



Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

41 - Manatee

Dr. Diana Greene, Superintendent
Jim Browder, Region 4 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

Manatee County Public Schools will educate and develop all students today for their success tomorrow.

Provide the district's vision statement

Manatee County Public Schools will be an exemplary student-focused school system that develops lifelong learners to be globally competitive.

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 district started work on a strategic plan to identify priority areas of need. Based on the review of trend data, internal and external conversations regarding district performance, conversation about becoming a district of excellence, efforts have been directed at strengthening the academic and instructional program in all schools. However, in the Focus and Priority schools, the following decisions have been made:

- School Improvement Specialist and Instructional Specialist are available for regular site visits, to provide instructional support, to model instructional, to be engaged in data team meetings, and to monitor the school improvement process.
- The Executive Directors of Elementary and Secondary are available to assist with leadership development and management. In addition, they provide ongoing support to school leadership and school leadership teams.
- The Executive Director of Professional Development and the Director of Assessment & Research provide support with staff development, instructional program implementation, and data management
- The Director of Title I meets with select principals to ensure that appropriate support is provided to teachers and students.
- The School Improvement staff are actively engage along with the Differentiated Accountability team to provide ongoing support for “D” and “F” schools with regards to classroom visits, modeling instruction, troubleshooting solution, meeting with leadership and data teams, and monitoring student achievement.

The Director of School Improvement and the Director of Title I work closely together to ensure that services and programs provided to assist schools meet the legislative intent of support and not supplanting.

Each school is required to have a leadership team and a data team. The School Improvement staff works closely with the principals to provide support in the area of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity.

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 Deputy Superintendent meets weekly with staff to review the school performance data to monitor the needs and capacity of each school. Based on performance data, classroom visits, and team meetings, decisions are made to provide differentiated levels of support to schools. The School Improvement staff and Instructional Specialist conduct regular school visits to maintain timely responses to needs and to support staffs.

District Policies and Practices

The Superintendent has established a comprehensive performance management system. Metrics have been established to ensure that success will be tracked and monitored throughout the district. Data teams have been trained at each of the schools. Teams are expected to meet at a minimum of monthly. The Planning and Performance Management staff provided all of the training and will be responsible for monitoring the performance of each of the teams.

The trend data in the district paints a rather clear picture about the need for change. The learning gap still exists between student groups and between schools. Every effort is being made to create a culture of accountability across the district.

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

A new principal and assistant principal has been assigned to the District-Managed Turnaround School. The district also changed the staffing pattern to provide more support staff including a dean, guidance clerk, second language classroom aides, and district-level Instructional Specialists. With the additional support staff, ongoing monitoring, and the visibility of the district leadership, the expectation is for continued growth.

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

The goal of the School Improvement team is to build capacity rather than to build dependency. Currently, a lot of support staff has been placed in schools to assist the Focus and Priority schools. Every effort is being to ensure that the staffs will be able to maintain the work even when the support pieces are no longer available. For example, staffs are being trained to implement the comprehension instructional sequence so that they become better instructional planners. Models are being provided initially, but the follow-up is to ensure that the staffs can implement the strategies themselves. The same philosophy applies to the implementation of core instruction. Staffs are being trained; the expectations for fidelity of implementation is clear. Schools will be expected to maintain the changes and thus sustain the culture of improvement. Data teams are expected to continue to monitor the performance metrics; reports are collected monthly and reviewed by district staff.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131391>

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

Parental involvement participation is measured by an annual parent survey. Each school is also responsible for encouraging parent involvement at various school-based workshops, meetings and events.

The response rate for the Title I public schools ranged from 25% to 56%, with a district average of 39% returned. This is a decrease of 4% from the 2012-13 school year. The greatest areas of need, as identified from the 2013-14 survey were Volunteering, Learning at Home, and collaborating with the Community. These are the same areas identified in the 2012-13 survey. We will target our efforts in these areas because they remain areas for improvement.

The parental involvement needs for the 2014-15 school year were determined by the annual survey along with the needs expressed by the individual school sites. These data sources reflect the need to build capacity with the staff at the 19 Title I schools on how to increase effective parental engagement and provide information on student achievement. This includes the collaboration between parents, schools and the community. There is also a need for capacity building opportunities for parents to increase involvement in their child's educational process.

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

Monthly meetings with school leadership are used to gather insight and input regarding the critical needs of schools. Additionally, the meetings allow district level leadership to provide leadership support. During 2014-15, school-based leadership is involved in on-going training for professional growth. This training program has been developed in response to the needs of newly appointed, inexperienced leadership in some of the district's struggling schools. New principals have also been assigned a more senior principal to work with as a mentor. So, the goal is to increase the capacity of all school-based leadership and to begin to develop a succession plan for aspiring leaders.

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

Bradley, Verdya, bradleyv@manateeschools.net

Employee's Title

Director

Employee's Phone Number

(941) 708-8770

Employee's Phone Extension

2242

Supervisor's Name

Dr. Diana Greene

Supervisor's Title

Assistant Superintendent

Employee's Role and Responsibilities

- Provide support and monitor schools during differentiated accountability process
- Provide support and monitor schools in their submission of school improvement plans and school advisory council rosters
- Conduct ongoing site visits, classroom visits
- Serve as an active participant on leadership teams and data teams for DA-involved schools
- Review online SIPs for DA-involved schools; review mid-point reviews
- Serve as an active participant along with the DA teams
- Meet regularly with RED/DA team leadership to provide over-sight for schools

District Leadership Team

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

Laurent, Judy, laurentj@manateeschools.net	
Title	Director
Phone	(941) 708-8770
Supervisor's Name	Dr. Diana Greene
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Oversight of select elementary schools.
Jones, Lisa, jones2l@manateeschools.net	
Title	Other
Phone	941-708-8770
Supervisor's Name	Dr. Verdya Bradley
Supervisor's Title	Director
Role and Responsibilities	Serve as active participant on leadership teams, data teams, and along with state's DA team Provide ongoing support and monitoring for DA-involved schools
Rivero, Heather, riveroh@manateeschools.net	
Title	Other
Phone	941-708-8770
Supervisor's Name	Dr. Verdya Bradley
Supervisor's Title	Director
Role and Responsibilities	Serve as active participant on leadership teams, data teams, and along with state's DA team Conduct ongoing support and monitoring for DA-involved schools Provide support and training for teachers as needed to support instructional program

Codelia, Annette, codeliaa@manateeschools.net

Title Director
Phone 941-708-8770
Supervisor's Name Dr. Diana Greene
Supervisor's Title Assistant Superintendent
Role and Responsibilities Oversight of select elementary schools.

Saunders, Cynthia (Cindy), saundersc@manateeschools.net

Title Director
Phone 941-708-8770
Supervisor's Name Dr. Diana Greene
Supervisor's Title Assistant Superintendent
Role and Responsibilities Oversight of all secondary schools.

Craig, Pamela, craig@manateeschools.net

Title Director
Phone 941-751-6550
Supervisor's Name Dr. Diana Greene
Supervisor's Title Assistant Superintendent
Role and Responsibilities Maintain a standards-based curriculum
 Provide ongoing training to support curriculum and instruction

Mills, Jeannine, millsj@manateeschools.net

Title Director
Phone 941-751-6550
Supervisor's Name Dr. Diana Greene
Supervisor's Title Assistant Superintendent
Role and Responsibilities Coordinate assessment and data management district-wide

Ianinska, Silvana, ianinsks@manateeschools.net

Title Director
Phone 941-708-8770
Supervisor's Name Mr. Robert Johnson
Supervisor's Title Other
Role and Responsibilities Oversight of training and support for data teams
 Program evaluation and monitoring

Garcia, Elena, garcia3e@manateeschools.net	
Title	Director
Phone	941-751-6550
Supervisor's Name	Dr. Diana Greene
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Oversight of Title I, Migrant and ESOL Education, Federal Programs

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

Every effort has been made to ensure that school leaders meet the standard of highest quality. School-based administrators were reassigned in an effort to ensure that the more experienced principals were serving the schools of greater need. Additional district level administrators have been added to provide support for school-based administrators. During 2014-15, the Superintendent has established that every school must have an active leadership team. In order to ensure quality, each team was required to complete three days of intense training focused on understanding and interpreting data. Teams are required to submit a record of all meetings to the Senior Program Evaluator. The teams have been trained using the Douglas Reeves model, Leadership and Learning.

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

Decisions to retain or replace members of the teaching staff is based on input from the school-based administrator. There are ongoing data chats with teachers. There are opportunities for professional growth. Principals encourage teams to plan and work together to share strategies. Student performance data and information collected during classroom walkthroughs are also useful to guide staffing decisions. It is a priority in the district to develop a quality instructional staff. When efforts fail, there is no surprise to any party about the decision to retain or release.

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

The master schedule is collected and reviewed by the School Improvement Office and Executive Directors in order to ensure that every effort has been made to provide common planning times where appropriate. Teams of teachers also meet regularly in Teacher Collaboration Teams to plan together.

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

Since many of the Focus and Priority schools are Title I schools. The Title I Office encourages schools to use money to purchase coaches based on the needs of the student served. Coaching logs are collected and monitored by the School Improvement team.

Schools are encouraged to use Title I dollars to support coaches. The district also provide Specialist to work alongside coaches to provide instructional support in the core content areas. Coaches and Specialists are able to model lessons, assist teachers with planning, serve as active participants on data teams, and provide one-on-one support as needed. Coaching logs are collected quarterly as documentation.

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:

**Top Score Writing
Write to Learn**

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description Top Score Writing provides support for K-8. The program is used to support the development of appropriate structures for a variety of writing activities. The Write to Learn program will be used to progress monitor student progress by providing an opportunity for student writing to be scored,

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:

**Go Math/Think Central
Sun Bay Math Grant
Math Textbook**

Program Type Core

School Type Elementary School, Middle School, High School

Description These are the core texts used K-12 to provide Tier I core instruction.

Acaletics

Program Type Supplemental, Intensive Intervention
School Type Elementary School
Description Acaletics provide support for filling academic deficits for math instruction.

**Success Maker
iReady
Study Island
Plato**

Program Type Supplemental, Intensive Intervention
School Type Middle School, High School
Description These are online programs used to supplement and provide academic support in the area of math.

iReady

Program Type Supplemental, Intensive Intervention
School Type Elementary School
Description Online program to provide academic support in reading and math

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:

**Plato
Achieve 3000**

Program Type Supplemental, Intensive Intervention
School Type Middle School, High School
Description These online programs provide academic support for science.

Program Type
School Type
Description

**Science Textbooks
National Geographic
Wonders**

Program Type	Core, Intensive Intervention
School Type	Elementary School
Description	These programs provide academic support for science

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

District-level Specialist are assigned to each school. Their role is to ensure fidelity to all district programs. They are actively engaged on school-based leadership teams and data teams. They conduct ongoing classroom observations and walkthroughs. As members of data teams, Specialists are responsible for assisting schools in analyzing data and making subsequent decisions to intervene where needed.

Data Reports are also reviewed as a regular part of the district level leadership team in order determine where additional support may be needed. Data points may include, but will not be limited to

- % of students meeting with success in the core areas
- %/# of students with discipline records
- %/# of students missing more than 5 days of schools without cause
- # of teachers/staff missing
- %/# of students requiring intense interventions
- Teacher experience, education
- %/# of proficient students

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?

Yes

Provide the hyperlink to the plan

http://www.manateeschools.net/files/_4LECV_/ff7eaae07ddb10f23745a49013852ec4/Student_Progression_Plan_2014-2015.pdf

Provide the page numbers of the plan that addresses this question

30-36

Description

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	65%	55%	No	69%
American Indian	68%	64%	No	71%
Asian	80%	75%	No	82%
Black/African American	47%	31%	No	53%
Hispanic	52%	39%	No	57%
White	75%	69%	No	78%
English language learners	41%	20%	No	47%
Students with disabilities	45%	26%	No	51%
Economically disadvantaged	54%	40%	No	59%

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	63%	59%	No	67%
American Indian	63%	61%	No	67%
Asian	82%	86%	No	84%
Black/African American	45%	37%	No	51%
Hispanic	53%	46%	No	58%
White	72%	70%	No	75%
English language learners	44%	33%	No	50%
Students with disabilities	45%	31%	No	51%
Economically disadvantaged	53%	46%	No	58%

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Decrease the number of Focus and Priority Schools identified through the State Accountability System.

- G2.** Early Learning Initiative: Increase attendance at all prekindergarten sites by: 1. launching a public campaign with a focus on the importance of attendance and . 2. increasing student engagement during the instructional day with the implementation of 4 science-based units of inquiry

- G3.** Increase percent of students achieving proficiency on Florida Standards Assessments.

- G4.** Decrease percent of students with ten or more absences in grades K-12

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

G1. Decrease the number of Focus and Priority Schools identified through the State Accountability System.

1a

G068087

Targets Supported 1b

Focus	Indicator	Year	Target
All DA Schools	FSA - English Language Arts - Proficiency Rate	2015-16	55.0
All DA Schools	FSA - Mathematics - Proficiency Rate	2015-16	55.0
All DA Schools	FCAT 2.0 Science Proficiency	2015-16	50.0
All DA Schools	Civics EOC Pass	2015-16	50.0

Resources Available to Support the Goal 2

- New district curriculum
- School Improvement Specialists

Targeted Barriers to Achieving the Goal 3

- Longitudinal data indicate students are not receiving instruction aligned with grade level standards

Plan to Monitor Progress Toward G1. 8

Mid-quarter and Quarterly District Assessments.

Person Responsible

Pamela Craig

Schedule

Quarterly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Analysis of district mid-quarter and quarterly assessments.

G2. Early Learning Initiative: Increase attendance at all prekindergarten sites by: 1. launching a public campaign with a focus on the importance of attendance and . 2. increasing student engagement during the instructional day with the implementation of 4 science-based units of inquiry **1a**

 G068086

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	Attendance rate	2015-16	90.0

Resources Available to Support the Goal **2**

- We have a good relationship with the Early Learning Coalition and Manatee Community Action Agency. We hope to use our community partnerships and launch a public campaign in which we make it common knowledge that attendance is not voluntary. We would also like to increase public awareness about the impact of good attendance on achievement. We would also work together to establish universal student numbers that are issued prior to entering the public school system.

Targeted Barriers to Achieving the Goal **3**

- The public's perception that attendance is voluntary, since the program is called Voluntary Prekindergarten (VPK).

Plan to Monitor Progress Toward G2. **8**

Attendance data will be gathered quarterly

Person Responsible

Robin Thompson

Schedule

Quarterly, from 9/30/2015 to 6/30/2016

Evidence of Completion

attendance data

G3. Increase percent of students achieving proficiency on Florida Standards Assessments. 1a

G050226

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Algebra I FSA EOC Pass Rate	2015-16	60.0
District-Wide	FCAT 2.0 Science Proficiency	2015-16	60.0
District-Wide	FSA - English Language Arts - Proficiency Rate	2015-16	60.0
District-Wide	FSA - Mathematics - Proficiency Rate	2015-16	65.0
District-Wide	Civics EOC Pass	2015-16	60.0
District-Wide	U.S. History EOC Pass	2015-16	65.0

Resources Available to Support the Goal 2

- Curriculum Specialists
- New district curriculum
-

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of expected student outcomes necessary for student to demonstrate mastery of Standards.
- Schools need additional support to effectively analyze student data to make informed decisions impacting instruction.

Plan to Monitor Progress Toward G3. 8

Student performance on district quarterly assessments in ELA, Mathematics, Science, and Social Studies will be analyzed to inform instruction during Instructional Leadership Team meetings.

Person Responsible

Cynthia (Cindy) Saunders

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Student scores on quarterly assessments

G4. Decrease percent of students with ten or more absences in grades K-12 1a

G050210

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Attendance rate	2015-16	97.0

Resources Available to Support the Goal 2

- Graduation Enhancement Technicians

Targeted Barriers to Achieving the Goal 3

- Parents and Students are unaware of the impact of absences on student achievement.

Plan to Monitor Progress Toward G4. 8

Percent of students with 10 or more absences will decrease to 10 less than percent for the district.

Person Responsible

Elena Garcia

Schedule

Monthly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Attendance Data

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Decrease the number of Focus and Priority Schools identified through the State Accountability System. 1

 G068087

G1.B1 Longitudinal data indicate students are not receiving instruction aligned with grade level standards 2

 B176375

G1.B1.S1 Targeted Professional Development to support lesson planning aligned with Standards 4

 S187649

Strategy Rationale

Teachers need intensive support to implement effective instruction aligned with Standards.

Action Step 1 5

School Improvement Specialists will provide professional development and coaching support to core instructional teachers to implement rigorous instruction aligned with Standards.

Person Responsible

Pamela Craig

Schedule

Weekly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Specialist logs

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

Teachers will attend professional development and engage in Coaching Cycles with School Improvement Specialists.

Person Responsible

Pamela Craig

Schedule

Weekly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Specialists Logs, Teacher PGPs

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

Classroom observations of teachers implementing expected instructional changes.

Person Responsible

Pamela Craig


Schedule

Triannually, from 9/1/2015 to 6/30/2016


Evidence of Completion

School Improvement Team will conduct observations reviews in the fall, winter, and spring documenting implementation of expected instructional changes.


G2. Early Learning Initiative: Increase attendance at all prekindergarten sites by: 1. launching a public campaign with a focus on the importance of attendance and . 2. increasing student engagement during the instructional day with the implementation of 4 science-based units of inquiry **1**

 G068086

G2.B1 The public's perception that attendance is voluntary, since the program is called Voluntary Prekindergarten (VPK). **2**

 B176373

G2.B1.S1 Work with our partners to develop a public awareness campaign, supported by posters posted in every classroom stating the impacts of good attendance, and its link to increased achievement. **4**

 S188754

Strategy Rationale

Research shows that good attendance contributes to higher achievement. Patterns formed in young children continue throughout their school careers.

Action Step 1 **5**

Meet with the Early Learning Coalition and the Manatee Community Action Agency to develop action plan, legislative changes, and community expectations. Participate on the Attendance Task Force for the district to examine and revise attendance procedures and policies.

Person Responsible

Robin Thompson

Schedule

Evidence of Completion

Agendas of the meetings, along with minutes will be used to document progress.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Report out to the Attendance Task Force, partner with other agencies to monitor and discuss progress, success, and difficulties

Person Responsible

Robin Thompson

Schedule

Quarterly, from 9/30/2015 to 6/30/2016

Evidence of Completion

agendas, notes, increased attendance

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Consider progress using attendance rates, teacher comments, anecdotal notes

Person Responsible

Robin Thompson

Schedule


Quarterly, from 9/30/2015 to 6/30/2016

Evidence of Completion

attendance records

G3. Increase percent of students achieving proficiency on Florida Standards Assessments. 1
 G050226

G3.B1 Lack of understanding of expected student outcomes necessary for student to demonstrate mastery of Standards. 2

 B125804

G3.B1.S1 Provide district-wide professional develop for teachers to understand expected student outcomes and develop appropriate instruction to engage students in standards-based instruction aligned with FSA. 4

 S187453
Strategy Rationale

Teachers will benefit from time to review and analyze student expectations in order to develop strategic instruction aligned with the Standards

Action Step 1 5

District-Provided Professional Development focused on Expected Student Outcomes

Person Responsible

Linda Guilfoyle

Schedule

Triannually, from 8/17/2015 to 6/30/2016

Evidence of Completion

Agendas and Attendance Sheets

Action Step 2 5

School Improvement Specialists will support Priority Schools to implement core instructional aligned with expected student outcomes.

Person Responsible

Pamela Craig

Schedule

Weekly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Monthly Specialist Logs, Teacher participation in Coaching evidenced through PGP.

Action Step 3 5

Instructional Specialists will support K-12 Schools to implement core and remedial instructional programs with fidelity.

Person Responsible

Cynthia (Cindy) Saunders

Schedule

On 6/30/2016

Evidence of Completion

Specialist Reports to Executive Directors of Elementary and Secondary Schools

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

Directors of Curriculum, Professional Learning, and School Improvement will provide updates on teacher participation in professional development during the Curriculum Direct Report meetings

Person Responsible

Cynthia (Cindy) Saunders

Schedule

Biweekly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Attendance Rosters, Specialist Reports

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

Classroom Observations

Person Responsible

Cynthia (Cindy) Saunders


Schedule

Monthly, from 9/1/2015 to 6/10/2016


Evidence of Completion

Administrators will conduct regular classroom observations to ensure effective implementation of district curriculum.

G3.B2 Schools need additional support to effectively analyze student data to make informed decisions impacting instruction. 2

 B125805

G3.B2.S1 Provide support for Instructional Leadership Teams to analyze student data. 4

 S137696

Strategy Rationale

Increase their proficiency in analyzing data

Action Step 1 5

Administrators will receive professional development on effective analysis of quarterly assessments.

Person Responsible

Sandra Riley-Hawkins

Schedule

Monthly, from 6/26/2015 to 6/30/2016

Evidence of Completion

Agenda, Quarterly Reports on district assessments

Action Step 2 5

Principals will facilitate monthly Instructional Leadership Team meetings to analyze ongoing progress monitoring data that includes but is not limited to quarterly assessments, discipline, attendance, classroom observations.

Person Responsible

Cynthia (Cindy) Saunders

Schedule

On 6/30/2016

Evidence of Completion

Agendas, Attendance Sheets

Action Step 3 5

School Improvement Team will monitor school-wide data for Focus and Priority Schools

Person Responsible

Pamela Craig

Schedule***Evidence of Completion*****Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Agendas and Attendance Sheets from monthly Instructional Leadership Team meetings.

Person Responsible

Cynthia (Cindy) Saunders

Schedule

Monthly, from 8/18/2014 to 6/30/2016

Evidence of Completion

Improved functioning of data teams as evidenced by instructional decisions

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teachers will implement expected instructional changes in core content area classrooms

Person Responsible

Cynthia (Cindy) Saunders

Schedule

Monthly, from 8/1/2014 to 6/30/2016

Evidence of Completion

Classroom walk-throughs

G4. Decrease percent of students with ten or more absences in grades K-12 1

 G050210

G4.B1 Parents and Students are unaware of the impact of absences on student achievement. 2

 B176368

G4.B1.S1 All Title I Schools will receive funding for a Graduation Enhancement Technician. 4

 S187643

Strategy Rationale

When we provide strategic support to monitor student absences and counsel students and parents about attendance, student attendance will improve.

Action Step 1 5

Graduation Enhancement Technicians will receive ongoing professional development support.

Person Responsible

Elena Garcia

Schedule

On 6/30/2016

Evidence of Completion

Attendance sheets from professional development opportunities.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Graduation Enhancement Technicians will report attendance progress at monthly Instructional Leadership Team Meetings.

Person Responsible

Elena Garcia

Schedule

Monthly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Minutes from Instructional Leadership Team Meetings

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The percent of students with 10 or more absences at each school will decrease to less than 10 percent.

Person Responsible

Elena Garcia

Schedule

Monthly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Monthly attendance reports.

Implementation Timeline

Professional Development

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

G1. Decrease the number of Focus and Priority Schools identified through the State Accountability System.

G1.B1 Longitudinal data indicate students are not receiving instruction aligned with grade level standards

G1.B1.S1 Targeted Professional Development to support lesson planning aligned with Standards

PD Opportunity 1

School Improvement Specialists will provide professional development and coaching support to core instructional teachers to implement rigorous instruction aligned with Standards.

Facilitator

School Improvement Specialists

Participants

Core Instructional Teachers at Priority Schools

Schedule

Weekly, from 8/17/2015 to 6/30/2016

G3. Increase percent of students achieving proficiency on Florida Standards Assessments.

G3.B1 Lack of understanding of expected student outcomes necessary for student to demonstrate mastery of Standards.

G3.B1.S1 Provide district-wide professional develop for teachers to understand expected student outcomes and develop appropriate instruction to engage students in standards-based instruction aligned with FSA.

PD Opportunity 1

District-Provided Professional Development focused on Expected Student Outcomes

Facilitator

Curriculum Specialists

Participants

K-12 Core Instruction Teachers

Schedule

Triannually, from 8/17/2015 to 6/30/2016

PD Opportunity 2

School Improvement Specialists will support Priority Schools to implement core instructional aligned with expected student outcomes.

Facilitator

School Improvement Specialists

Participants

Teachers at Priority Schools.

Schedule

Weekly, from 8/17/2015 to 6/30/2016

G3.B2 Schools need additional support to effectively analyze student data to make informed decisions impacting instruction.

G3.B2.S1 Provide support for Instructional Leadership Teams to analyze student data.

PD Opportunity 1

Administrators will receive professional development on effective analysis of quarterly assessments.

Facilitator

Sandra Riley-Hawkins

Participants

School Administrators

Schedule

Monthly, from 6/26/2015 to 6/30/2016

G4. Decrease percent of students with ten or more absences in grades K-12

G4.B1 Parents and Students are unaware of the impact of absences on student achievement.

G4.B1.S1 All Title I Schools will receive funding for a Graduation Enhancement Technician.

PD Opportunity 1

Graduation Enhancement Technicians will receive ongoing professional development support.

Facilitator

Title I Specialists

Participants

Graduation Enhancement Technicians

Schedule

On 6/30/2016

Technical Assistance

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

G3. Increase percent of students achieving proficiency on Florida Standards Assessments.

G3.B1 Lack of understanding of expected student outcomes necessary for student to demonstrate mastery of Standards.

G3.B1.S1 Provide district-wide professional develop for teachers to understand expected student outcomes and develop appropriate instruction to engage students in standards-based instruction aligned with FSA.

PD Opportunity 1

Instructional Specialists will support K-12 Schools to implement core and remedial instructional programs with fidelity.

Facilitator

Instructional Specialists

Participants

Instructional Leadership Team Meetings

Schedule

On 6/30/2016

G3.B2 Schools need additional support to effectively analyze student data to make informed decisions impacting instruction.

G3.B2.S1 Provide support for Instructional Leadership Teams to analyze student data.

PD Opportunity 1

Principals will facilitate monthly Instructional Leadership Team meetings to analyze ongoing progress monitoring data that includes but is not limited to quarterly assessments, discipline, attendance, classroom observations.

Facilitator

Participants

Schedule

On 6/30/2016

PD Opportunity 2

School Improvement Team will monitor school-wide data for Focus and Priority Schools

Facilitator

Director of School Improvement

Participants

Instructional Leadership Teams

Schedule