsible

Marcus Chambers

Schedule

Monthly, from 8/1/2014 to 6/30/2015

Evidence of Completion

Minutes, surveys, agendas, and rosters will be kept regarding the planning stages of this action step.

Action Step 2 5

A Planning and Problem-Solving Process will be used to identify and plan the resources needed to prepare schools for implementation of new FSA Standards.

Person Responsible

Marcus Chambers

Schedule

Monthly, from 8/1/2014 to 6/30/2015

Evidence of Completion

Planning Worksheets, calendars, and minutes will be kept to denote the completion of this activity. Reflection and feedback surveys are also utilized.

Action Step 3 5

Planning of District Wide Initiatives Determined During the Problem-Solving Process

Person Responsible

Marcus Chambers

Schedule

Monthly, from 8/1/2014 to 6/30/2015

Evidence of Completion

District wide professional development calendar, persons responsible, and topics covered. Topics will be differentiated by school levels. All professional developments will have common goals and address the FSA standards and teaching practices.

Action Step 4 5

Implementation of monthly early release professional development will occur to assist teachers in mastering the FSA Standards and changes in instruction for implementation.

Person Responsible

Marcus Chambers

Schedule

Monthly, from 8/1/2014 to 5/7/2015

Evidence of Completion

Professional Development power points and handouts, school rosters, and surveys will be documented as evidence of the fidelity of this activity.

Early release and late start dates for district-wide professional development are placed on the district calendar. Training of school based instructional coaches by district curriculum specialist occurs prior to the scheduled early release/late start dates each month. Training topics are consistent across the entire district based upon the goal of familiarizing teachers with the transition to the new Florida Standards, item specifications, and changes in instruction resulting in improved student achievement. The professional development is differentiated based upon subject areas and grade levels. Surveys are completed by teachers at the end of each monthly professional development to receive input regarding areas needing further support for the following month's professional development.

During the Quarterly SPP meetings with the school stakeholders and district leadership, discussions occur regarding how the schools are using the 20 professional development days, that are set aside for each school, to determine their individual professional development focuses decided upon at their school site. The professional development must be aligned to the goals that are identified in their SPPs and are driven by the data from each school and aligned with meeting FSA Standards. Schools are required to document the rosters, topics, materials, timelines, and monitoring components of these professional developments.

Person Responsible

Marcus Chambers

Schedule

Weekly, from 5/1/2014 to 6/30/2015

Evidence of Completion

Calendars, data, surveys, rosters, professional development materials, and minutes of meetings will all be kept for documentation of monitoring. During the early release/late start days building administrators are required to attend. Rosters are kept at each school site. District leadership does site visits during the professional development implementation.

Throughout the school year, data analysis, scrutiny of survey results, and collegial conversations occur regarding the professional development identified in the strategy. Areas of concern are identified that warrant interventions. This is done with school leadership, school instructional staff, and district leadership. Adjustments of resources and/or interventions are made accordingly based upon the identified gaps to improve results and assist in meeting the goal of continuous increased student growth.

Person Responsible

Marcus Chambers

Schedule

Weekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Calendars, data, surveys, rosters, professional development materials, and minutes of meetings will all be kept for documentation of monitoring. During the early release/late start days building administrators are required to attend. Rosters are kept at each school site. District leadership does site visits during the professional development implementation.

G3. The percentage of Okaloosa County students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 80%. 1

G054499

G3.B1 Lack of time duration and resources necessary for teachers to master the new FSA Standards and item specifications and make changes in instruction accordingly. 2

B137392

G3.B1.S1 Purposefully plan district wide professional development to address the preparation of properly preparing teachers to meet the rigorous implementation of the new FSA standards effectively resulting in student learning gains. 4

S150319

Strategy Rationale

FSA standards have been established for the 2014-2015 School Year, which will be assessed at the end of the year with a new FSA test that has not been field tested. Item specifications were not released in time enough for professional development to be implemented to fully prepare OCSD teachers to master the new standards, item specifications, and changes of instruction necessitated by the rigor embedded in the new standards.

Action Step 1 5

District leadership, school instructional staff, and administrators, will provide input on identified necessary professional development on the new FSA Standards and changes in instruction.

Person Responsible

Marcus Chambers

Schedule

Monthly, from 8/1/2014 to 6/30/2015

Evidence of Completion

Minutes, surveys, agendas, and rosters will be kept regarding the planning stages of this action step.

Action Step 2 5

A Planning and Problem-Solving Process will be used to identify and plan the resources needed to prepare schools for implementation of new FSA Standards.

Person Responsible

Marcus Chambers

Schedule

Monthly, from 8/1/2014 to 6/30/2015

Evidence of Completion

Planning Worksheets, calendars, and minutes will be kept to denote the completion of this activity. Reflections and feedback surveys are also utilized.

Action Step 3 5

Planning of District Wide Initiatives Determined During the Problem-Solving Process

Person Responsible

Marcus Chambers

Schedule

Monthly, from 8/1/2014 to 6/30/2015

Evidence of Completion

District wide professional development calendar, persons responsible, and topics covered. Topics will be differentiated by school levels. All professional developments will have common goals and address the FSA standards and teaching practices.

Action Step 4 5

Implementation of monthly early release professional development will occur to assist teachers in mastering the FSA Standards and changes in instruction for their implementation.

Person Responsible

Marcus Chambers

Schedule

Monthly, from 8/1/2014 to 6/30/2015

Evidence of Completion

Professional Development power points and handouts, school rosters, and surveys will be documented as evidence of the fidelity of this activity.

Early release and late start dates for district-wide professional development are placed on the district calendar. Training of school based instructional coaches by district curriculum specialist occurs prior to the scheduled early release/late start dates each month. Training topics are consistent across the entire district based upon the goal of familiarizing teachers with the transition to the new Florida Standards, item specifications, and changes in instruction resulting in improved student achievement. The professional development is differentiated based upon subject areas and grade levels. Surveys are completed by teachers at the end of each monthly professional development to receive input regarding areas needing further support for the following month's professional development.

During the Quarterly SPP meetings with the school stakeholders and district leadership, discussions occur regarding how the schools are using the 20 professional development days, which are set aside for each school, to determine their individual professional development focuses decided upon at their school site. The professional development must be aligned to the goals that are identified in their SPPs and are driven by the data from each school and aligned with meeting FSA Standards. Schools are required to document the rosters, topics, materials, timelines, and monitoring components of these professional developments.

Person Responsible

Marcus Chambers

Schedule

Monthly, from 5/1/2014 to 6/30/2015

Evidence of Completion

Calendars, data, surveys, rosters, professional development materials, and minutes of meetings will all be kept for documentation of monitoring. During the early release/late start days building administrators are required to attend. Rosters are kept at each school site. District leadership does site visits during the professional development implementation.

Throughout the school year, data analysis, scrutiny of survey results, and collegial conversations occur regarding the professional development identified in the strategy. Areas of concern are identified that warrant interventions. This is done with school leadership, school instructional staff, and district leadership. Adjustments of resources and/or interventions are made accordingly based upon the identified gaps to improve results and assist in meeting the goal of continuous increased student growth.

Person Responsible

Marcus Chambers

Schedule

On 6/30/2015

Evidence of Completion

Calendars, data, surveys, rosters, professional development materials, and minutes of meetings will all be kept for documentation of monitoring. During the early release/late start days building administrators are required to attend. Rosters are kept at each school site. District leadership does site visits during the professional development implementation.

Implementation Timeline

Professional Development

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

G2. The percentage of Okaloosa County students who will be proficient in math as defined by the State of Florida on the Florida Standards Assessment Test will be at least 79%.

G2.B1 Lack of time duration and resources necessary for teachers to master the new FSA Standards and item specifications and make changes in instruction accordingly.

G2.B1.S1 Purposefully plan district wide professional development to address the preparation of properly preparing teachers to meet the rigorous implementation of the new FSA standards effectively resulting in student learning gains.

PD Opportunity 1

Implementation of monthly early release professional development will occur to assist teachers in mastering the FSA Standards and changes in instruction for implementation.

Facilitator

Assistant Superintendent of Curriculum and Instruction, Elementary and Secondary Directors, School based Instructional Coaches, District Coaches, District Curriculum Specialist, Principals, Assistant Principals, and Lead Teachers.

Participants

All OCSD District Leadership, School based leadership, and school based educators.

Schedule

Monthly, from 8/1/2014 to 5/7/2015

G3. The percentage of Okaloosa County students who will be proficient in reading as defined by the State of Florida on the Florida Standards Assessment Test will be at least 80%.

G3.B1 Lack of time duration and resources necessary for teachers to master the new FSA Standards and item specifications and make changes in instruction accordingly.

G3.B1.S1 Purposefully plan district wide professional development to address the preparation of properly preparing teachers to meet the rigorous implementation of the new FSA standards effectively resulting in student learning gains.

PD Opportunity 1

Implementation of monthly early release professional development will occur to assist teachers in mastering the FSA Standards and changes in instruction for their implementation.

Facilitator

Assistant Superintendent of Curriculum and Instruction, Elementary and Secondary Directors, School based Instructional Coaches, District Coaches, District Curriculum Specialist, Principals, Assistant Principals, and Lead Teachers.

Participants

All OCSD District Leadership, School based leadership, and school based educators.

Schedule

Monthly, from 8/1/2014 to 6/30/2015

Technical Assistance

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

Budget Rollup

Summary

Description	Total
Grand Total	0