



Pam Stewart, Commissioner

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

41 - Manatee

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

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	13
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	20
Appendix 1: Professional Development Plan to Support Goals	30
Appendix 2: Technical Assistance Plan to Support Goals	33
Appendix 3: Budget to Support Goals	34

Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

Manatee County will implement a student-centered, standards-based, rigorous teaching and learning process that will positively impact all student learning of the Florida State Standards to ensure the success of all students on state assessments, for the next grade level, for graduation, and for college/ career readiness.

District Vision Statement

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

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

Under the leadership of our Superintendent, Manatee County is committed to promoting excellence for all students in order to improve student achievement.

The Deputy Superintendent of Operations supports schools through management of buildings, busing, human resources, and services. The district has implemented a new human resources platform to upgrade hiring of effective instructors.

The Deputy Superintendent of Instruction oversees Pre-K through 12 and works with the Executive Directors of Elementary and Secondary Schools and the Director of School Improvement to support schools. The District is establishing a Risk Factor Analysis process to identify schools needing additional support to ensure student success. Several student data points are included in the analysis (i.e., longitudinal data on Florida Standards Assessments, attendance rates, discipline data, progress monitoring assessments) along with school climate data, principal data, and other data impacting student achievement. This data is collected throughout the year as part of a multi-tiered system of support for all schools.

As a means of aligning instruction to the Florida Standards, the District purchased new K-5 English Language Arts and mathematics and 6-8 English Language Arts curricula in 2014-15, and new 6-8 mathematics and 9-12 English Language Arts curricula have been purchased for implementation in 2015-16. Additionally, the district is purchasing a new assessment and dashboard platform to improve data collection and analysis of student progress.

The Executive Directors of Elementary and Secondary Schools provide support for leadership development and management. They are responsible for meeting with school leadership teams monthly to review school data and oversee implementation of action plans to address student needs and changes in instruction necessary to improve student achievement. They supervise Instructional Specialists who are assigned to schools to provide additional support based on school needs as determined by a review of school data. Each school is required to use the Floridacims online School Improvement Plan template and develop a yearly School Improvement Plan (SIP) to address the needs of their students. The Executive Directors work closely with school administrators to develop the SIPs. School administrators monitor instruction using the district adopted Danielson Framework

for Teaching. Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams to regularly review school data and modify instruction and support as necessary.

The Executive Director of Curriculum and Professional Learning supervises the Directors of Professional Learning and of Assessment and Research to provide support with staff and leadership development and assessments both FSA and progress monitoring. She oversees the Curriculum Department and Curriculum Specialists who are tasked with developing district curriculum and assessments aligned with Florida Standards. She coordinates district and school-based support to ensure fidelity of implementation of district curricula.

The Director of School Improvement reports directly to the Deputy Superintendent of Instruction and is charged with providing support to Focus and Priority schools, elementary schools identified as part of the "Lowest 300" schools, as well as other assigned schools identified through the district evaluation system as needing additional support. The Director of School Improvement collaborates with the Executive Directors of Elementary and Secondary Schools to review the SIPs for Focus and Priority schools and provide support in the areas of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity. The Director of School Improvement supervises School Improvement Specialists who are assigned to identified schools to provide site-based support to implement SIP goals. The School Improvement Team conducts observations and instructional reviews in alignment with State Board Rule and attends the monthly ILT meetings for assigned schools. The Director of School Improvement provides monthly reports to the Executive Directors of Elementary and Secondary Schools on assigned schools. Additionally, the Director of School Improvement meets with the Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and the Directors of School Improvement, Professional Learning, Federal Programs and Grants, Exceptional Student Education, Alternative Education, Assessment and Research, and Student Services to coordinate alignment of resources necessary to achieve District goals.

The Director of Federal Programs and Grants works closely with the Director of School Improvement and district and school administrators to identify student needs and ensure equitable distribution of funds to support district and school initiatives for our Title I schools. All Federal Grants funds are reviewed to ensure funds support our most needy areas and meet the federal requirements for supplanting and not supplementing.

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

Beginning in the spring of each year, the Deputy Superintendent of Instruction meets with Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and Directors of School Improvement, Professional Learning, Federal Programs and Grants, Exceptional Student Education, Alternative Education, Assessment and Research, and Student Services to review current budgets and begin planning for the next year's budget. Decisions for allocating resources are based on analysis of district and school data using the "Risk Factor Analysis" developed by the district to identify the most "at risk" schools.

The Deputy Superintendent of Instruction meets weekly with Executive Directors of Elementary and Secondary Schools to monitor the needs and capacity of each school, and the Executive Directors of Elementary and Secondary Schools meet weekly with their Instructional Specialists. Based on performance data, classroom visits, and team meetings, decisions are made to provide differentiated levels of support to schools.

The Deputy Superintendent of Instruction meets with the Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and Directors of School Improvement, Professional Learning, Federal Programs and Grants, Exceptional Student Education, Alternative Education, Assessment and Research, and Student Services every two weeks to monitor progress towards achieving District goals. Decisions for ongoing support are made based

on reports from each department.

The Director of School Improvement meets with the School Improvement Specialists weekly to monitor support provided to Priority schools and progress towards achieving school and district goals. Modifications to site-based support are made based on analysis of performance data, classroom visits, and team meetings. Additionally, the School Improvement Team facilitates initial instructional reviews that include classroom observations for each Priority and Focus School followed by extended ILT meetings to review current data, results from classroom observations, School Improvement Plans, and resources available to define an action plan to support each school. The Director of School Improvement and School Improvement Specialists attend the monthly ILT meetings to collaborate with the Executive Directors and school-based administrators to develop site-based decisions for modifying the action plans.

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

Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams (TCT) to regularly review school data and modify instruction and support as necessary. Action plans are reviewed at each ILT meeting and modified as necessary. Executive Directors of Elementary and Secondary Schools meet with site-based administrators to review ILT minutes and action plans.

Instructional Specialists support site-based administrators to implement school SIPs and action plans and ensure all programs are implemented with fidelity.

School Improvement Team Specialists are assigned to Priority Schools to provide support in the areas of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity as well as to provide instructional coaching support aligned with the SIP. The School Improvement team provides monthly reports to the Executive Directors of Elementary and Secondary Schools.

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

Principals are provided flexibility to utilize Title I resources based on analysis of their school-wide data. Each year the Director of Federal Programs and Grants provides a "Title I Conference" to bring Title I principals together to learn of the available resources and meet with departments to determine the type of and level of support needed for the coming year. School teams work closely with district staff to identify specific needs for programs, instructional staffing, district support, and supplemental materials and resources. They submit their plans to the Director of Federal Programs and Grants who then uses this information to develop a district plan.

The Director of School Improvement works closely with the Priority school principals to develop a "jump start" week of professional development for teachers aligned with the SIP. School Improvement Specialists assigned to schools work collaboratively with the principals to define support at the school.

Executive Directors of Elementary and Secondary Schools work closely with principals to determine class schedules and ensure students receive the necessary core and remedial support as determined through an analysis of data.

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 District multi-tiered system of support is designed to provide support based on individual school needs. This support is provided primarily through assignment of Instructional Specialists and School Improvement Specialists. The goal of the specialists is to build capacity within the school for ongoing progress monitoring and to develop strategic systems to maintain and improve student achievement once a school is no longer designated a Focus or Priority school designation.

Instructional Specialists work directly with school-based administrators to support the ILTs and data teams. School Improvement Specialists work more closely with instructional and coaching staff to build capacity for analyzing data and making necessary instructional changes.

The District is also in the process of utilizing data to identify specific core instructional trends in order to develop a plan to improve instruction for all students and raise student achievement. As this plan is fully developed, all schools will receive more targeted support to implement necessary changes to align instruction with the FSAs.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275344>

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 district redesigned the parent survey for the 2014-15 school year to reflect the 5 Essential Elements of School Improvement (Leadership, Collaborative Teachers, Ambitious Instruction, Supportive Environment, and Engaged Families). Of the 996 parent responses, the data reflects the following areas for improvement:

- Increasing parent participation in making decisions that affect the school and make it better.
- Helping families connect to community services and resources.
- Giving students multiple opportunities to apply what they are learning to solve real world problems that reflect their cultural experiences.
- Increasing the effectiveness of preparing students for transitions between Pre-K to Kindergarten, elementary to middle, middle to high school, and high school to college.

In addition to the district PIP activities and technical support to schools, the district engages families through stakeholder surveys, monthly communications, district sponsored forums and collaboration with district and community based programs. These activities include, but are not limited to, quarterly technical assistance meetings with school-based family involvement teams, web-based resources for teachers and families, and multiple opportunities for family input at the school, district, and community level.

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

Director of School Improvement works closely with Executive Directors of Elementary and Secondary schools and school principals to provide professional development and support utilizing the online Floridacims platform and implementing a problem-solving process to analyze data and make informed decisions. Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams to regularly review school data and develop strategic plans to address student

needs. Instructional Specialists (IS) will work directly with assigned schools to provide professional development and support to analyze student data and adjust instruction as indicated. Results from these meetings are used to make informed decisions relating to school-level interventions as well as turnaround plans.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Craig, Pamela, craigp@manateeschools.net

Employee's Title

Director

Employee's Phone Number

(941) 708-8770

Employee's Phone Extension

2242

Supervisor's Name

Cynthia Saunders

Supervisor's Title

Assistant Superintendent

Employee's Role and Responsibilities

Direct Initial Observational reviews and participate in extended Instructional Leadership Team (ILT) meetings to identify areas of concern and specific support necessary for Focus and Priority schools. Provide monthly reports to Deputy Superintendent and Executive Directors highlighting School Improvement Specialist support, summarizing progress made towards achieving SIP goals, and analyzing instructional coaching support at Priority Schools.

Supervise weekly School Improvement Specialist support for Priority schools as identified in collaboration with the Principals.

Review online School Improvement Plans mid-year reflections for Focus and Priority Schools, and provide feedback to Principals.

Collaborate with Title I to provide Coaching Academy meetings to improve instructional coaching.

Meet monthly with DOE Regional Executive Director to ensure collaboration and support with the Department of Education.

Monitor implementation of extended hour for schools identified as part of the Lowest 300 in the State. Evaluate effectiveness of instructional materials provided during the extended hour.

Attend and review data at mid-year and end-of-year ILT meetings at Focus and Priority Schools.

Provide School Improvement Plan support for each Priority School by attending at least three SAC meetings and being available for reporting as needed.

Review online School Improvement Plans for Focus and Priority Schools, and provide feedback to Principals.

Meet regularly with RED/DA team leadership to provide over-sight for schools.

Establish a system for monitoring and supporting schools identified as Focus and Priority by the Department of Education.

Establish a strategic plan for effective implementation of the extended hour instruction for identified schools.

Build rapport with principals and school staff to collaborate for ongoing, sustainable improvement in student achievement.

District Leadership Team:

Laurent, Judy, laurentj@manateeschools.net	
Title	Director
Phone	(941) 708-8770
Supervisor's Name	Diana Greene
Supervisor's Title	Superintendent
Role and Responsibilities	Oversight of elementary schools
Codelia, Annette, codeliaa@manateeschools.net	
Title	Director
Phone	(941) 708-8770
Supervisor's Name	Dr. Diana Greene
Supervisor's Title	Superintendent
Role and Responsibilities	Oversight of elementary schools
Saunders, Cynthia (Cindy), saundersc@manateeschools.net	
Title	Assistant Superintendent
Phone	941-708-8770
Supervisor's Name	Dr. Diana Greene
Supervisor's Title	Superintendent
Role and Responsibilities	Oversight of Pre-K-12 Instruction and Student Services
Saxe, Ryan, saxer@manateeschools.net	
Title	Director
Phone	941-708-8770
Supervisor's Name	Dr. Diana Greene
Supervisor's Title	Superintendent
Role and Responsibilities	
Craig, Pamela, craigp@manateeschools.net	
Title	Director
Phone	941-70-8770
Supervisor's Name	Cynthia Saunders
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	School Improvement

Garcia, Elena, garcia3e@manateeschools.net	
Title	Director
Phone	941-751-6550
Supervisor's Name	Cynthia Saunders
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Federal Programs and Grants

Guilfoyle, Linda, guilfoyl@manateeschools.net	
Title	Director
Phone	(941) 751-6550
Supervisor's Name	Cynthia Saunders
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	K-12 Curriculum and Professional Learning

Herring-Cayasso, Wylene, herring-cayassow@manateeschools.net	
Title	Director
Phone	(941) 751-6550
Supervisor's Name	Cynthia Saunders
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Exceptional Student Education

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 are regularly reviewed and reassigned in an effort to ensure that the more experienced principals are serving the schools of greatest need. Additional district level administrators have been added to provide support for school-based administrators. Schools are required to have an active Instructional Leadership Team (ILT) that meets monthly to analyze student achievement and modify instruction. Executive Directors for Elementary and Secondary Schools attend ILT meetings and provide feedback and support.

Retention or replacement of the leadership team members is determined through analysis of student progress monitoring data, student performance on Florida Standards Assessments, collection of survey feedback from parents and teachers, and regular observation of instruction and leadership.

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.

School Improvement Specialists provide site-based instructional coaching for reading, mathematics, and science at all Priority Schools. Additionally, the district funds mentor coaches for all beginning teachers. Director of School Improvement works closely with Coordinator of Title I to provide a Coaching Academy for all Title I Coaches. The focus of these meetings is to prepare coaches to effectively model lessons, lead lesson study, analyze data, and provide professional development on Florida Standards. Coaching Academy meetings are held monthly from August through November and bi-monthly for the remainder of the year.

Coaching logs are collected and monitored by the School Improvement team.

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

Program Type	Supplemental
School Type	Elementary School
Description	Top Score Writing provides support for K-5. The program is used to support the development of appropriate structures for a variety of writing activities.

Write Score

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	Write Score is used across 3-10 to progress monitor student writing and for targeted supplementary lessons.

Wonders and Collections

Program Type	Core
School Type	Elementary School, Middle School, High School
Description	Wonders K-5 Collections 6-12

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:

**K-5 Go Math/Think Central
Sun Bay Math Grant
6-12 McGraw-Hill Mathematics 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, Middle School
Description	Acaletics provide support for filling academic deficits for math instruction.

iReady

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

SuccessMaker; Plato

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School, High School
Description	SuccessMaker - 6-12 Plato - 6-12

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

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

**Science Textbooks
National Geographic**

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

Instructional 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

Curriculum Specialists develop Curriculum Maps and Unit Plans to align district-purchased curriculum with Florida Standards Assessments. These are published on the district website. Additionally, Curriculum Specialists provide professional development to school administrators, instructional coaches, and teachers to effectively implement the district curriculum.

School Improvement Specialists are assigned to provide coaching support for Priority schools to ensure effective implementation of district curriculum. School Improvement Specialists work closely with school administrators to analyze progress monitoring data and provide support to teachers to implement necessary instructional changes to address student needs.

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/_HfAqH_/ff7eaae07ddb10f23745a49013852ec4/2015-2016_SPP_-_Linked.pdf

Provide the page numbers of the plan that addresses this question

28-31

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

Yes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolios are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

CORE INSTRUCTION:

Longitudinal and current student achievement data suggest students are not performing at the cognitive complexity levels demanded in the Florida Standards.

The percentage of students demonstrating proficiency in FCAT reading in 2011 was 73.7 percent in elementary school, 67 percent in middle school, and 48.7 percent in high school. In 2014, the percent achieving proficiency in reading was 56.6 percent for elementary school, 54.8 percent in middle school, and 35 percent in high school. During this same time frame, the percent of students demonstrating growth in FCAT reading in 2011 was 65.5 percent in elementary school, 60.4 percent in middle school, and 50.9 percent in high school. In 2014, the percent demonstrating growth in FCAT reading was 68.5 percent in elementary school, 65.8 percent in middle school, and 60.8 percent in high school. While the percent of students demonstrating gains has increased, the percent of student achieving proficiency has decreased suggesting a need to address core instruction in addition to remediation.

The percentage of students demonstrating proficiency in FCAT mathematics in 2011 was 72.8 percent in elementary school, 67.1 percent in middle school, and 76.5 percent in high school. In 2014, the percent achieving proficiency in mathematics was 60.9 percent for elementary school, 65 percent in middle school, and 38 percent in high school. During this same time frame, the percent of students demonstrating growth in FCAT mathematics in 2011 was 63.9 percent in elementary school, 71 percent in middle school, and 74.3 percent in high school. In 2014, the percent demonstrating growth in FCAT mathematics was 68.5 percent in elementary school, 72.1 percent in middle school, and 64.6 percent in high school. Elementary and middle school mathematics data indicate a loss in the percent of students achieving proficiency with nominal gains in students demonstrating growth; however high school data suggest significant loss in both proficiency and growth.

The percentage of students demonstrating proficiency in FCAT science in 2011 was 48.7 percent in fifth grade and 50.9 percent in eighth grade. In 2015, the percent achieving proficiency in science was 45 percent for fifth grade and 42 percent in eighth grade. The percentage of students demonstrating proficiency in FCAT biology in 2011 was 43.2 percent; and in 2015, the percent achieving proficiency in biology was 63 percent.

STUDENT ATTENDANCE

The percent of students missing ten or more days in 2015 was 31 percent for Title I schools and 28 percent for non-Title I schools. The percent of students missing 25 or more days in 2015 was nine percent in Title I schools and 6 percent in non-Title I schools.

Problem Analysis Summary

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

Recognizing the need to address core instruction, the District purchased new curriculum for elementary ELA and mathematics and middle school ELA in 2014-15. It purchased high school ELA curriculum and 6-12 mathematics curriculum for 2015-16. Students take quarterly assessments to monitor achievement. Additionally, the District purchased i-Ready for reading and mathematics to identify K-5 students in need of Tier 2 and Tier 3 support. SuccessMaker data is used to monitor and support middle school mathematics and ELA and high school mathematics students needing remediation. Achieve 3000 is used to support and monitor high school ELA students needing remediation. These data help support and guide instruction to improve student achievement.

Executive Directors of Elementary and Secondary Schools work in collaboration with Director of School Improvement to assign Instructional Specialists and School Improvement Specialists to targeted schools to ensure fidelity of implementation of core and remedial instructional programs. Instructional Specialists support all schools, with extended support provided to Focus and Priority Schools. School Improvement Specialists provide targeted coaching support to Priority Schools with weekly visits and monitoring support to Focus Schools quarterly.

Excessive absences also impact student learning. The District has allotted funds for all Title I schools to hire Graduation Enhancement Technicians to address excessive absences.

District Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 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 - Achievement	2015-16	55.0
All DA Schools	FSA Mathematics - Achievement	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 - Achievement	2015-16	60.0
District-Wide	FSA Mathematics - Achievement	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 Technitians

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 Opportunities

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 Items

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

Budget			
Budget Data			
1	G1.B1.S1.A1	School Improvement Specialists will provide professional development and coaching support to core instructional teachers to implement rigorous instruction aligned with Standards.	\$0.00
2	G2.B1.S1.A1	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.	\$0.00
3	G3.B1.S1.A1	District-Provided Professional Development focused on Expected Student Outcomes	\$0.00
4	G3.B1.S1.A2	School Improvement Specialists will support Priority Schools to implement core instructional aligned with expected student outcomes.	\$0.00
5	G3.B1.S1.A3	Instructional Specialists will support K-12 Schools to implement core and remedial instructional programs with fidelity.	\$0.00
6	G3.B2.S1.A1	Administrators will receive professional development on effective analysis of quarterly assessments.	\$0.00
7	G3.B2.S1.A2	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.	\$0.00
8	G3.B2.S1.A3	School Improvement Team will monitor school-wide data for Focus and Priority Schools	\$0.00
9	G4.B1.S1.A1	Graduation Enhancement Technicians will receive ongoing professional development support.	\$0.00
Total:			\$0.00