



Pam Stewart, Commissioner

## 2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

---

---

### 48 - Orange

Dr. Barbara M Jenkins, Superintendent  
Ella Thompson, Region 3 Executive Director

---

**Table of Contents**

---

<b>Part I: Current District Status</b>	<b>3</b>
<b>Part II: Needs Assessment</b>	<b>0</b>
<b>Goals Summary</b>	<b>23</b>
<b>Goals Detail</b>	<b>23</b>
<b>Action Plan for Improvement</b>	<b>28</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>46</b>
<b>Appendix 2: Technical Assistance Plan to Support Goals</b>	<b>0</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>0</b>

## Current District Status

### Supportive Environment

#### Mission and Vision

##### Provide the district's mission statement

To lead our students to success with the support and involvement of families and the community

##### Provide the district's vision statement

To be the top producers of successful students in the nation

#### 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**

The process through which Orange County Public Schools identifies and aligns its district resources is via collaborative decision-making and includes representatives from all divisions. Executive Cabinet members from Teaching and Learning, Facilities Services, Fiscal Services, Human Resources, and Operations meet weekly to support the Superintendent in managing and assessing the needs of all operations and functions within the district consistent with district priorities and expected goals in accordance with best practices. The methodology used for coordinating and supplementing federal, state and local funds, services, and programs is through a collaborative problem-solving structure. Teaching and Learning Area Superintendents (SALT) meet bi-monthly with the Deputy Superintendent to review and analyze assessment data, Benchmarks, Mini-assessments, FAIR, CELLA, etc.) to prioritize and align resources for Priority and Focus schools. Furthermore, critical issues, challenges, functions and achievements of the district and learning communities are addressed via the 8-Step Problem-Solving process to maximize desired student outcomes. An inventory of resources and allocations are maintained in a database to monitor distribution of funds across the district. Formative and summative evaluations are conducted to measure progress, increase accountability and ensure fidelity.

Executive Cabinet: Dr. Barbara Jenkins, Superintendent, Dr. Jesus Jara, Deputy Superintendent, Mr. Michael Eugene, Chief Operations Officer, Mr. Rick Collins, Chief Financial Officer, Dr. Cathy Pope, Chief of Staff, Mr. John Morris, Chief Facilities Officer, Dr. Gina Tovine, Associate Superintendent-Research, Accountability and Grants, Dr. Christopher Bernier, Associate Superintendent,-School Choice Services, Dr. James Lawson, Minority Achievement Officer, Mr. Scott Fritz, Chief Academic Officer, Dr. Bridget Williams, Area Superintendent-West, Dr. John Wright, Area Superintendent-North, Dr. Harold Border, Area Superintendent-Southwest, Dr. Maria Vazquez, Area Superintendent-Southeast, Dr. Anna Diaz, Area Superintendent-East, Mrs. Kathryn Shuler, Associate Superintendent-School Transformation Office, and Mr. Diego "Woody" Rodriguez, School Board Attorney

Teaching and Learning Area Superintendents (SALT): Dr. Jesus Jara, Deputy Superintendent, Dr. Bridget Williams, Area Superintendent-West, Mr. John Wright, Area Superintendent-North, Dr. Harold Border, Area Superintendent-Southwest, Dr. Maria Vazquez-Southeast, Dr. Anna Diaz, Area Superintendent-East, Mrs. Kathryn Shuler, Associate Superintendent-School Transformation Office

The allocation of resources to schools begins with identifying school needs based on school

leadership team input and observations/recommendations by district staff responsible for the evaluation of the schools (Area Superintendents and School Transformation Office (STO) Associate Superintendent). Decisions are finalized at the Executive Cabinet level per the input of the strategic plan monitoring card and department assessment provided by staff members.

The allocation process includes building school budgets, assigning Title I funds and other state and federal awards and assuring services are provided to meet school needs. The annual process of building uniform budget templates for school level allocation based on FTE and other applicable state and federal funding is directed by the OCPS Budget department. This process takes place with weekly meetings from March through June. Specifically for Title I funding, the Title I department director follows the FLDOE and federal guidance on required funding allocations per percentages of poverty, homelessness, migrant demographics, and neglected/delinquent data to propose Title I school and district budgets which are then reviewed by Teaching and Learning Area Superintendents (SALT). Final input and approval is provided by the School Board.

Resource allocations for Title II are decided by SALT based on assessed needs of the school and district staff. The use of Title III funds is based on the same process of stakeholder input and the SALT determination. Strict adherence to all state and federal requirements are assured by identified "business owners" within the OCPS strategic plan accountability model.

With the approval of the School Board, the Executive Cabinet directs district administrators to apply for local, state, federal, corporate and foundation competitive and entitlement grants in alignment with the district's strategic planning addressing documented needs. Administrators and teachers work with the office of Grants and Data Projects to prepare and submit these proposals.

To align intervention in Priority and Focus schools, the district's STO Associate Superintendent, 3 Executive Area Directors, 13 Senior Administrators, and 40 coaches support targeted schools. The Director of Title I Services builds budget outlines based on specific funding requirements and school needs assessments and presents these proposals to SALT, where guidance is provided for final approval. Allocation decisions for the 4 Priority and 17 Focus schools are reviewed in this process based on the 8 Step Problem-Solving actions of the schools' principals, school leadership teams and School Advisory Council, and STO staff in identifying goals, barriers and strategies. Responsiveness to the identified school needs can include resources that may involve extra staff allocations, enhanced technology, increased district curriculum or professional development support, facility improvements, or operational flexibility allowances. An inventory of resources is retained by the Title I department with knowledge of the budget, resources, and provided services (including district coaching logs). Weekly meetings between STO and Title I staff maintain current monitoring that can be reviewed when necessary at the SALT meetings. As progress monitoring is conducted for each school site, the 8 Step Problem-Solving process is used when increased actions are needed to impact positive change such as additional professional development, purchases of instructional materials, or targeted tutoring.

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

The allocation of resources to schools begins with identifying school needs based on school leadership team input and observations/recommendations by district staff responsible for the evaluation of the schools (Area Superintendents and School Transformation Office (STO) Associate Superintendent). Decisions are finalized at the Executive Cabinet level per the input of the strategic plan monitoring and department assessment provided by staff members.

The allocation process includes building school budgets, assigning Title I funds and other state and federal awards and assuring services are provided to meet school needs. The annual process of building uniform budget templates for school level allocation based on FTE and other applicable state and federal funding is directed by the OCPS Budget department. This process takes place with weekly meetings from March through June. Specifically for Title I funding, the Title I department director follows the FLDOE and federal guidance on required funding allocations per percentages of

poverty, homelessness, migrant demographics, and neglected/delinquent data to propose Title I school and district budgets which are then reviewed by Teaching and Learning Area Superintendents (SALT). Final input and approval is provided by the School Board.

Resource allocations for Title II are decided by SALT based on assessed needs of the school and district staff. The use of Title III funds is based on the same process of stakeholder input and the SALT determination. Strict adherence to all state and federal requirements are assured by identified "business owners" within the OCPS strategic plan accountability model.

With the approval of the school board, the Executive Cabinet directs district administrators to apply for local, state, federal, corporate and foundation competitive and entitlement grants in alignment with the district's strategic planning addressing documented needs. Administrators and teachers work with the office of Grants and Data Projects to prepare and submit these proposals.

To align intervention in Priority and Focus schools, the district's STO Associate Superintendent, 3 Executive Area Directors, 13 Senior Administrators, and 40 coaches support targeted schools. The Director of Title I Services builds budget outlines based on specific funding requirements and school needs assessments and presents these proposals to SALT, where guidance is provided for final approval. Allocation decisions for the 3 Priority and 17 Focus schools are reviewed in this process based on the 8 Step Problem-Solving actions of the schools' principals, school leadership teams and School Advisory Council, and STO staff in identifying goals, barriers and strategies. Responsiveness to the identified school needs can include resources that may involve extra staff allocations, enhanced technology, increased district curriculum or professional development support, facility improvements, or operational flexibility allowances. An inventory of resources is retained by the Title I department with knowledge of the budget, resources, and provided services (including district coaching logs). Weekly meetings between STO and Title I staff maintain current monitoring that can be reviewed when necessary at the SALT meetings. As progress monitoring is conducted for each school site, the 8 Step Problem-Solving process is used when increased actions are needed to impact positive change such as additional professional development, purchases of instructional materials, or targeted tutoring.

### **District Policies and Practices**

In 2013, the district participated in a comprehensive investigation and review of operational excellence under the guidance of the nationally recognized Broad Foundation. A summary of areas to improve from the Broad Foundation study provided OCPS with a blueprint for reflective action: RMC Research Corporation compared OCPS' policies and practices with 24 best practices associated with increased student achievement in other large urban districts around the country, awarding the district grades indicating levels of accomplishment. They found a clear majority of "proficient" – which RMC equates with "excellent" – practices in Orange County and some that are already exemplary. As with similar reports prepared for other school districts, RMC found a few practices that can be improved upon to strengthen the district's performance. These have become priority items for immediate district action with the ranking of "Approaching Proficient" Ratings assigned by the RMC for the Broad Diagnostic Process

Indicator--Curriculum: The district has a rigorous, effectively-articulated standards-based curriculum.  
OCPS Action-Proposed Changes: Providing sufficient standards-aligned instructional materials needed to implement the curriculum effectively through the OCPS IMS resources available online to all teachers

(These actions are closely connected with the SIG Goal 1 of applying increased rigor to standards-based instruction. The OCPS district actions will significantly impact the capacity of the school leadership team to be instructional leaders. The enhancement of the online resources will give direct access to the teacher for planning and instructional tools. The training workshops will be available professional development as outlined in the action steps.)

Steps:

1. Maintain close connection with FLDOE and Florida Organization of Instructional Leaders (FOIL) for knowledge of the Florida standards as they are developed and approved by the State Board of

## Education

2. Update current resources on the online Instructional Management System to be aligned with the standards; identify gaps in the number available and target special needs for development
3. Train school resource staff on the available materials per school administrator meetings and monthly trainings of school-based instructional coaches and resource teachers
4. Use subject area workshops prior to and throughout the school year to feature resources

Responsible Staff for Implementation and Follow-up: Chief Academic Officer Scott Fritz, Senior Director of Curriculum and Instruction, Hilary Buckridge and Director, Shana Rafalski (Elementary), senior administrative staff for curriculum and technology Ella Shanks (ELA/Social Studies), Nancy Lewis (Math/Science), Melanie Cleveland (ELA/Social Studies), Lisa Tindall (Math/Science), and Rob Bixler (Technology Resources), and district curriculum resource teachers and School Transformation Office resource teachers

Indicator--Instructional Leadership: The district develops and sustains effective instructional leaders.

OCPS Action-Proposed Changes: Supporting instructional leaders in building instructional capacity in schools

(These actions are aligned with the SIG Goal 2 Barrier 2 Strategy 1 of building teacher capacity at the SIG school. It provides a scaffold of support to the school administrator to build instructional leadership and strengthens the availability and accountability of resource staff to serve the school. The online resources provide a quick access tool for teachers to connect with research-based strategies and teaching videos.)

### Steps:

1. Maintain a strong professional development calendar with established meetings during the school year and in the summer months
2. Enhance principal component training for empowering instructional leadership among teachers
3. Examine accountability of district resource staff in serving schools
4. Enhance online resources for teacher training and correlate to online Marzano resources providing teaching demonstrations of effective research-based strategies

Responsible Staff: Chief Academic Officer Scott Fritz, Senior Director of Curriculum and Instruction, Hilary Buckridge and Director, Shana Rafalski (Elementary), senior administrative staff for curriculum and technology Ella Shanks (ELA/Social Studies), Nancy Lewis (Math/Science), Melanie Cleveland (ELA/Social Studies), Lisa Tindall (Math/Science), and Rob Bixler (Technology Resources), School Transformation Office, Associate Superintendent, Kathy Shuler, Minority Achievement Officer, James Lawson and Executive Area Director (vacant), Professional Development Senior Executive Director, Diane Gullett and Sr. Administrator, John Lien

Indicator--Organizational Culture The district provides a safe and secure environment for teaching and learning.

OCPS Action-Proposed Changes: Ensuring organizational coherence by providing a clear set of rigorous expectations for staff performance and providing support and consequences to improve effectiveness.

(The SIG Goal 1 Barrier 1 Strategy 1 identifies the grant actions of providing professional development to teachers on the Marzano Design Questions and Webb's Depth of Knowledge elements to build their expertise in rigor and use of resources in standards-based instruction, Area of Focus 2. The SIG Goal 2 Barrier 2 Strategy 1 is impacted for use with differentiated instruction, Area of Focus 3, teaching at the Marzano levels of "Applying" appropriate instructional methods for student learning needs and achieving the "Innovative" level of appropriate planning and adaptability to immediate learning needs.)

### Steps:

1. Continue the implementation of the Marzano evaluation models for teachers and school administrators
2. Maintain trainings throughout the year on the Marzano design questions and 41 elements and Webb's Depth of Knowledge elements (Levels 3 and 4)
3. Maintain trainings throughout the year on the Differentiated Accountability model
4. Initiate The New Teacher Project (TNTP) to assist in the recruitment and hiring of teachers in low-

performing schools

Responsible Staff: Professional Development Services (PDS) Senior Executive Director, Diane Gullett and Sr. Administrator, John Lien and the PDS resource staff; School Transformation Office, Associate Superintendent, Kathy Shuler with Executive Area Directors, Patti Fritzler, Tashanda Brown-Cannon, and Carl Cartwright, with senior administrators and resource staff; Title I Director, Joy Taylor; Area Superintendents Anna Diaz, John Wright, Harold Border, Maria Vazquez, Bridget Williams and their Executive Area Directors (Ginny Kennerly, Belinda Reyes, Jennifer Cupid-McCoy, James Larsen, Mindi Smith); Human Resources Sr. Executive Director, Carol Kindt and Director, Stephanie Heron As stated in Part I of the DIAP, under Operational Flexibility, Orange County Public Schools has addressed district policies and practices of staffing, scheduling, and budgeting. Targeted schools are able to interview, transfer and hire staff earlier in the reappointment/appointment timeline process than non-DA schools to ensure they are fully staffed for the upcoming school year. Offers of employment are made after a teacher's trend data has been analyzed and references are contacted and documented in the district's E-Recruit hiring system. These measures are in place to provide the school-based leader critical information in constructing strong instructional teams and identifying priority professional development to build the capacity in the areas of need.

District support is given to build master schedules that provide opportunities to have reading, math, writing, and science common planning weekly. During common planning, teachers are guided to design effective standards-based instruction lesson plans, discuss instructional strategies, and incorporate them into the gradual release instructional model, facilitated by school administrators and instructional coaches and resource teachers. This level of planning, teacher collaboration, and training increases student engagement and content mastery. Furthermore, flexible roles and responsibilities of teacher leaders ensure varying levels of differentiated support are available for teachers and students. District expertise is also provided for the planning of the extended school day and extended professional development hours that will be involved in the SI 1003(g) Cohort 3 grant. Another area where Priority and Focus Title I schools receive additional operational flexibility is in the area of their budgets. Additional Title I district-level dollars are ear-marked to support tutoring programs, professional development and parental involvement activities. This is above and beyond their basic allocation.

Finally, modifications that already have been made to the district support for school improvement for the 2013-14 school year is the reorganization of the School Transformation Office serving the lowest performing schools in the district. After three years of existence, a staff of 1-4 administrators and 1-3 resource teachers has been increased to include: 1 Associate Superintendent, 3 Executive Area Directors, 6 Senior Administrators, and 44 resource teachers representing English Language Arts, Math, Science, Social Studies, ELL, ESE and MTSS. Such an immense organizational change demonstrates a strong commitment to precise and focused service to the 20 lowest performing schools in the district. Additionally in 2013-14, a Minority Achievement Office has been established (1 Executive Officer, 1 Executive Area Director, and a staff of 6 resource teachers) with the mission of researching and providing initiatives to reduce the achievement gap.

Currently, the district's implementation of MTSS is multi-faceted and involves teams from Curriculum and Instruction, Minority Achievement Office, and School Transformation that interact as a consortium. The consortium meets on a monthly basis to provide clear and consistent communication to school based leadership and teachers. District MTSS forms have been developed and disseminated. Initial MTSS trainings have been held in all learning communities for both elementary and secondary MTSS coaches. All schools across the district are supported by district level MTSS coaches from Curriculum and Instruction, Minority Achievement Office, or the School Transformation Office. A MTSS manual has been developed with OCPS district policies, procedures, and MTSS forms. The MTSS manual is posted on the Instructional Management System (IMS) so that all district personnel may have access to it. Numerous interventions were investigated to determine their effectiveness and whether they are research based. A finite list of research based interventions were selected by district leadership and disseminated through Dr. Jara's newsletter in April 2014. The interventions are being utilized in schools for students in MTSS Tier 2 and Tier 3. The elementary core math program also has interventions within the program that are utilized for Tier 2 and Tier 3.

**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**

OCPS gives Priority and Focus schools operational flexibility in the areas of staffing, scheduling, and budgeting. These schools are able to interview, transfer and hire staff earlier in the reappointment/ appointment timeline process than non-DA schools to ensure they are fully staffed for the upcoming school year. Offers of employment are made after a teacher’s trend data has been analyzed and references are contacted and documented in the district’s E-recruit hiring system. These measures are in place to provide the school-based leader critical information in constructing strong instructional teams and identifying priority professional development to build the capacity in the areas of need. Additionally, district support is given to build master schedules that provide opportunities to have reading, math, writing, and science common planning weekly.

During common planning, teachers are able to design effective standards-based instruction lesson plans, discuss instructional strategies, and incorporate them into the gradual release instructional model. This level of planning increases student engagement and content mastery. Furthermore, flexible roles and responsibilities of teacher leaders ensure varying levels of differentiated support are available for teachers and students.

Another area where Priority and Focus Title I schools receive additional operational flexibility is in the area of their budgets. Additional Title I district-level dollars are earmarked to support tutoring programs, professional development and parental involvement activities. This is above and beyond their basic allocation.

### **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**

For the selected SIG Cohort 3 school:

Based on the experience learned with the SIG Cohort 1 schools, the district will sustain the SIG improvements after the DA designation is removed and/or the SIG program ends through a careful process involved in the end-of-year reviews held the first two years in the grant and in the quarterly reviews of the third year and final year of the grant. The reviews should evidence the gradual "transformation" of the school operations and fundamental shift in weekly practices so that the school improvement processes are culturally embedded in operations and expectations. These meetings will be facilitated by the district Title I Office and the School Transformation Office through direct principal input with participation by the state regional director. Concurrently throughout the grant implementation, the reliance on the Community Assessment Team representing members of all parental groups at Wheatley (School Advisory Council and Parent Leadership Council) will be used with quarterly updates on student progress and grant activities to include end of year reviews and yearly grant renewal processes.

The following priority needs, anticipated to ensure SIG sustainability, have been identified for the SIG Cohort 3 school, Wheatley Elementary:

1. Maintain the FCIM/8 Step Problem Solving process of data analysis and progress monitoring to identify strategies for school improvement and track progress. (This component will require scheduled meetings and facilitation by the school leadership team and scheduled implementation of progress assessments. The OCPS School Transformation Office (STO) has been reorganized in 2013-14 to ensure viable support services to targeted schools. STO resource staff including an Executive Area Director (EAD) can be assigned to the school to assist with the FCIM/8 Step PS process as is currently done. Use of the district's Accountability, Research and Assessment (ARA) Office will



provide assistance with assessments and data analysis. Outreach to the FLDOE Region 3 Director and staff may provide continued support and access to resources. Both the EAD and FLDOE Director are members of the Wheatley's Community Assessment Team.

2. Maintain and support the common planning procedures that have become culturally embedded in school operations to maintain the focus on effective instruction/assessment and authentic and accountable MTSS interventions. (This component will require oversight by the school leadership team, strong expectations on agendas/minutes/evaluation. The OCPS district staff, mentioned in Item #1 above will also be valuable resources: STO staff and ARA staff. Outreach to Heart of Florida United Way\* and Orange County Citizens Commission and Human Services (Bridges Center\* and the Zellwood/Apopka Community Center\*) may provide continued resources to serve special needs of children. Continued partnership with faith-based groups, Pleasant View Baptist Church\* and New Destiny Christian Center\*, will also support services for children. \*These organizations are represented on Wheatley's Community Assessment Team.

3. Continue focus on standards-based instruction at grade level and above performance expectations for all contents with emphasis on deconstruction of the standards to ensure focus of rigor. (This component will require instructional planning in common planning sessions and continued training in instructional expectations, teaching strategies, and increased interaction as adopted in Florida Standards. The OCPS School Transformation Office and the district Curriculum Services will be resources for school leadership teams and teacher training. Outreach to Learning Sciences Institute affiliated with the Marzano evaluation model may provide further resources on effective instructional strategies to assure achievement with new knowledge and higher thinking tasks. These resources are contracted through the district and are available to the schools to the level of teacher desktop access.)

4. Continue the district support for recruitment and retention of highly qualified staff to counter the rate of personnel turnover at the SIG school. (This component will require district commitment to the needs of these specially-challenged schools as it has provided in the past 10 years. Additionally, OCPS Title I operations is in the planning stages of budget allocations for recruitment and retention incentives for teachers and administrators at targeted schools. Continued coordination with OCPS Human Resources and outreach to the Foundation for Orange County Public Schools and the area Chambers of Commerce may assist efforts in recruitment.)

## Stakeholder Involvement

### PIP Link

<https://www.floridacims.org/documents/131411>

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

Orange County Public Schools has an established Parental Involvement District Advisory Council (PIDAC) which is comprised of parent representatives from Title I schools from each Learning Community. Additionally, each Title I school is required to designate a parental involvement contact each year. This contact works with district staff to coordinate training, arrange meetings, provide explanations for the requirements of Section 1118 of the Elementary and Secondary and Education Act (ESEA) and provide information to parents which allows them to make informed decisions about their children.

Title I resource teachers meet with each of the parental involvement contacts three times a year to conduct training and to provide technical assistance on how to write and implement an effective Parental Involvement Plan (PIP) and school compact. The PIP and the school compact are evaluated annually by Title I resource teachers. Each school receives individual feedback and support during the year.

Our goal is to go beyond compliance in the area of parental involvement. To that end, the Title I team has designed and implemented a Parent Academy with the purpose of building capacity in parents and school personnel. For the 2014-2015 year, a minimum of seven half-day events are planned. During these Saturday academies, parents and school personnel will have the opportunity to learn more about

the Florida Standards, graduation requirements, homework assistance, financial aid and how to apply for college. Each academy includes the support of community partners from the public library, service agencies, faith-based organizations and area businesses. Not only do parents gain strategies for how to support their child academically, but they also have the opportunity to interact with a wide range of community resources, as well.

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

Area Superintendents, Executive Area Directors, and Senior Administrators work collaboratively with school leadership teams to conduct classroom walk-throughs, foster and implement data-driven decisions, and provide customized assistance and training grounded in real-world experience and evidence-based practice. Instructional coaches work daily with teachers to support student learning and provide professional development opportunities that expand and refine the understanding of effective instruction.

Priority schools will receive the following:

- 1) An instructional review at the beginning of the year, during which time the SIP will be adjusted as needed to target primary deficits in teaching and learning.
- 2) Staff members will assist in closing the achievement gap by facilitating the coaching cycle, professional development and by participating in PLCs to analyze data to inform instructional decisions. This support will be provided on a weekly basis.
- 3) Monthly one-on-one meetings with the principal(s) will be conducted.
- 4) A mid-year instructional review will be completed to align with the mid-year narrative required by FLDOE.
- 5) An end of the year instructional review will be completed and a sustainability plan developed to continue improvements and monitor implementation of researched based practices into the 2015-2016 school year.

Focus schools will receive the following:

- 1) An instructional review at the beginning of the year, during which time the SIP will be adjusted as needed to target the primary deficits in teaching and learning.
- 2) Staff members from the departments will assist in closing the achievement gap by facilitating the coaching cycle, professional development and by participating in professional learning communities (PLCs) to analyze data to inform instructional decisions. This support will be provided bi-weekly.
- 3) A lack of student progress will result in a mid-year instructional review.
- 4) An end of the year instructional review will be completed and a sustainability plan developed to continue improvements and monitor implementation of researched based practices into the 2015-2016 school year.

**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**

Shuler, Kathryn, kathryn.shuler@ocps.net

**Employee's Title**

Other

**Employee's Phone Number**

(407) 317-3200

**Employee's Phone Extension**

2002329

**Supervisor's Name**

Dr. Jesus Jara

**Supervisor's Title**

Assistant Superintendent

**Employee's Role and Responsibilities**

As the District Turnaround Lead, Mrs. Shuler supervises principals and orchestrates a team of educational leaders who help school-based leaders and staff implement standards-based instruction, research-based instructional strategies, progress monitoring systems, and common planning. Principal data chats are conducted to ensure data is used to make instructional decisions regarding resources, instruction, and grouping. Additionally, classroom walk-throughs are held to identify improved principal and teacher capacity, evidence of common planning, standards-based instruction, and rigorous tasks and assessments.

**District Leadership Team**

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

<b>Jara, Jesus, <a href="mailto:jesus.jara@ocps.net">jesus.jara@ocps.net</a></b>	
<b>Title</b>	Assistant Superintendent
<b>Phone</b>	(407) 317-3200
<b>Supervisor's Name</b>	Dr. Barbara Jenkins
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	As Deputy Superintendent of Orange County Public Schools (OCPS), Dr. Jara supervises the Chief Academic Officer, the Minority Achievement Officer, Area Superintendents, and the Associate Superintendent for the School Transformation Office. Dr. Jara directly supports and oversees OCPS' core business: education our students. In this role, he formally oversees initiatives and responsibilities of his team leading the turnaround effort at the district level.
<b>Diaz, Anna, <a href="mailto:anna.diaz@ocps.net">anna.diaz@ocps.net</a></b>	
<b>Title</b>	Other
<b>Phone</b>	(407) 317-3200
<b>Supervisor's Name</b>	Dr. Jesus Jara
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Area Superintendents/Associate Superintendent supervise 20-40 schools and provide leadership support to principals to increase student achievement.

**Vazquez, Maria, maria.vazquez@ocps.net**

<b>Title</b>	Other
<b>Phone</b>	407-317-3200
<b>Supervisor's Name</b>	Dr. Jesus Jara
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Area Superintendents/Associate Superintendent supervise 20-40 schools and provide leadership support to principals to increase student achievement.

**Shuler, Kathryn, kathryn.shuler@ocps.net**

<b>Title</b>	Other
<b>Phone</b>	407-317-3200
<b>Supervisor's Name</b>	Dr. Jesus Jara
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Area Superintendents/Associate Superintendent supervise 20-40 schools and provide leadership support to principals to increase student achievement.

**Lawson, James, james.lawson@ocps.net**

<b>Title</b>	Other
<b>Phone</b>	407-317-3200
<b>Supervisor's Name</b>	Dr. Jesus Jara
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	As the Minority Achievement Officer (MAO), Dr. James Lawson provides support to 25 identified schools that have the lowest learning gains combined in reading and math on the 2014 FCAT. This listing of schools does not include schools in the School Transformation Office. The MAO team, under the leadership of Dr. Lawson, will ensure that the schools receive differentiated trainings based on need and provide support to ensure schools are implementing the district-wide processes with fidelity.

**Fritz, Scott, scott.fritz@ocps.net**

**Title** Other

**Phone** 407-317-3200

**Supervisor's Name** Dr. Jesus Jara

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Scott Fritz, Chief Academic Officer, supervises the implementation and monitoring of all district wide curriculums in grades VPK through post-secondary. The duties include: (a) selecting research-based frameworks for delivering differentiated instruction to all students, (b) ensuring the adoption of instructional materials that are based on evidence which validates student growth, and (c) ensuring opportunities for differentiated professional development for all instructional staff. Specifically, this member of the district leadership team monitors all curriculums monthly and communicates directly with the area superintendents. Routine action steps will include modifying existing support networks based on school needs from the data reports. Weekly support is given to the five learning communities by area teams from the Academic Office and led by one five direcors for Curriculum and Instruction. Quarterly, the learning communities and the academic teams meet to review and make necessary adjustments.

**Williams, Bridget, bridget.williams@ocps.net**

**Title** Other

**Phone** (407) 317-3200

**Supervisor's Name** Dr. Jesus Jara

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Area Superintendents/Associate Superintendent supervise 20-40 schools and provide leadership support to principals to increase student achievement.

**Bernier, Christopher, christopher.bernier@ocps.net**

**Title** Other

**Phone**

**Supervisor's Name** Dr. Jesus Jara

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** The School Choice Office and the Associate Superintendent is responsible for multiple locations including, the School Choice Office, 32 charter schools, 31 OCPS Choice program sites (Magnet Schools, Acceleration, OCVS), 14 Alternative Education sites, 2 contractual programs (EXCEL and DBI), and 2 alternative to suspension centers. This totals 81 cites. These operational sites include 36 separate magnet programs of study, 3 programs for alternative to expulsion, 12 Drop Back In Programs, as well as responsibilities for home school , extended day, teen parenting and opportunity scholarships.

**Cartwright, Vickie, vickie.cartwright@ocps.net**

**Title** Other

**Phone** 407-317-3200

**Supervisor's Name** Mr. Scott Fritz

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** The Exceptional Student Education (ESE) department assists with the district's MTSS process for behavior and academics. The school psychologist, behavior specialist, and social worker from the ESE department work with school personnel as MTSS is implemented.

**Tovine, Gina, gina.tovine@ocps.net**

**Title** Other

**Phone** 407-317-3200

**Supervisor's Name** Dr. Jesus Jara

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** The Research and Accountability Division provides data for ongoing progress monitoring of the MTSS process. Data is also provided for the DIAP and SIP processes. This division is also responsible for the oversight of the district strategic plan which includes the planning process and ongoing revision of the plans.

**Border, Harold, harold.border@ocps.net**

**Title** Other

**Phone**

**Supervisor's Name** Dr. Jara

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Area Superintendents/Associate Superintendent supervise 20-40 schools and provide leadership support to principals to increase student achievement.

**Wright, John, john.wright@ocps.net**

**Title** Other

**Phone**

**Supervisor's Name** Dr. Jara

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Area Superintendents/Associate Superintendent supervise 20-40 schools and provide leadership support to principals to increase student achievement.

**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**

OCPS clearly recognizes that the principal plays the most critical role as the instructional leader at a school, with the top priority of developing a team who will deliver effective, high-quality instruction. Implementing and improving quality instruction and curriculum while hiring the very best teachers and staff must be an ongoing process for a school to progress and achieve excellence. The Deputy Superintendent and Area Superintendents work collaboratively to select leadership teams for our Focus and Priority schools. A comprehensive search is conducted to identify a replacement for the principal and a review of the placement of the assistant principal(s) and instructional coaches assigned to the school for more than one year is initiated if the school does not show improvement. Multiple sources of data (Marzano Evaluation, Benchmark, and FCAT assessment data) are utilized to make the determination of staff assigned to the school. Also, Professional Development Services revamped the Preparing New Principals Program (PNPP) program to increase the caliber of the candidates entering administrative pool. As part of the OCPS Leadership Pathways, PNPP was renamed Preparing New Principal Academy (PNPA) and aims to develop "Level 5" leaders. Participants of the PNPA (referred to in the program as "principal candidate") participate in a rigorous program designed to include high-quality training and authentic experiences to prepare for the principal role. It is the expectation of the district that all newly appointed assistant principals and assistant directors, who work in technical centers, participate in the PNPA even if they don't aspire to a principal position. In addition, district senior administrators and directors, who hold state certification in educational leadership, are given the opportunity to apply to a

cohort, pending their supervisor's approval. Participants are evaluated by a support team each year to determine competency and provide differentiated professional development to meet each participant's needs. After PNPA completion, the candidate may be approved to seek principal certification.

**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**

Area Superintendents work with school leadership teams and Human Resources to ensure high quality teachers are recruited for vacancies at Priority and Focus schools. The Area Superintendents, Associate Superintendent and Principals use and review multiple sources of data to monitor and determine teacher effectiveness. Support is provided via the coaching cycle to ensure a high quality teacher in every classroom. Specifically, the district reviews placement of staff and reassigns all reading, language arts, science and mathematics teachers based on their effectiveness of instruction and learning gains (over a three year period). Reassignment of teachers is based on benchmark data, FAIR, FCAT assessment, and the Marzano Evaluation System. Teachers in need of improving are identified and supported by the school and district-based coaches through School Transformation Office and/or Curriculum Services and placed on an improvement plan. Teachers that fail to show adequate improvement in two consecutive years are replaced or reassigned.

**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**

All Focus and Priority schools are provided guidance and support from Area Superintendents, Associate Superintendent, Executive Area Directors, and Senior Administrators on the district and learning community level regarding the creation of a master schedule that ensures protected time is available for common, collaborative planning regularly throughout the school year. Principals are required to submit master schedules prior to beginning of school to ensure that this common planning time is embedded in the schedule. Additionally, ongoing support is provided from the district and learning community resource teams comprised of instructional coaches and administrators. These resource teams guide the work of weekly common planning to include deliverables such as lesson plans, higher order thinking questions, engagement strategies, and ongoing, formative assessments.

**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 are provided with instructional coaching support from a district team throughout the year that is differentiated to meet the needs of the school and its coaches and administrators. It is the work of the district instructional coaches to build capacity with teachers, school-based coaches, and administrators by implementing the coaching cycle with fidelity, facilitating common planning, creating common, formative assessments, and guiding the school through the MTSS process utilizing data on a student, teacher, and school-wide level to inform and impact instruction immediately. The learning community works collaboratively with the district Curriculum and Instruction department in establishing relationships throughout the schools to provide the most efficient, highly effective support for our schools. Based on the data from the schools and walk-throughs, deliverables and targets are developed with the district support coaches and their support is streamlined to best meet the school's demands. District and learning community administration ensure that this work is being accomplished by being present for the aforementioned activities and requiring deliverables of both the school, such as



common planning agendas and reflections, and of our district instructional coaches. The district instructional coaches, in addition to submitting logs to district administrators, meet weekly to review progress of the schools and to enhance their own coaching knowledge through professional development activities that are utilized to guide the next cycle of instructional coaching to occur in the schools.

**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:*

**Journeys HMH (K-5)**

**Program Type** Core

**School Type** Elementary School

**Description** HMH Journeys integrates reading and writing instruction utilizing the anchor text in the basal program as the mentor text. The district has written a scope and sequence document along with Measurement Topic Plans to assist teachers with planning writing instruction using the adopted Core program as a tool.

**Core Connections (K-12)**

**Program Type** Supplemental

**School Type** Elementary School, Middle School, High School

**Description** Core Connections is our district wide approach to teaching K-12 writing. There is a comprehensive professional development plan to ensure that pedagogy is consistent in all K-12 classrooms. Orange County will have a seamless approach to writing.

**HMH Florida Collections 9-12**

**Program Type** Core

**School Type** High School

**Description** HMH Collections is aligned to the Language Arts Florida Standards. The district has written a scope and sequence document along with Measurement Topic Plans to assist teachers with planning writing instruction using the adopted Core program as a tool.

**College Board's SpringBoard 6-8**

**Program Type** Core

**School Type** Middle School

**Description** SpringBoard is a proven Pre-AP ELA program aligned to the Language Arts Florida Standards. The district has written a scope and sequence document along with Measurement Topic Plans to assist teachers with planning writing instruction using the adopted Core program as a tool.

**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:**

**Spatial Temporal Math**

**Program Type** Supplemental, Intensive Intervention

**School Type** Elementary School

**Description** Spatial Temporal Math is game-based instructional software with a focus on visual representation of the mathematics to build an understanding of the mathematical concepts. It is research-based and designed to increase student learning and comprehension of mathematics through visual learning.

**Go Math!****Program Type** Core**School Type** Elementary School

**Description** OCPS's core mathematical program is Go Math! published by Houghton Mifflin Harcourt. Go Math! contains a plethora of resources for instruction and assessment. Go Math! features a variety of digital components, hands-on manipulatives, interventions, and assessments. Go Math! is was written for the Common Core State Standards. The digital components of the program have since been correlated to the MAFS. Digital lessons to address MAFS not included in the program will be added digitally.

**Algebra Nation****Program Type** Supplemental**School Type** Middle School, High School

**Description** Algebra Nation is a collaborative initiative aimed at helping students across FL conquer the Algebra EOC. The University of FL partnered with Study Edge to create the online supplement. Algebra Nation is used by OCPS Middle and High Schools for remediation and additional practice of algebra skills. The students may be in Pre-Algebra, Algebra 1, or Algebra 2. All OCPS students from Gr 5 - Gr 12 and all math teachers have access to Algebra Nation through a data integration with Clever. Algebra Nation also plays a fundamental role in the Algebra 1 Rotational Model.

**Math XL for Schools (Pearson)****Program Type** Supplemental**School Type** High School

**Description** Math XL for School is an online addition to the core curriculum and has been adopted for Geometry, Pre-Calculus, and Math for College Readiness to supplement the Pearson textbooks for these courses. Additionally, Math XL for School is recognized as a district intervention program that may be purchased for use in secondary math at the middle or high school level.

**ALEKS**

**Program Type** Supplemental

**School Type** Middle School, High School

**Description** ALEKS, Assessment and Learning in Knowledge Spaces is a web-based, differentiated, math supplement for use in middle and high schools. ALEKS uses adaptive questioning to quickly and accurately determine the coursework needs of individual students.

**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:**

**Science Fusion (K-5)**

**Program Type** Core

**School Type** Elementary School

**Description** Science Fusion is our adopted curriculum tool for K-5 science instruction. Our district has created a scope and sequence document and measurement topic plans that show schools how to best use the Science Fusion textbook as a tool to teach the Florida Standards. Our district Houghton Mifflin Harcourt resource teachers assist schools with on-site support and professional development to ensure the tools are being utilized appropriately.

**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**

Orange County Public Schools (OCPS) develops gauges in the strategic plan that are aligned to the Florida Standards to specifically address how to implement and monitor whether core instructional and intervention programs are executed as intended. Performance Matters is used to provide data for teachers and administrators along with our Enterprise Data Warehouse (EDW). These platforms hold student demographic data, discipline, attendance, FCAT, benchmark assessment data, and various other data results generated from assessments in our core and supplemental curricular programs, such as mini benchmark assessments and formative assessments. Additional data sources include iObservation for student engagement and effective instructional strategies, coaching logs for the frequency and type of school support, readiness gauge updates for monitoring and revising action plans related to the district strategic plan, and professional development utilization reports to monitor the training across the district.

Through the Multi-Tiered Systems of Support (MTSS), communication is facilitated between each school and district personnel to monitor teacher implementation of core instruction and intervention and its impact on student progress. Data from the EDW and Instructional Management System (IMS),

along with additional teacher-based resources are utilized in the implementation of MTSS and are also used to determine fidelity and effectiveness of core instruction and intervention programs. Also, the data is used to monitor strategic plan gauges and MTSS structures. Monthly usage and results of Tier 1, as well as multiple levels of interventions are analyzed at the district office to provide additional support to schools in need. Monitoring of core instruction is conducted by principals and central office administrators through direct classroom observations and feedback. The district's Professional Development department provides data on the use of high yield strategies through iObservation. Key district administrators from the curriculum and instruction department are assigned to each of the district's learning communities to provide guidance, professional development, and problem-solving assistance. Resources are aligned to the scope and sequence, as well as the instructional focus calendars are made available via IMS. Professional development on how to access state-adopted materials are provided throughout the year. As schools are identified as needing additional support, district resource allocation is modified.

Although professional development resources and support are provided, poor execution and limited attendance is a barrier to effective implementation. A survey conducted to ascertain why there is often limited participation in professional learning opportunities offered by the district during the school year revealed timing as a major issue. Most teachers revealed that summer professional development is the optimal time for reflecting and honing the teaching craft. To increase the likelihood that professional development knowledge would be implemented in the classroom.

In response to this data, OCPS' Superintendent launched a summer professional development on-line training module. There were five courses and included Value-added Model, Digital Instruction, Building Teacher Effectiveness Marzano, Exceptional Student Education, and Common Core (Elementary or Secondary). Teachers were compensated up to \$1,000 for completing the professional development training. Over 10,000 out of 16,000 teachers in the district 10,167 successfully participated from across the district. A comparative analysis will be made at the end of the 13-14 school year to determine effectiveness and fidelity of implementation. Based on this information, professional development was again offered Marzano Strategies this past summer 2014.

### **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*

*Provide the page numbers of the plan that addresses this question*

*Description*

District standardized MTPs and scope and sequence allow for teachers to be teaching similar material at all times. As students transition from one school to another, students are supported with a centralized district curriculum. This allows them to be exposed to the same standards and learning targets. Additionally, curriculum progress monitoring digital uploads occur nightly to increase the teacher's accessibility to a student's progress and can differentiate instruction appropriately.

### **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	67%	59%	No	71%
American Indian	69%	65%	No	73%
Asian	81%	80%	No	83%
Black/African American	54%	43%	No	59%
Hispanic	61%	52%	No	65%
White	81%	77%	No	83%
English language learners	51%	34%	No	57%
Students with disabilities	44%	26%	No	50%
Economically disadvantaged	58%	48%	No	63%

**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	66%	62%	No	69%
American Indian	73%	75%	No	76%
Asian	85%	88%	No	87%
Black/African American	53%	46%	No	58%
Hispanic	61%	56%	No	65%
White	78%	78%	No	80%
English language learners	54%	42%	No	59%
Students with disabilities	44%	29%	No	50%
Economically disadvantaged	57%	51%	No	62%

**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

- G3.** To accelerate student performance in reading by implementing the district framework of standard- based instruction and teaching to the depth and rigor of the LAFS. (Division priority: Accelerate Student Performance)
- G4.** To accelerate student performance in mathematics by increasing rigorous instruction and aligning supports and curricular materials with the depth of the MAFS. (Division Priority: Accelerate Student Performance)
- G5.** To accelerate student performance in writing various types of essays which require students to introduce a claim, develop a topic, or use narrative techniques; incorporate textual evidence; organize ideas effectively; and maintain a formal style. (Division Priority: Ensure College and Career Readiness)

## 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

**G3.** To accelerate student performance in reading by implementing the district framework of standard-based instruction and teaching to the depth and rigor of the LAFS. (Division priority: Accelerate Student Performance) **1a**

G030297

**Targets Supported** **1b**

Focus	Indicator	Year	Target
District-Wide	AMO Reading - All Students	2015-16	74.0
District-Wide	AMO Reading - American Indian	2015-16	76.0
District-Wide	AMO Reading - Asian	2015-16	85.0
District-Wide	AMO Reading - African American	2015-16	64.0
District-Wide	AMO Reading - Hispanic	2015-16	70.0
District-Wide	AMO Reading - White	2015-16	85.0
District-Wide	AMO Reading - ELL	2015-16	62.0
District-Wide	AMO Reading - SWD	2015-16	56.0
District-Wide	AMO Reading - ED	2015-16	67.0

**Resources Available to Support the Goal** **2**

- 1. On-going, high-quality professional development across the district for teachers
- 2. On-going, high-quality professional development for teacher leaders (literacy coaches, CRTs)
- 3. Centralized tools and resources for teachers and teacher leaders, including updated course descriptions, scope and sequence documents, and Measurement Topic Plans, which include vetted resources and digital resources
- 4. Next Generation System 44
- 5. Next Generation READ 180
- 6. Journeys (K-5)
- 7. Monthly progress monitoring and reporting
- 8. Achieve 3000 Teen Biz
- 9. Achieve 3000 Empower
- 10. ELA: SpringBoard (6-8)
- 11. ELA: HMH Collections (9-12)

**Targeted Barriers to Achieving the Goal** **3**

- 1. Implementation fidelity



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

The Chief Academic Officer will meet monthly with the directors of Elementary and Secondary Curriculum and Instruction and review with them the updated documents in SharePoint to ensure progress toward the identified goal. He will also meet with the directors of Elementary and Secondary Curriculum and Instruction and the School Transformation Office to monitor school site progress.

**Person Responsible**

Scott Fritz

**Schedule**

Monthly, from 8/17/2015 to 6/8/2016

***Evidence of Completion***

Calendars

**G4. To accelerate student performance in mathematics by increasing rigorous instruction and aligning supports and curricular materials with the depth of the MAFS. (Division Priority: Accelerate Student Performance) 1a**

G030298

**Targets Supported 1b**

Focus	Indicator	Year	Target
District-Wide	AMO Math - All Students	2015-16	73.0
District-Wide	AMO Math - American Indian	2015-16	79.0
District-Wide	AMO Math - Asian	2015-16	88.0
District-Wide	AMO Math - African American	2015-16	63.0
District-Wide	AMO Math - ED	2015-16	67.0
District-Wide	AMO Math - ELL	2015-16	64.0
District-Wide	AMO Math - Hispanic	2015-16	70.0
District-Wide	AMO Math - SWD	2015-16	56.0
District-Wide	AMO Math - White	2015-16	83.0

**Resources Available to Support the Goal 2**

- Ongoing, high-quality professional development across the district for mathematics teachers prescriptive to the needs of school sites and learning community trends
- Ongoing, high-quality professional development for teacher leaders (math coaches, CRTs) with the goal of building capacity in these teacher leaders
- Centralized tools and resources for teachers and teacher leaders, including scope and sequence and Measurable Topic Plan (MTP) documents that are based on state course descriptions and correlated to the content limits and depth of knowledge of each standard
- Continued implementation of new core math program in elementary; initial and continued implementation of the newly adopted mathematics textbook resources in secondary

**Targeted Barriers to Achieving the Goal 3**

- Inconsistent pedagogical content knowledge for mathematics teachers

**Plan to Monitor Progress Toward G4. 8**

The Chief Academic Officer will meet with the directors for Elementary and Secondary Curriculum and Instruction monthly and review with them the uploaded documents in SharePoint to ensure that progress toward the goal is monitored. He will also meet with the directors for Elementary and Secondary Curriculum and Instruction, School Transformation Office, and area and associate superintendents to monitor school site progress.

**Person Responsible**

Scott Fritz

**Schedule**

Monthly, from 8/24/2015 to 6/1/2016

**Evidence of Completion**

Calendar of meetings, meeting minutes

**G5.** To accelerate student performance in writing various types of essays which require students to introduce a claim, develop a topic, or use narrative techniques; incorporate textual evidence; organize ideas effectively; and maintain a formal style. (Division Priority: Ensure College and Career Readiness) 1a

G030299

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	FSA - English Language Arts - Proficiency Rate	2015-16	64.0
District-Wide	FAA Writing Proficiency	2015-16	31.0

**Resources Available to Support the Goal** 2

- 1. Writing curriculum is included in the elementary Journeys ELA comprehensive core series. Writing curriculum is also included in the Springboard text at the middle school level and in the Houghton Mifflin Harcourt text.
- 2. High-quality professional development will be provided by consultants from Core Connections and the K-12 Writing instructional coaches. This professional development is based on the application of best practices in the classroom and predicated on the Language Arts Florida Standards.
- 3. Teachers who teach tested grades understand the state scoring process and are able to interpret the rubric to drive instruction.
- 4. The literacy block for elementary schools has been expanded from 90 minutes to 130 minutes to include writing instruction.

**Targeted Barriers to Achieving the Goal** 3

- 1. Writing and the writing process has not been taught consistently across all grades and subject areas

**Plan to Monitor Progress Toward G5.** 8

The Chief Academic Officer will meet monthly with the directors of Elementary and Secondary Curriculum and Instruction and review with them the updated documents in SharePoint to ensure progress toward the identified goal. He will also meet with the directors of Elementary and Secondary Curriculum and Instruction and the School Transformation Office to monitor school site progress.

**Person Responsible**

Scott Fritz

**Schedule**

Monthly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Calendars

## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy


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

**G3.** To accelerate student performance in reading by implementing the district framework of standard-based instruction and teaching to the depth and rigor of the LAFS. (Division priority: Accelerate Student Performance)

**1**

 G030297

**G3.B1** 1. Implementation fidelity **2**

 B070563

**G3.B1.S1** Provide ample professional development for teachers and administrators on standards-based instruction, the rotational framework for instruction, and the effective use of approved curriculum programs to ensure student mastery of the LAFS. **4**

 S079169

#### Strategy Rationale

With ample professional development and follow-up on-site support from the district instructional coaches, teachers and administrators will be confident about planning and implementing high-quality, rigorous reading instruction that will meet the depth and breadth of the LAFS.

#### Action Step 1 **5**

Analyze reading data

##### Person Responsible

Shana Rafalski

##### Schedule

Quarterly, from 8/17/2015 to 6/8/2016

##### Evidence of Completion

Analysis of available reading data

**Action Step 2** 5

Collaborate with Professional Development Services to recommend professional development to be developed based on analysis of data

**Person Responsible**

Shana Rafalski

**Schedule**

Monthly, from 8/17/2015 to 6/8/2016

***Evidence of Completion***

Approved PD plan

**Action Step 3** 5

Collaborate with PDS to plan the presentation of professional development

**Person Responsible**

Shana Rafalski

**Schedule**

Every 6 Weeks, from 8/17/2015 to 6/8/2016

***Evidence of Completion***

Attendance data

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Provide ample professional development for teachers and administrators on standards-based instruction, the rotational framework for instruction, and the effective use of approved curriculum programs.

- 1) Analyze available reading data.
- 2) Collaborate with Professional Development Services in planning for and posting professional development to address teachers' needs based on data gathered from classroom observations, teachers' self-reported needs, online usage, and student growth reports
- 3) Collaborate with Professional Development Services to prepare and assist in the presentation of professional development and gather attendance data
- 4) Monitor progress monthly and provide differentiated support as needed

**Person Responsible**

Shana Rafalski

**Schedule**

Monthly, from 8/17/2015 to 6/8/2016

***Evidence of Completion***

Attendance data and deliverables from attendees

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Professional development assessments will be completed by the participants and monitored by the directors for Elementary and Secondary Curriculum and instruction. School-based administrators will monitor at the school sites to ensure that teachers and coaches attend professional development opportunities when appropriate.

**Person Responsible**

Shana Rafalski

**Schedule**

Monthly, from 8/17/2015 to 6/8/2016

***Evidence of Completion***

Attendance data, sign-in sheets, scales, deliverables

**G3.B1.S2** Provide DA classroom walkthrough tool for administrators and coaches. 4

S079170

**Strategy Rationale**

With consistent, appropriate look-fors aligned to standards-based instruction expectations, the school-based coaches and administrators will be able to provide accurate and actionable feedback to teachers to improve instruction and ensure that teaching is aligned with the LAFS.

**Action Step 1** 5

Develop DA classroom walkthrough tool based on the DOE model to assist administrators and coaches in checking for critical aspects of the reading classrooms and the appropriate level of rigor that is found in the standards.

**Person Responsible**

Shana Rafalski

**Schedule**

Monthly, from 8/17/2015 to 6/8/2016

**Evidence of Completion**

DA classroom walkthrough tool

**Action Step 2** 5

Use the data gathered through the DA classroom walkthrough tool during instructional rounds in the first quarter of the year to determine the level and type of support individual schools need in order to provide standards-based instruction. Provide differentiated support based on this data and observable needs.

**Person Responsible**

Shana Rafalski

**Schedule**

Monthly, from 8/17/2015 to 6/8/2016

**Evidence of Completion**

DA classroom walkthrough data

**Action Step 3** 5

Provide support to schools on implementing the (K-12) Literacy Plan

**Person Responsible**

Shana Rafalski

**Schedule**

Monthly, from 8/17/2015 to 6/8/2016

***Evidence of Completion***

District-developed Coach Logs

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Provide DA classroom walkthrough tool for administrators and coaches

1) Develop an informal observation tool to assist administrators and coaches in checking for critical aspects of the reading classrooms

2) Use data gathered through this tool to determine strongest areas of need and provide support as needed

**Person Responsible**

Shana Rafalski

**Schedule**

On 6/8/2016

***Evidence of Completion***

DA classroom walkthrough tool focusing on standards-based instruction expectations, district expectations and the deliverables from professional development



**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

School-based administrators will monitor at the school sites to ensure that the professional learning is taken back to school and implemented in the classrooms. Curriculum and instruction coaches who are assigned to schools will keep logs of their activities and indicate when they provide side-by-side coaching. These logs will be monitored by the directors in Elementary and Secondary Curriculum and Instruction and the School Transformation Office.

**Person Responsible**

Shana Rafalski

**Schedule**

Every 3 Weeks, from 8/17/2015 to 6/8/2016

**Evidence of Completion**

School support coach logs, walk-through data

**G3.B1.S3** Monitor monthly usage and progress reports along with student growth reports to ensure that teaching and learning are progressing toward mastery of the LAFS. 4

 S079171

**Strategy Rationale**

Monthly usage reports will keep district stakeholders aware of progress and allow them to make data-driven decisions about the allocation of district resources to ensure student mastery of the LAFS.

**Action Step 1** 5

Analyze data from digital programs and make decisions for district support and resource allocation

**Person Responsible**

Shana Rafalski

**Schedule**

Monthly, from 8/17/2015 to 6/8/2016

**Evidence of Completion**

Data reports

**Action Step 2** 5

Provide district curriculum guidance for consistent student/teacher expectations.

**Person Responsible**

Shana Rafalski

**Schedule**

Quarterly, from 8/17/2015 to 6/8/2016

**Evidence of Completion**

District Scope and Sequence documents, District Measurement Topic Plans, District K-12 Literacy Plan, coach logs

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Monitor monthly usage and progress reports along with student growth reports

**Person Responsible**

Shana Rafalski

**Schedule**

Monthly, from 8/17/2015 to 6/8/2016

**Evidence of Completion**

Student progress reports, program usage reports, classroom walk-through data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

A plan for the collection of monthly data on usage and student progress reports will be developed. The monthly data will be reviewed by the senior administrators and the directors for Elementary and Secondary Curriculum and Instruction.

**Person Responsible**

Shana Rafalski

**Schedule**

Monthly, from 8/17/2015 to 6/8/2016

**Evidence of Completion**

Data reports

**G3.B1.S4** Assist school leaders with student placement and monitoring of ongoing progress toward mastery of the LAFS. **4**

 S079172

### Strategy Rationale

It is critical that students are placed in the appropriate reading classes (K-12) so that proper services can be provided and the LAFS can be mastered.

### Action Step 1 **5**

Provide placement charts in (K-12) literacy plan that allow for consistent student placement and monitoring of student needs

#### **Person Responsible**

Shana Rafalski

#### **Schedule**

On 1/29/2016

#### **Evidence of Completion**

Updated placement charts online, master schedules

### Action Step 2 **5**

Provide guidance and support on how to use the placement charts to make instructional decisions

#### **Person Responsible**

Shana Rafalski

#### **Schedule**

On 6/8/2016

#### **Evidence of Completion**

Principal meetings, coach meetings, coach logs, data meeting agendas, master schedules

**Action Step 3** 5

Provide guidance and resources to better diagnose and target instruction and interventions

**Person Responsible**

Shana Rafalski

**Schedule**

On 6/8/2016

***Evidence of Completion***

Diagnostics, Decision Trees for using diagnostics, coach logs, agendas, sign-in sheets, student progress monitoring data

**Plan to Monitor Fidelity of Implementation of G3.B1.S4** 6

Assist school leaders with student placement and proper measures and frequency of monitoring progress

**Person Responsible**

Mary Bridges

**Schedule**

On 6/8/2016

***Evidence of Completion***

Student schedules, school support coach logs, agendas from data meetings

**Plan to Monitor Effectiveness of Implementation of G3.B1.S4** 7

School-based administrators will monitor at the school sites to ensure that students are placed appropriately according to district expectations. Curriculum and Instruction coaches who are assigned to schools will keep logs of their activities and indicate when they provide coaching on data analysis and the grouping or placement of students. These logs will be monitored by the directors of Elementary and Secondary Curriculum and Instruction and the School Transformation Office.

**Person Responsible**

Shana Rafalski


**Schedule**

On 6/8/2016


***Evidence of Completion***

School support coach logs, walk-through data, student and class schedules

**G4.** To accelerate student performance in mathematics by increasing rigorous instruction and aligning supports and curricular materials with the depth of the MAFS. (Division Priority: Accelerate Student Performance) 1

 G030298

**G4.B3** Inconsistent pedagogical content knowledge for mathematics teachers 2

 B070572

**G4.B3.S1** Trainers will model effective research-based pedagogical strategies for mathematics teachers during professional development workshops, explicitly highlighting the strategies to facilitate transfer of effective teaching to classroom teaching and ensure student mastery of the MAFS. 4

 S132151

### Strategy Rationale

Teachers need to see effective instructional strategies in use and modeled for their benefit so that they will be better able to support effective instructional strategies at their school sites to ensure student mastery of the MAFS.

### Action Step 1 5

Professional development will be held for teacher leaders.

#### Person Responsible

Shana Rafalski

#### Schedule

Monthly, from 8/24/2015 to 6/1/2016

#### Evidence of Completion

Logs, professional development evaluations, sign-in sheets

### Action Step 2 5

Creation and execution of district-wide Algebra 1 PLC

#### Person Responsible

Monica Emery

#### Schedule

Quarterly, from 8/24/2015 to 6/1/2016

#### Evidence of Completion

Logs, professional development evaluations, sign-in sheets

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

Conduct multiple professional learning opportunities on effective strategies and best practices for math instruction to ensure instruction is standards-based and will accelerate student performance.

**Person Responsible**

Shana Rafalski

**Schedule**

Monthly, from 8/24/2015 to 6/1/2016

***Evidence of Completion***

Sign-in sheets, evaluations

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

Professional Development assessments will be completed by the participants and monitored by the directors for Elementary and Secondary Curriculum and Instruction.

**Person Responsible**

Shana Rafalski

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

**G4.B3.S2** District curriculum coaches will work side-by-side with site-based coaches and/or teachers in their classrooms to build pedagogical content knowledge to ensure student mastery of the MAFS. 4

 S132194

### Strategy Rationale

Teachers need to see effective instructional strategies in use and modeled for their benefit to make connections between effective instruction and student mastery of the MAFS.

### Action Step 1 5

District-level coaches will be assigned to schools for support

#### Person Responsible

Shana Rafalski

#### Schedule

Weekly, from 8/24/2015 to 6/1/2016

#### Evidence of Completion

Support calendars, meeting notes from Learning Community meetings, coach logs

### Action Step 2 5

District-level coaches will visit all OCPS schools to determine needs based on standards-based instruction

#### Person Responsible

Shana Rafalski

#### Schedule

Triannually, from 8/24/2015 to 6/1/2016

#### Evidence of Completion

Coach logs, support calendars, meeting notes from Learning Community meetings



**Plan to Monitor Fidelity of Implementation of G4.B3.S2** 6

Coaching logs will be kept and will describe how schools were supported.

**Person Responsible**

Shana Rafalski

**Schedule**

Weekly, from 8/24/2015 to 6/1/2016

***Evidence of Completion***

Coaching logs will be reviewed to ascertain the ways in which schools are supported.

**Plan to Monitor Effectiveness of Implementation of G4.B3.S2** 7

Directors who lead support in the five learning communities will meet with the learning community area superintendent to determine effectiveness.

**Person Responsible**

Shana Rafalski

**Schedule**

Monthly, from 8/24/2015 to 6/1/2016


***Evidence of Completion***

Directors' calendars, Learning Community meeting minutes

**G5.** To accelerate student performance in writing various types of essays which require students to introduce a claim, develop a topic, or use narrative techniques; incorporate textual evidence; organize ideas effectively; and maintain a formal style. (Division Priority: Ensure College and Career Readiness) **1**

 G030299

**G5.B1** 1. Writing and the writing process has not been taught consistently across all grades and subject areas **2**

 B070573

**G5.B1.S1** Provide professional development in the Language Arts Florida Standards and the instructional practice shifts required by these standards for classroom teachers, coaches and administrators **4**

 S079178

### **Strategy Rationale**

District-level instructional coaches assigned to support schools will provide writing professional learning and side-by-side coaching to school-based literacy coaches and teachers to implement the LAFS for writing in their instruction.

### **Action Step 1** **5**

District-level instructional coaches assigned to support schools will provide writing professional learning and side-by-side coaching to school-based literacy coaches and teachers to implement the Language Arts Florida Standards for writing in their instruction.

#### **Person Responsible**

Hilary Buckridge

#### **Schedule**

Weekly, from 8/17/2015 to 5/27/2016

#### **Evidence of Completion**

Professional learning materials, logs, classroom walk-through data

**Action Step 2** 5

Curriculum and Instructional coaches assigned to schools will work with literacy coaches to provide professional development on the Language Arts Florida Standards, including text-based questions and answers and writing across content areas.

**Person Responsible**

Hilary Buckridge

**Schedule**

On 5/27/2016

***Evidence of Completion***

Sign-in sheets, school support coach logs, classroom walk-through data showing changes in practice

**Action Step 3** 5

Conduct professional learning on Language Arts Florida Standards writing expectations and the instructional shifts, developing lessons that integrate both reading and writing, identifying salient items with student writing, and how to develop the growth of the writer.

**Person Responsible**

Hilary Buckridge

**Schedule**

Monthly, from 9/8/2015 to 5/1/2016

***Evidence of Completion***

Sign-in sheets, deliverables, scales

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Documents in SharePoint for sign-in sheets, scales and deliverables will be monitored by the directors for Elementary and Secondary Curriculum and Instruction on a weekly basis. The documents will provide evidence of completion. Logs of school-based work completed by the Curriculum and Instruction coaches will be monitored on a weekly basis for evidence of working with school-based literacy coaches and teachers for side-by-side coaching.

**Person Responsible**

Hilary Buckridge

**Schedule**

Every 3 Weeks, from 9/1/2015 to 3/1/2016

**Evidence of Completion**

Sign-in sheets, deliverables, scales, logs

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Professional Development assessments will be completed by the participants and monitored by the directors for Elementary and Secondary Curriculum and Instruction. School-based administrators will monitor for application of skills learned and implemented in the classroom.

**Person Responsible**

Hilary Buckridge

**Schedule**

Monthly, from 9/8/2015 to 5/1/2016

**Evidence of Completion**

Sign-in sheets, Professional Development evaluations

## Implementation Timeline

## Professional Development

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

**G3.** To accelerate student performance in reading by implementing the district framework of standard-based instruction and teaching to the depth and rigor of the LAFS. (Division priority: Accelerate Student Performance)

### **G3.B1** 1. Implementation fidelity

**G3.B1.S1** Provide ample professional development for teachers and administrators on standards-based instruction, the rotational framework for instruction, and the effective use of approved curriculum programs to ensure student mastery of the LAFS.

#### **PD Opportunity 1**

Analyze reading data

##### **Facilitator**

Curriculum & Instruction ELA and Reading coaches and administrators

##### **Participants**

School-based administrators, coaches and teachers

##### **Schedule**

Quarterly, from 8/17/2015 to 6/8/2016

#### **PD Opportunity 2**

Collaborate with Professional Development Services to recommend professional development to be developed based on analysis of data

##### **Facilitator**

Curriculum & Instruction ELA coaches and administrators

##### **Participants**

School-based administrators, coaches and teachers

##### **Schedule**

Monthly, from 8/17/2015 to 6/8/2016

### **PD Opportunity 3**

Collaborate with PDS to plan the presentation of professional development

#### **Facilitator**

Curriculum & Instruction ELA coaches and administrators, vendors of approved programs

#### **Participants**

School-based administrators, coaches and teachers

#### **Schedule**

Every 6 Weeks, from 8/17/2015 to 6/8/2016

**G3.B1.S3** Monitor monthly usage and progress reports along with student growth reports to ensure that teaching and learning are progressing toward mastery of the LAFS.

### **PD Opportunity 1**

Provide district curriculum guidance for consistent student/teacher expectations.

#### **Facilitator**

Curriculum and Instruction coaches and administrators

#### **Participants**

School-based administrators, coaches and teachers

#### **Schedule**

Quarterly, from 8/17/2015 to 6/8/2016

**G3.B1.S4** Assist school leaders with student placement and monitoring of ongoing progress toward mastery of the LAFS.

### **PD Opportunity 1**

Provide guidance and support on how to use the placement charts to make instructional decisions

#### **Facilitator**

Bowen, Marguerite

#### **Participants**

CRTs and Literacy coaches

#### **Schedule**

On 6/8/2016

## PD Opportunity 2

Provide guidance and resources to better diagnose and target instruction and interventions

### Facilitator

Curriculum and Instruction team and Exceptional Student Education team

### Participants

School-based administrators, coaches and teachers

### Schedule

On 6/8/2016

**G4.** To accelerate student performance in mathematics by increasing rigorous instruction and aligning supports and curricular materials with the depth of the MAFS. (Division Priority: Accelerate Student Performance)

### **G4.B3** Inconsistent pedagogical content knowledge for mathematics teachers

**G4.B3.S1** Trainers will model effective research-based pedagogical strategies for mathematics teachers during professional development workshops, explicitly highlighting the strategies to facilitate transfer of effective teaching to classroom teaching and ensure student mastery of the MAFS.

## PD Opportunity 1

Professional development will be held for teacher leaders.

### Facilitator

Curriculum and Instruction coaches and senior administrators

### Participants

Teacher leaders, math coaches, math teachers

### Schedule

Monthly, from 8/24/2015 to 6/1/2016



## PD Opportunity 2

Creation and execution of district-wide Algebra 1 PLC

### Facilitator

District Algebra 1 PLC lead and Secondary Math senior administrator

### Participants

Algebra 1 PLC facilitator (by LC) and participants (1 per MS/HS)

### Schedule

Quarterly, from 8/24/2015 to 6/1/2016

**G5.** To accelerate student performance in writing various types of essays which require students to introduce a claim, develop a topic, or use narrative techniques; incorporate textual evidence; organize ideas effectively; and maintain a formal style. (Division Priority: Ensure College and Career Readiness)

**G5.B1** 1. Writing and the writing process has not been taught consistently across all grades and subject areas

**G5.B1.S1** Provide professional development in the Language Arts Florida Standards and the instructional practice shifts required by these standards for classroom teachers, coaches and administrators

## PD Opportunity 1

District-level instructional coaches assigned to support schools will provide writing professional learning and side-by-side coaching to school-based literacy coaches and teachers to implement the Language Arts Florida Standards for writing in their instruction.

### Facilitator

Curriculum and Instruction team

### Participants

K-10 teachers

### Schedule

Weekly, from 8/17/2015 to 5/27/2016

## **PD Opportunity 2**

Curriculum and Instructional coaches assigned to schools will work with literacy coaches to provide professional development on the Language Arts Florida Standards, including text-based questions and answers and writing across content areas.

### **Facilitator**

Curriculum and Instruction Team

### **Participants**

School-based coaches and teachers

### **Schedule**

On 5/27/2016

## **PD Opportunity 3**

Conduct professional learning on Language Arts Florida Standards writing expectations and the instructional shifts, developing lessons that integrate both reading and writing, identifying salient items with student writing, and how to develop the growth of the writer.

### **Facilitator**

K-12 Writing coaches, Core Connections consultants, and Curriculum and Instruction administrators and coaches

### **Participants**

School-based administrators, coaches and teachers

### **Schedule**

Monthly, from 9/8/2015 to 5/1/2016

## Budget Rollup

### Summary

Description	Total
<b>Goal 3:</b> To accelerate student performance in reading by implementing the district framework of standard- based instruction and teaching to the depth and rigor of the LAFS. (Division priority: Accelerate Student Performance)	372,000
<b>Goal 4:</b> To accelerate student performance in mathematics by increasing rigorous instruction and aligning supports and curricular materials with the depth of the MAFS. (Division Priority: Accelerate Student Performance)	328,000
<b>Goal 5:</b> To accelerate student performance in writing various types of essays which require students to introduce a claim, develop a topic, or use narrative techniques; incorporate textual evidence; organize ideas effectively; and maintain a formal style. (Division Priority: Ensure College and Career Readiness)	1,863,500
<b>Grand Total</b>	<b>2,563,500</b>

### Goal 3: To accelerate student performance in reading by implementing the district framework of standard- based instruction and teaching to the depth and rigor of the LAFS. (Division priority: Accelerate Student Performance)

Description	Source	Total
<b>B1.S1.A3</b> - Reading Categorical--Reading Endorsement classes	Other	35,000
<b>B1.S1.A3</b> - Grant Funded positions for coaches from Houghton Mifflin Harcourt--coaches support program implementation	Other	66,000
<b>B1.S1.A3</b> - Reading Categorical---onsite support from Voyager with program implementation	Other	50,000
<b>B1.S1.A3</b> - Reading Categorical--onsite support and coaching from READ 180	Other	50,000
<b>B1.S1.A3</b> - Florida State PDAP Grant--PD for teachers to create standards based lessons	Other	171,000
<b>Total Goal 3</b>		<b>372,000</b>

### Goal 4: To accelerate student performance in mathematics by increasing rigorous instruction and aligning supports and curricular materials with the depth of the MAFS. (Division Priority: Accelerate Student Performance)

Description	Source	Total
<b>B3.S1.A1</b> - Florida State PDAP grant--professional development for teachers on planning standards based lessons	Other	171,000
<b>B3.S1.A1</b> - Professional Development		95,000
<b>B3.S1.A2</b> - Algebra 1 PLC		29,000
<b>B3.S2.A1</b> - Grant Funded from Houghton Mifflin Harcourt to pay the salaries of district coaches to assist with the implementation of the adopted curriculum materials.	Other	33,000
<b>Total Goal 4</b>		<b>328,000</b>

**Goal 5: To accelerate student performance in writing various types of essays which require students to introduce a claim, develop a topic, or use narrative techniques; incorporate textual evidence; organize ideas effectively; and maintain a formal style. (Division Priority: Ensure College and Career Readiness)**

Description	Source	Total
<b>B1.S1.A3</b> - Core Connections trainers will provide consistent PD to teacher across the district	Title II	800,000
<b>B1.S1.A3</b> - Monies for this action step are being utilized to pay for Core Connections consultants professional learning sessions and school coaching. Additionally, monies are also being used to pay for substitute allocations.	Title II	1,038,500
<b>B1.S5.A1</b> - Reading Categorical--Professional learning on DBQ for new users and ongoing support for those who have started the process of implementing.	Other	25,000
<b>Total Goal 5</b>		<b>1,863,500</b>