2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

56 - St. Lucie
Mr. E. Wayne Gent, Superintendent
Ella Thompson, Region 3 Executive Director

Table of Contents

Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

Our mission is to ensure all students graduate from safe and caring schools, equipped with knowledge, skills, and the desire to succeed.

District Vision Statement

St. Lucie County School District in partnership with parents and community will become premier centers of knowledge that are organized around students and the work provided to them. St. Lucie County School District's name will be synonymous with continuously improving student achievement and the success of each individual. Our school district's promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for each student, every day. This is the St. Lucie Way!

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 Office of Teaching and Learning utilizes a data driven approach to provide tiered resources and levels of support to schools based on performance and need. The supports are provided by the Office of Teaching and Learning, including School Renewal and are inclusive of district funds, Title I, Title II. The District Problem Solving Team convenes a minimum of quarterly at the request of the Deputy Superintendent and when new data (e.g. comprehensive exams and other results from progress monitoring) become available. This ensures that the application of resources to meet student needs has direct impact on the cycle of instruction. The person(s) responsible is the Chief Academic Officer with a team including the Executive Directors of Schools and the Directors of Curriculum, School Renewal, Leadership and Talent Development.

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 Office of Teaching and Learning is in the process of piloting a service delivery model to meet the needs of all schools, prioritized by specific criteria within a rubric. Data from the Risk Factor Analysis will contribute to the rubric, which will allow for differentiation of resources to schools. The delivery model is collected and monitored through an online survey and reporting features.

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

SLPS is modifying the previous tiered levels of support in which schools were assigned a tier in order to receive additional resources, funding and monitoring. It was determined that expertise could best

be utilized more efficiently, if there was a system in place to target specific services based on need as reflected in current data. Under the new pilot, a Risk Factor Analysis process will be employed for district level identification of school needs and priorities. Furthermore, all schools use the online service request form to outline need for additional resources or support to better strengthen supports given to all schools. The Office of Teaching and Learning team will use a rubric to review school requests frequently to match resources to meet school needs. There are two components of the online service request form that address implementation and follow-up: "PD to Practice" and "Evaluation and Sustainability". Principals answer questions within these two sections that address 1) How long will participants have to practice the new skill following the PD; 2) What support structures will be provided; 3) Who will be responsible for the provided support; 4) When and how will you monitor effective implementation; and 5) What is your plan to sustain this professional learning and talent development?

Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting

School-based management guided by School Improvement processes will be made using data-driven problem solving and will be reviewed quarterly by the District Problem Solving Team as well as the District Cabinet. Principals who are placed in a "Turn-around School" will have autonomy to utilize funds after problem solving. If they choose to utilize other curricular resources an action plan is to be developed using Root Cause Analysis process. If a Principal determines additional resources are needed at their school site, the school based leadership team is required to present a plan to Curriculum Review Board for approval.

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

As schools work to improve in the DA model, the expectation is to build school-based capacity to replicate the deliberate practice and close monitoring of instruction that is supported by district level staff during DA. Progress Monitoring tools as well as additional supports through PD and SIG(a) participation are extended throughout the one year exit-out. The strategies they may participate in include, but are not limited to: Service Request Delivery Model, SLPS School Improvement Summer Institute, deliberate practice, collaborative planning processes, and monitoring of instructional delivery that is supported by district-level staff. The District Problem Solving Team will review data to determine if the school is in need of a higher tiered intervention. Finally, schools were rank ordered based on performance and provided an additional Instructional Coach provided specifically with district Title I funds, this provided supports to many of the schools that exited DA, Focus or Priority Status in 2014-2015 school year.

Stakeholder Involvement

PIP Link
https://www.floridacims.org/documents/275368

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

The Plan has been uploaded and may be found @
https://app1.fldoe.org/bsa/ParentInvolvementPlan/MainMenu.aspx

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

Principals at transformational schools were part of the problem solving meeting with the Superintendent and Deputy Superintendent in the summer, where they provided input on the needed resources and professional development. An outside consultant will be provided to transformational schools as the need is determined. Each quarter transformational schools have a collaboration meeting that involves the Office of School Renewal, and the Instructional Partners, and school leadership team. At which time, progress is monitored and strategies are discussed and action plans, including next steps are made to achieve rapid improvement.

District Instructional Reviews will be conducted two to three times per year and reviewed with the Region III partners from FLDOE DA. This will lead to on-the-spot problem solving with the principals to reduce barriers.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address
Vernette, Aretha, aretha.vernette@stlucieschools.org

Employee's Title
Director

Employee's Phone Number
(772) 429-7503

Employee's Phone Extension

Supervisor's Name
Dr. Helen Wild

Supervisor's Title
Assistant Superintendent

Employee's Role and Responsibilities

Director of School Renewal, coordinates the Differentiated Accountability efforts in the County by working with the Chief Academic Officer (Dr. Helen Wild) to communicate dates and deadlines. Also, the Director of School Renewal leads the Instructional Partner Team in the Differentiated Accountability expectations weekly, offering hands-on support, through coaching, problem-solving, progress-monitoring and via the modeling cycle in the classroom. School Renewal, lead by the Director of School Renewal, focuses on rapid school achievement as well as building capacity for longevity. The Director of School Renewal also oversees the School Improvement Plan process for transformational schools, alongside the Director of Leadership Development.

District Leadership Team:

McGinn, Kathleen, kathleen.mcginn@stlucieschools.org

Title	Other
Phone	
Supervisor's Name	Wayne Gent
Supervisor's Title	Superintendent
Role and Responsibilities	Dr. McGinn's title is Executive Director of Strategic Planning and Central Services. She is responsible for structuring and executing operational and strategic initiatives through developing work plans, gathering and synthesizing relevant data, leading analyses and developing final recommendations.

Wild, Helen, helen.wild@stlucieschools.org

Title	Other
Phone	
Supervisor's Name	Wayne Gent
Supervisor's Title	Superintendent
Role and Responsibilities	Dr. Wild's title is Chief Academic Officer and she is responsible for coordinating and supervising the efforts of the Office of Teaching and Learning which includes curriculum, professional development, school renewal, career and technical education (CTE), alternative education, secondary programs, Federal Programs and virtual education..

Perry, Kevin, kevin.perry@stlucieschools.org

Title	Other
Phone	
Supervisor's Name	Dr. Jon Prince
Supervisor's Title	Other
Role and Responsibilities	As the Assistant to the Superintendent, Dr. Kevin G. Perry serves as the superintendent's liaison with designated school and community representatives. He advises the superintendent on specific matters relating to the improvement of community and school relations and assists in problem solving and resolution. Further, he assumes responsibility for special projects as assigned and interacts with parents, agencies, businesses, and community to enhance the understanding of district initiatives and priorities.

Tomlinson, Bill, bill.tomlinson@stlucieschools.org

Title	Other
Phone	
Supervisor's Name	Dr. Jon Prince
Supervisor's Title	Other
Role and Responsibilities	As the Executive Director for Exceptional Student Education and Student Services, Bill Tomlinson is responsible for carrying out the assurances of IDEA for a prevision of free appropriate education in the least restrictive environment. He also is responsible for ensuring all students receive the necessary supports needed in order to derive educational benefit including academic, behavior, social services, and health services. Bill ensures that equal access occurs for all children and that divisions of ESE and Student Services are collaborative partners with all other departments within the school system.

Martin, Lydia, lydia.martin@stlucieschools.org

Title	Other
Phone	
Supervisor's Name	Dr. Jon Prince
Supervisor's Title	Other
Role and Responsibilities	As Executive Director of Schools, Lydia Martin supports and supervises the principals of the following schools: 1) Dan McCarty Middle; 2) Fort Pierce Central High; 3) Lakewood Park Elementary; 4) Lawnwood Elementary; 5) Lincoln Park Academy 6-12; 6) Manatee Academy K8; 7) Parkway Elementary; 8) Rivers Edge Elementary; 9) Saint Lucie West K8; 10) Samual Gaines K8; 11) Savanna Ridge Elementary; 12) Southern Oaks Middle; 13) Village Green Elementary; 14) Weatherbee Elementary; 15) Westgate K8; and 16) Windmill Point Elementary.

Dampier, Pamela, pamela.dampier@stlucieschools.org

Title	Other
Phone	
Supervisor's Name	Dr. Jon Prince
Supervisor's Title	Other
Role and Responsibilities	As Executive Director of Schools, Pam Dampier supports and supervises the principals of the following schools: 1) Allapattah Flat K8; 2) Bayshore Elementary; 3) Chester A. Moore Elementary; 4) Floresta Elementary; 5) Forest Grove Elementary; 6) Mariposa Elementary; 7) Morningside Elementary; 8) Northport K8; 9) Oak Hammock K8; 10) Palm Pointe Research K8; 11) Port St. Lucie High School; 12) Saint Lucie Elementary; 13) Saint Lucie West K8; 14) Southport Middle; 15) Treasure Coast High; and 16) White City Elementary.

Prince, Jonathan, jonathan.prince@stlucieschools.org

Title	Other
Phone	772-429-3600
Supervisor's Name	Wayne Gent
Supervisor's Title	Superintendent
Role and Responsibilities	Dr. Prince serves at the Deputy Superintendent of Schools, overseeing Assessment, Human Resources, Fairlawn Elementary, Frances K. Sweet Elementary, Fort Pierce Magnet School of the Arts, and Fort Pierce Westwood High.

Gent, Wayne, wayne.gent@stlucieschools.org	
Title	Superintendent
Phone	(772) 429-3600
Supervisor's Name	School Board
Supervisor's Title	Board Member
Role and Responsibilities	The district school superintendent exercises all powers and performs all duties pursuant to Florida Statute 1001.51, provided that, in so doing, he shall advise and counsel with the district school board. The district school superintendent performs all tasks necessary to make sound recommendations, nominations, proposals, and reports required by law to be acted upon by the district school board. All such recommendations, nominations, proposals, and reports by the district school superintendent shall be either recorded in the minutes or shall be made in writing, noted in the minutes, and filed in the public records of the district school board. It shall be presumed that, in the absence of the record required in this section, the recommendations, nominations, and proposals required of the district school superintendent were not contrary to the action taken by the district school board in such matters.

Vernette, Aretha, aretha.vernette@stlucieschools.org	
Title	Director
Phone	
Supervisor's Name	Dr. Helen Wild
Supervisor's Title	Other
Role and Responsibilities	Aretha Vernette is currently serving in the role of Director of School Renewal, supervising Instructional Partners; assisting Focus and Priority Schools with a review program effectiveness in improving student performance and desired outcomes as described in the School Improvement Plan (SIP); and assisting with monitoring at each school site to ensure compliance with applicable regulations and guidelines.

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**

Each year the performance of the principals is discussed by district leadership team and changes in personnel are determined at that time. Student achievement and the effectiveness of the the instructional staff are two of the major components considered when evaluating a principal's effectiveness.

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

Teachers progress is monitored throughout the year using the SLPS Framework for Quality Instruction. Teachers are provided feedback through formal and informal evaluations and with their mid-year and end of year evaluation. VAM scores are part of the evaluation. Principals have data chats with their teachers regarding their students' progress on district assessments and discipline reports. Principals work with the district Human Resource department to replace teachers that are not highly qualified at the end of the year and make all attempts to attract highly qualified candidates. Most principals in the DA schools replace members of the teaching staff who are unwilling to work collaboratively, to be data driven or have poor attendance (for undocumented reasons).

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

It has been the major focus of the Office of School Renewal to support collaborative planning. All of the Focus and Priority Schools utilize a Collaborative Planning Model at least once weekly. Most of the Focus and Priority schools plan three or more times weekly collaboratively and have a fourth day in which they analyze data and focus on MTSS.
All schools may access the district's prescribed daily CP protocol to create and sustain a process for CP. This model includes a suggested routine aligned to the SLPS district "Learning Environment Triangle" encompassing key areas of planning, instruction, and delivery.
In addition to the daily CP model, the district has in place a Collaborative Facilitation model in which larger chunks of time, i.e. during an Early Release day, or paid supplemental time, that a unit-based approach (10 days) is planned for (and may include teacher-developed and/or district-developed common assessment) with "backwards design" in mind. The unit-based CP model also encompasses the process of using our SLPS Framework for Quality Instruction to help teachers use scientifically based pedagogy.

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

Each of the Focus and Priority schools have been afforded 2-3 coaches. St. Lucie County Schools utilize an "Instructional Coach" model. Most schools have designated each as a Reading, Mathematics and Science lead.
Also, the Office of School Renewal has ensured that each of the Focus and Priority Schools has a District Level Coach, which is classified as an Instructional Partner, in 2-3 of the content areas of Reading, Math, Science and in the two schools that encompass grade 7, Civics. (Mosaic Digital Academy is a small virtual school where students and teachers work from home. Support is provided to the Principal through Directors of Curriculum, Leadership and School Renewal).
The District Level Coaches support the school-based coaches through problem-solving and together schedules are plan to support collaborative planning, progress-monitoring, classroom support the coaching and modeling, and monitoring of district-based initiatives.
How will the district monitor the daily activities of the coaches and their impact on instruction? At the school level, calendars and logs will be monitored by principals in conjunction with student achievement data and progress monitoring data, when available. A District-level team—comprised of the Executive Directors of Schools, the Director of School Renewal, the Chief Academic Officer, and the Deputy Superintendent—will monitor data that Executive Directors collect from Principals.

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:

Write from the Beginning and Beyond: Response to Text

Program Type	Core
School Type	Elementary School, Middle School
Description	"Write from the Beginning and Beyond: Response to Text" provides instruction in responding to literary or informational text enables students to understand how different types of discourse are "put together" and provides a scaffold that empowers them to construct more effective compositions. Response to Text requires the comprehension of a piece of literary or informational discourse, and therefore, educators are made aware of exactly what is involved in this skill of comprehension including what is actually written in the text as well as what is implied "between the lines." Educators must also examine the text with critical eye including effectively utilizing rubrics for assessing student proficiency, the development of lesson plans, and the creation of step-by-step directions for formal response to literacy and Informational text K-8 Supports - Grades 4–5: Opinion Grades 4–5: Informative/Explanatory Grades 6–8: Informative/Explanatory Grades 6-8: Argumentation

Write for the Future

Program Type	Core
School Type	Middle School, High School
Description	Within this program, teachers are provided resources to teach writing which encourages students to write in response to a text with purpose and structure. Teachers are provided with a binder of resources when they attend the training for the program.

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:

GoMath! (Elementary Grades)

Program Type	Core
School Type	Elementary School
Description	Go Math! provides student consumable books and standard practice books focused on the Math Florida Standards. As a component of this program, teachers of grades K-5 have access to hands-on and digital resources within the ThinkCentral platform to help engage students in their learning. Within the online platform, students have access to iTools, interactive games and activities, as well as leveled readers that support mathematical thinking. Teachers are provided with materials to support student learning through the development of online assessments, Smart/Activ Lessons, and professional development resources.

Soar to Success

Program Type	Supplemental, Intensive Intervention
School Type	Elementary School
Description	Soar to Success provides adaptive targeted instructional practice in key math concepts. Students are placed within the program based on individual needs. As the students progress, the program adapts to the student needs by moving forward to the next sequenced skill, providing additional practice on the current skill or revisiting a prerequisite skill for the concept.

Destination Math

Program Type	Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	Destination Math is used in grades K-8 and Algebra 1 to provide targeted computer-aided instruction to students. The content is standards-driven and focuses on building conceptual understanding of key math concepts. Students are provided feedback through the system as they progress.

i-Ready

Program Type	Supplemental
School Type	Elementary School, Middle School
Description	The i-Ready Diagnostic (K-12) and Instruction (K-8) answers "why?" and delivers "what's next?". Altogether, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product. Specifically, the K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. The Teacher-Led Instruction provides rigorous, on-grade-level instruction and practice with Ready® and additional downloadable lessons to help meet individual student or small group needs. The Student Instruction & Practice provides personalized student instruction targeted to students' unique areas of needs and mobile apps to boost achievement. And, the Reports feature with easy-to-use reporting and ongoing progress monitoring provide educators with real-time insights for each student at the class, school, and district level.

Think Through Math

Program Type	Supplemental, Intensive Intervention
School Type	Middle School
Description	Think Through Math is an intervention program that is designed to provide personalized instruction that deepens students' conceptual knowledge, procedural fluency, and rigor of the standards.

GoMath! (Middle Grades)

Program Type	Core
School Type	Middle School
Description	Go Math! provides student consumable books and standard practice books focused on the Math Florida Standards. As a component of this program, teachers of grades K-5 have access to hands-on and digital resources within the my.hrw platform to help engage students in their learning. Within the online platform, students have access to iTools, interactive games and activities, as well as leveled readers that support mathematical thinking. Teachers are provided with materials to support student learning through the development of online assessments, Smart/Activ Lessons, and professional development resources.

HMH Core Connections (High School)

Program Type	Core
School Type	High School
Description	High school students are required to take Algebra I and Geometry and two additional math courses for graduation requirements. Courses such as Algebra I, Geometry, and Algebra II use HMH texts for these courses. Students have access to online texts and assessments to support their learning within these courses. For course above Algebra II, teachers have access to programs through my.hrw to support student learning. The my.hrw site is an online platform for that supplies digital resources for mathematics 6-12.

Pearson and MyMathLab by Pearson

Program Type	Supplemental
School Type	High School
Description	Pearson supplies online resources for high school math courses from Algebra 2 and beyond. Teachers may access the materials through MyMathLab.

Science

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

Science FUSION

Program Type	Core
School Type	Elementary School, Middle School
Description	K-8 Science program consists of Science FUSION which consists of a print, hands-on, and digital curriculum. Student books are write -in consumable books. K-5 also have leveled readers that align with the NGSSS and the text. The program includes Inquiry Lessons and Inquiry Flip Charts for K-5, Lab Manuals for 6-8 and virtual labs, digital lessons and online access to both teacher and student editions for K-8. Teachers are also provided with access to Examview which allows teachers to create assessments for students.

Pearson	
Program Type	Core
School Type	High School
Description	High school students are required to take Biology and two equally rigorous courses which may include Environmental Science, Physical Science, Physics, and/or Chemistry. Each high school has a slightly different program for science based on the needs of the student population which may include AP, IB, AICE, Advanced, and or Honors science courses.

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

To support district-wide implementation, alignment and pacing of standards-based instructional programs, SLPS provides instructional routines for math and literacy; pacing guides (scope and sequence documents) for math, science, and social studies; ELA Integrated and Literacy Units of Study (ELA, Science and Social Studies integration); Instructional Sequence Calendars (ISC); and ELA and Math toolkits. Focus and Priority schools have access to the ELA unwrapped standards spiral.

School-based administrators and their supervisors (Executive Directors of Schools) routinely examine the implementation and maintenance of standards-based programs (core instructional and intervention) from planning to instructional delivery through lesson plan checks and classroom observations. Fidelity and effectiveness is monitored and documented with standards-relevant trend data ratings in BloomBoard and on the classroom walkthrough tool used with Focus and Priority schools.

Moreover, District-created progress monitoring assessments (Comprehensives, Informatives, Science and Social Studies) aid in the awareness of effective instruction and mastery of content. SLPS recently moved to implement I-Ready as a tool to gather student data aligned to standards at DA schools and Title 1.

Whenever there is evidence of poor implementation, school-based and district leadership teams provide feedback that a given strategy is failing to reduce barriers to school improvement plan goals.

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

Will the district use its Student Progression Plan to satisfy this question?
No

Provide the hyperlink to the plan

http://www.stlucie.k12.fl.us/pdf/StudentProgressionPlanElementary.pdf

Provide the page numbers of the plan that addresses this question

The availability of trend data stored in the SLPS data warehouse system allows for the data of a student to be transferred along with the student when transitioning from one school to another. This data serves as an instructional guidance tool that supports the individual's differentiated learning

needs. In addition, the adoption of district-wide resource materials and progress monitoring tools as well as access to district-wide curriculum modules available through the District's learning management system allow for a smoother transition when students transfer.

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:
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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.

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.

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.   Schools identified as Focus or Priority, will receive intensive district support to implement Florida State Standards, with a focus on planning/delivering lessons and tasks that meet the full intent of the LAFS and MAFS.

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. Schools identified as Focus or Priority, will receive intensive district support to implement Florida State Standards, with a focus on planning/delivering lessons and tasks that meet the full intent of the LAFS and MAFS. `1a`

🔍 G044267

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	FSA English Language Arts - Achievement	2015-16	62.0
District-Wide	FSA Mathematics - Achievement	2015-16	60.0

Resources Available to Support the Goal `2`

- Instructional Partners and school-based coaches to support collaborative standards-driven planning by subject/grade group.

- Instructional Sequence Calendars that outline standards-driven instruction.

- Unwrapping and planning tools that help the teacher understand the standard, how to teach it, and the student actions that should be exhibited to determine mastery.

- Curriculum and Instructional specialists providing on-site support at targeted schools.

- Infinity/Scope and Sequences

- Test Specs

- SLPS Framework for Quality Instruction

- School Based Coaches

- Monthly subject area Coaches Meetings

- Implementation of I-Ready.

- Unify for online assessments

- Unwrapped Reading Literature/Reading Informational Standards

- Unwrapped Mathematics Standards

Targeted Barriers to Achieving the Goal `3`

- Effective implementation of the new MAFS and LAFS.

- Lack of appropriate planning/delivery of high quality higher order thinking questions, checks for understanding and student accountable talk.

Plan to Monitor Progress Toward G1. `8`

Comprehensive data will be collected to review cluster data to note trends during District data meetings. Schools will bring a data team to the District data meetings and report back to their campuses for school-based data chats for the purpose of implementing strategies (such as bell ringers to reinforce targeted standards).

Person Responsible
Jonathan Prince

Schedule
Quarterly, from 11/17/2014 to 3/4/2016

Evidence of Completion
Data will be compiled to track each schools progress as compared to the other schools in the district using last the state assessments from 2013-2014, and the SLPS Comprehensive given 2015 - 2016. Executive Directors will work closely with Principals to monitor their progress towards implementation of strategies and communicate the progress of Focus and Priority schools to the Director of School Renewal.

Plan to Monitor Progress Toward G1. `8`

Director of School Renewal and Region III support will gather trend data showing that teachers are providing instruction and tasks that are engaging and aligned to the standards during their observations at transformational schools.

Person Responsible
Aretha Vernette

Schedule
Monthly, from 10/19/2015 to 5/20/2016

Evidence of Completion
Trend data will be compiled and tracked for each visit utilizing the state's walk-though chart.

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Schools identified as Focus or Priority, will receive intensive district support to implement Florida State Standards, with a focus on planning/delivering lessons and tasks that meet the full intent of the LAFS and MAFS. 1

🔑 G044267

G1.B1 Effective implementation of the new MAFS and LAFS. 2

🔑 B108773

G1.B1.S1 Provide resources and learning opportunities for schools via monthly coaches meeting, resources on infinity, access to state test specs, and the district Scope and Sequence. Schools will be encouraged to utilize these resource through the Collaborative Facilitation model to create unit plans based on the MAFS and LAFS. 4

🔑 S139724

Strategy Rationale

This is a core district priority and support is necessary for the entire district for teachers to be able to effectively implement the MAFS and LAFS.

Action Step 1 5

Principals and other school-based leadership will partner with school-based coaches and Instructional Partners to monitor collaborative planning sessions at DA schools sites to note use of appropriate resources aligned to standards and student tasks.

Person Responsible

Aretha Vernette

Schedule

Weekly, from 11/9/2015 to 5/27/2016

Evidence of Completion

Collabortive Planning notes, team lesson plans, classroom observations

Action Step 2 `5`

An additional instructional coach will be allocated to the lowest 19 schools, as evidenced by historical state assessment data.

Person Responsible

Helen Wild

Schedule

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

Evidence of Completion

Each Principal will hire an instructional coach to their school site.

Action Step 3 `5`

FLDOE Region III DA support will come to provide instructional coaches with additional training and capacity-building strategies that will support teachers with aligning standards and student tasks.

Person Responsible

Aretha Vernette

Schedule

On 3/30/2016

Evidence of Completion

Sign in sheet, training materials, participant survey

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

Coach Training - There will be an expectation that coaches will attend coaches meetings and share "tasks" (skills and resources) with their principals and seek approval for which "tasks" coaches will "transfer" or implement at the school level.

Person Responsible

Nick Zrallack

Schedule

On 5/31/2016

Evidence of Completion

"Task and Transfer" sheets, message board postings, training materials, survey data from participants, increase in student assessments.

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

In order to monitor and support the effectiveness of implementation of the transfer of the resources and learning opportunities from the coaching meetings, Instructional Coaches will "transfer" approved tasks/items learned from monthly coaches meetings to appropriate classroom teachers.

Person Responsible

Nick Zrallack

Schedule

On 5/31/2016

Evidence of Completion

"Task and Transfer" sheets will be collected and/or message board postings will be monitored and used as evidence to demonstrate the action plan for this strategy was monitored and whether it is being implemented with effectiveness.

G1.B1.S2 The Office of School Renewal with additional support from the Office of Teaching and Learning will work with school-based coaches and teachers during collaborative planning time to plan grade level lessons and tasks for instructional delivery. Additionally, in order to foster implementation, coaches and IP's will monitor, co-teach, and model in order to facilitate the delivery of the grade level standards based lessons and tasks. `4`

`S139727`

Strategy Rationale

The focus of this work will be implementing plans: moving from professional learning to delivery of best practices in the classroom. This will allow teachers to better understand how their practice must "shift" to embrace the full of the intent of the standard.

Action Step 1 `5`

Principals, Executive Directors, and the Director of School Renewal will conduct intermediate walks between formal Instructional Reviews to monitor effectiveness of lesson delivery aligned to standards.

Person Responsible

Aretha Vernette

Schedule

Every 3 Weeks, from 11/16/2015 to 5/27/2016

Evidence of Completion

Notes from classroom walks, schedule of walks, debrief notes

Action Step 2 `5`

Director of School Renewal will conduct ongoing job embedded monitoring and evaluation of Instructional Partners and their collected evidence/artifacts and provide Instructional Partners with feedback on co-teaching and coaching.

Person Responsible

Aretha Vernette

Schedule

Biweekly, from 1/5/2016 to 5/13/2016

Evidence of Completion

Feedback data, scheduled meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Principals, Executive Directors, and the Director of School Renewal will select a sample of lesson plans and visit the corresponding classrooms during Intermediate Walks to monitor and support the delivery of planned standards-aligned lessons.

Person Responsible

Aretha Vernette

Schedule

Evidence of Completion

Minutes and/or summaries of Intermediate Walks will be collected and used as evidence to demonstrate the action plan for this strategy was monitored and whether it is being implemented with fidelity.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Document evidence, artifacts, progress monitoring and feedback in the BloomBoard platform.

Person Responsible

Aretha Vernette

Schedule

Semiannually, from 1/5/2016 to 5/31/2016

Evidence of Completion

BloomBoard DPP and rating evidence will be collected and used to demonstrate the action plan for this strategy was monitored and whether it is being implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Complete anecdotal notes of Intermediate Walks

Person Responsible

Aretha Vernette

Schedule

On 5/31/2016

Evidence of Completion

Anecdotal note summaries of Intermediate Walks to Focus and Priority schools.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Review BloomBoard submissions from IPs and Director of School Renewal

Person Responsible

Aretha Vernette

Schedule

Semiannually, from 2/1/2016 to 5/31/2016

Evidence of Completion

G1.B2 Lack of appropriate planning/delivery of high quality higher order thinking questions, checks for understanding and student accountable talk. `2`

`B180868`

G1.B2.S1 School-based administrators and coaches will use a checklist to determine whether the lesson plans include provisions for High-Quality Higher-Order Thinking Questions (HOTQs), Checks for Understanding (CFUs), and student accountable talk during instructional delivery. `4`

`S192271`

Strategy Rationale

To ensure that teachers plan and deliver High-Quality Higher-Order Thinking Questions (HOTQs), Checks for Understanding (CFUs), and student accountable talk that meet the rigor of grade level standards.

Action Step 1 `5`

School-based administrators and coaches will develop and use a "Lesson Plan Checklist" to determine whether trend data samplings indicate whether most, if not all, teachers are including provisions within their lesson plans for HOTQs, CFUs, and student accountable talk during instructional delivery.

Person Responsible

Aretha Vernette

Schedule

On 5/27/2016

Evidence of Completion

Completed "Lesson Plan Checklists".

Action Step 2 `5`

Instructional Partners will focus support in testable grade/subject areas for co-teaching, modeling, planning, etc. When need is determined, foundational grades are supported by instructional partners (with capacity-building of school-based instructional coaches through modeling and gradual release of strategies to coaches) and by district curriculum staff.

Person Responsible

Aretha Vernette

Schedule

On 5/27/2016

Evidence of Completion

Schedule, team notes, participant survey, and/or coach's log

Action Step 3 5

Principals, Executive Directors, and the Director of School Renewal will conduct intermediate classrooms walks to monitor for the implementation of HOTQs, CFUs, and student accountable talk during instructional delivery.

Person Responsible

Aretha Vernette

Schedule

Every 3 Weeks, from 11/2/2015 to 5/20/2016

Evidence of Completion

Observational data, schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

School based administrators will collect checklists.

Person Responsible

Aretha Vernette

Schedule

Weekly, from 1/11/2016 to 5/27/2016

Evidence of Completion

Checklists.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitoring of collaborative planning at DA Schools by administration and Director of School Renewal.

Person Responsible

Aretha Vernette

Schedule

Weekly, from 11/16/2015 to 5/20/2016

Evidence of Completion

Collaborative meeting notes, lesson plans, informal and formal observations.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Intermediate classroom walks with Principal, Executive Directors and Director of School Renewal.

Person Responsible

Aretha Vernette

Schedule

Every 3 Weeks, from 11/2/2015 to 5/20/2016

Evidence of Completion

Observational data, trend data collected during visit

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Informal and formal observations and/or Instructional Reviews.

Person Responsible

Aretha Vernette

Schedule

Quarterly, from 1/11/2016 to 5/27/2016

Evidence of Completion

DA Classroom Walk-Through Tool, trend data, Bloomboard Data.

Implementation Timeline

Professional Development Opportuntities

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

G1. Schools identified as Focus or Priority, will receive intensive district support to implement Florida State Standards, with a focus on planning/delivering lessons and tasks that meet the full intent of the LAFS and MAFS.

G1.B1 Effective implementation of the new MAFS and LAFS.

G1.B1.S1 Provide resources and learning opportunities for schools via monthly coaches meeting, resources on infinity, access to state test specs, and the district Scope and Sequence. Schools will be encouraged to utilize these resource through the Collaborative Facilitation model to create unit plans based on the MAFS and LAFS.

PD Opportunity 1

FLDOE Region III DA support will come to provide instructional coaches with additional training and capacity-building strategies that will support teachers with aligning standards and student tasks.

Facilitator

FLDOE Region III

Participants

Instructional Coaches and Instructional Partners

Schedule

On 3/30/2016

G1.B2 Lack of appropriate planning/delivery of high quality higher order thinking questions, checks for understanding and student accountable talk.

G1.B2.S1 School-based administrators and coaches will use a checklist to determine whether the lesson plans include provisions for High-Quality Higher-Order Thinking Questions (HOTQs), Checks for Understanding (CFUs), and student accountable talk during instructional delivery.

PD Opportunity 1

School-based administrators and coaches will develop and use a "Lesson Plan Checklist" to determine whether trend data samplings indicate whether most, if not all, teachers are including provisions within their lesson plans for HOTQs, CFUs, and student accountable talk during instructional delivery.

Facilitator

Aretha Vernette and Instructional Partners will share existing "Lesson Plan Checklists" for review and will assist with revisions, if necessary.

Participants

School-based administrators and coaches

Schedule

On 5/27/2016

PD Opportunity 2

Instructional Partners will focus support in testable grade/subject areas for co-teaching, modeling, planning, etc. When need is determined, foundational grades are supported by instructional partners (with capacity-building of school-based instructional coaches through modeling and gradual release of strategies to coaches) and by district curriculum staff.

Facilitator

Instructional Partners/Director of School Renewal

Participants

School based instructional coaches

Schedule

On 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Principals and other school-based leadership will partner with school-based coaches and Instructional Partners to monitor collaborative planning sessions at DA schools sites to note use of appropriate resources aligned to standards and student tasks.	$0.00
2	G1.B1.S1.A2	An additional instructional coach will be allocated to the lowest 19 schools, as evidenced by historical state assessment data.	$0.00
3	G1.B1.S1.A3	FLDOE Region III DA support will come to provide instructional coaches with additional training and capacity-building strategies that will support teachers with aligning standards and student tasks.	$0.00
4	G1.B1.S2.A1	Principals, Executive Directors, and the Director of School Renewal will conduct intermediate walks between formal Instructional Reviews to monitor effectiveness of lesson delivery aligned to standards.	$0.00
5	G1.B1.S2.A2	Director of School Renewal will conduct ongoing job embedded monitoring and evaluation of Instructional Partners and their collected evidence/artifacts and provide Instructional Partners with feedback on co-teaching and coaching.	$0.00
6	G1.B2.S1.A1	School-based administrators and coaches will develop and use a "Lesson Plan Checklist" to determine whether trend data samplings indicate whether most, if not all, teachers are including provisions within their lesson plans for HOTQs, CFUs, and student accountable talk during instructional delivery.	$0.00
7	G1.B2.S1.A2	Instructional Partners will focus support in testable grade/subject areas for co-teaching, modeling, planning, etc. When need is determined, foundational grades are supported by instructional partners (with capacity-building of school-based instructional coaches through modeling and gradual release of strategies to coaches) and by district curriculum staff.	$0.00
8	G1.B2.S1.A3	Principals, Executive Directors, and the Director of School Renewal will conduct intermediate classrooms walks to monitor for the implementation of HOTQs, CFUs, and student accountable talk during instructional delivery.	$0.00
		Total:	$0.00