



Pam Stewart, Commissioner

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

48 - Orange

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

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

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

District Vision Statement

To be the top producer of successful students in the nation

Supports for School Improvement

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

The allocation of resources to schools begins with identifying school needs based on school leadership team input and observations/recommendations by district staff responsible for the evaluation of the schools (area superintendents and the School Transformation Office (STO) associate superintendent). Decisions are finalized at the Executive Cabinet level.

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

propose Title I school and district budgets which are then reviewed by Teaching and Learning Area Superintendents (SALT). Final input and approval is provided by the School Board.

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

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

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

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

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

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

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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

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

Priority Items:

A. Indicator--Curriculum: The district has a rigorous, effectively-articulated standards-based curriculum.

OCPS Action-Proposed Changes: The district will provide standards-aligned instructional materials needed to implement the curriculum effectively through the OCPS online Instructional Management System (IMS).

(These actions are closely connected with the SIG Goal 1 of applying increased rigor to standards-based instruction. The OCPS district actions will significantly impact the capacity of the school-based leadership teams to be instructional leaders. The enhancement of online resources will give direct access to teachers for planning effective interventions and the utilization of targeted instructional tools. Professional Development will be available as outlined in the action steps.)

Steps:

1. Maintain close connection with FLDOE and Florida Organization of Instructional Leaders (FOIL) for knowledge of the Florida standards as they are developed and approved by the State Board of Education
 2. Update current resources on the online Instructional Management System to be aligned with the standards; identify gaps in the number available and target special needs for development
 3. Train school resource staff on the available materials per school administrator meetings and monthly trainings of school-based instructional coaches and resource teachers
 4. Use subject area workshops prior to and throughout the school year to feature resources
- Responsible Staff for Implementation and Follow-up: Dr. Scott Fritz, chief academic officer, Mr. Rob Bixler, executive area director, Ms. Hilary Buckridge, senior director of curriculum and instruction, Dr.

Shana Rafalski, director of elementary education, Mrs. Monica Emery, director of middle school education; and senior administrative staff for curriculum and technology, Ms. Meg Bowen (ELA/Social Studies), Ms. Melissa Hancock (ELA/Social Studies), Ms. Lisa Tindall (Math/Science), district curriculum resource and School Transformation Office (STO) resource teachers

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

OCPS Action-Proposed Changes: The district will support instructional leaders in building instructional capacity at all schools.

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

Steps:

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

Responsible Staff: Dr. Scott Fritz, chief academic officer, Mr. Rob Bixler, executive area director, Ms. Hilary Buckridge, senior director for curriculum and instruction, Dr. Shana Rafalski, director of elementary education, Mrs. Monica Emery, director of middle school education; and senior administrative staff for curriculum and technology, Ms. Meg Bowen (ELA/Social Studies), Ms. Melissa Hancock (ELA/Social Studies), Ms. Lisa Tindall (Math/Science); Mrs. Kathy Shuler, associate superintendent-School Transformation Office (STO), Dr. James Lawson, minority achievement officer, Mr. William Bohn, executive area director, Dr. Diane Gullett, executive area director for professional development services; and Mr. John Lien, senior administrator

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

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

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

Steps:

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

Responsible Staff: Dr. Diane Gullett, executive area director for professional development services, Mr. John Lien, senior administrator and the professional development services resource staff; Mrs. Kathy Shuler, associate superintendent, and Dr. Patti Fritzler, Mrs. Tashanda Brown-Cannon, Dr. Carl Cartwright; and senior administrators and resource staff for School Transformation Office; Dr. Joy Taylor, Title I director; Area Superintendents, Dr. Anna Diaz, Mr. John Wright, Dr. Harold Border,

Dr. Maria Vazquez, Dr. Bridget Williams and their Executive Area Directors (Mrs. Belinda Reyes, Dr. Jennifer Cupid-McCoy, Mr. Wesley Trimble, Ms. Mindi Smith, Dr. Rahim Jones); Human Resources Sr. Executive Director, Mr. Ronald Pilgrim and Director, Mrs. Stephanie Heron

As stated in Part I of the DIAP, under Operational Flexibility, Orange County Public Schools has addressed district policies and practices of staffing, scheduling, and budgeting. Targeted schools are able to interview, transfer and hire staff earlier in the reappointment/appointment timeline process than non-targeted ones to ensure they are fully staffed for the upcoming school year. Offers of employment are made after a teacher's trend data has been analyzed and references are contacted and documented in the district's E-Recruit hiring system. These measures are in place to provide the school-based leader critical information in constructing strong instructional teams and identifying priority professional development to build the capacity in the areas of need.

District support is given to build master schedules that provide opportunities to have reading, math, writing, and science common planning weekly. During common planning, teachers are guided to design effective standards-based instruction lesson plans, discuss instructional strategies, and incorporate them into the gradual release instructional model, facilitated by school administrators and instructional coaches and resource teachers. Furthermore, flexible roles and responsibilities of teacher leaders ensure varying levels of differentiated support are available for teachers and students. District expertise is also provided for the planning of the extended school day and extended professional development hours that will be involved in the SI 1003(g) Cohort 3 grant.

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

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

Currently, the district's implementation of MTSS is multi-faceted and involves teams from Curriculum and Instruction, Minority Achievement Office, Exceptional Student Education, and School Transformation that interact as a consortium. The consortium meets on a monthly basis to provide clear and consistent communication to school based leadership and teachers. The consortium has developed a Problem Solving professional development that will be conducted across the district. In addition, a variety of MTSS trainings have been held in all learning communities for both elementary and secondary MTSS coaches and digital trainings are also offered. All schools across the district are supported by district level MTSS coaches from Curriculum and Instruction or the School Transformation Office. A MTSS manual has been developed with OCPS district policies, procedures, and MTSS forms. The MTSS manual is posted on the Instructional Management System (IMS) so that all district personnel may have access to it. MTSS interventions were identified through a process that included an RFI and principal input. The interventions are being utilized in schools for students in MTSS Tier 2 and Tier 3 in addition to interventions that are included in the core math and ELA programs. The process of intervention selection for the 2015-16 school year will include an RFP rather than an RFI and will include both research-based interventions for utilization in tier 2 and 3 of MTSS and also supplemental instructional materials for Tier 1.

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

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

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

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

Sustainability of Improvement

Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements

For the selected SIG Cohort 3 school:

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

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

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

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

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

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

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

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275342>

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

Orange County Public Schools has an established Parental Involvement District Advisory Council (PIDAC) which is comprised of parent representatives from Title I schools from each Learning Community. Additionally, each Title I school is required to designate a parental involvement contact each year. This contact works with district staff to coordinate training, arrange meetings, provide explanations for the requirements of Section 1118 of the Elementary and Secondary and Education Act (ESEA) and provide information to parents which allows them to make informed decisions about their children. Title I resource teachers meet with each of the parental involvement contacts three times a year to conduct training and to provide technical assistance on how to write and implement an effective Parental Involvement Plan (PIP) and school compact. The PIP and the school compact are evaluated annually by Title I resource teachers. Each school receives individual feedback and support during the year. Our goal is to go beyond compliance in the area of parental involvement. To that end, the Title I team has designed and implemented a Parent Academy with the purpose of building capacity in parents and school personnel. For the 2015-2016 school year, seven half-day events are planned. During these Saturday academies, parents and school personnel will have the opportunity to learn more about the

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

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

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

Priority schools will receive the following:

- 1) An instructional review at the beginning of the year, during which time the SIP will be adjusted as needed to target primary deficits in teaching and learning.
- 2) Staff members will assist in closing the achievement gap by facilitating the coaching cycle, professional development and by participating in PLCs to analyze data to inform instructional decisions. This support will be provided on a weekly basis.
- 3) Monthly one-on-one meetings with the principal(s) will be conducted.
- 4) A mid-year instructional review will be completed to align with the mid-year narrative required by FLDOE.
- 5) An end of the year instructional review will be completed and a sustainability plan developed to continue improvements and monitor implementation of researched based practices for the 2016-2017 school year.

Focus schools will receive the following:

- 1) An instructional review at the beginning of the year, during which time the SIP will be adjusted as needed to target the primary deficits in teaching and learning.
- 2) Staff members from the departments will assist in closing the achievement gap by facilitating the coaching cycle, professional development and by participating in professional learning communities (PLCs) to analyze data to inform instructional decisions. This support will be provided bi-weekly.
- 3) A lack of student progress will result in a mid-year instructional review.
- 4) An end of the year instructional review will be completed and a sustainability plan developed to continue improvements and monitor implementation of researched based practices for the 2016-2017 school year.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Shuler, Kathryn, kathryn.shuler@ocps.net

Employee's Title

Assistant Superintendent

Employee's Phone Number

(407) 317-3200

Employee's Phone Extension

2002329

Supervisor's Name

Dr. Jesus Jara

Supervisor's Title

Other

Employee's Role and Responsibilities

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

District Leadership Team:

Jara, Jesus, jesus.jara@ocps.net	
Title	Other
Phone	(407) 317-3200
Supervisor's Name	Dr. Barbara Jenkins
Supervisor's Title	Superintendent
Role and Responsibilities	As Deputy Superintendent of Orange County Public Schools (OCPS), Dr. Jara supervises the Chief Academic Officer, the Minority Achievement Officer, Area Superintendents, Associate Superintendent for School Choice, Associate Superintendent for the School Transformation Office, and Associate Superintendent for Research, Accountability and Grants. Dr. Jara directly supports and oversees OCPS' core business: education our students. In this role, he formally oversees initiatives and responsibilities of his team leading the turnaround effort at the district level.

Diaz, Anna, anna.diaz@ocps.net	
Title	Assistant Superintendent
Phone	(407) 317-3200
Supervisor's Name	Dr. Jesus Jara
Supervisor's Title	Other
Role and Responsibilities	Area Superintendents/Associate Superintendent supervise 20-40 schools and provide leadership support to principals to increase student achievement.

Vazquez, Maria, maria.vazquez@ocps.net

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

Shuler, Kathryn, kathryn.shuler@ocps.net

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

Lawson, James, james.lawson@ocps.net

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

Fritz, Scott, scott.fritz@ocps.net

Title Other

Phone 407-317-3200

Supervisor's Name Dr. Jesus Jara

Supervisor's Title Assistant Superintendent

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

Williams, Bridget, bridget.williams@ocps.net

Title Assistant Superintendent

Phone (407) 317-3200

Supervisor's Name Dr. Jesus Jara

Supervisor's Title Other

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

Bernier, Christopher, christopher.bernier@ocps.net

Title Assistant Superintendent

Phone (407) 317-3200

Supervisor's Name Dr. Jesus Jara

Supervisor's Title Other

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

Cartwright, Vickie, vickie.cartwright@ocps.net

Title Other

Phone 407-317-3200

Supervisor's Name Dr. Scott Fritz

Supervisor's Title Other

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

Border, Harold, harold.border@ocps.net

Title Assistant Superintendent

Phone (407) 317-3200

Supervisor's Name Dr. Jesus Jara

Supervisor's Title Other

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

Wright, John, john.wright@ocps.net

Title Assistant Superintendent

Phone (407) 317-3200

Supervisor's Name Dr. Jesus Jara

Supervisor's Title Other

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

Mckelvey, Brandon, brandon.mckelvey@ocps.net

Title Assistant Superintendent

Phone (407) 317-3200

Supervisor's Name Dr. Jesus Jara

Supervisor's Title Other

Role and Responsibilities The Research and Accountability Office provides data for the DIAP and SIP processes. This office is also responsible for the oversight of the district strategic plan which includes the planning process and ongoing revision of the plans.

Educator Quality

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team

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

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

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes

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

Public and Collaborative Teaching

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

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

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

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

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

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Yes

Writing

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

Journeys HMH (K-5)

Program Type

Core

School Type

Elementary School

Description

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

Core Connections (K-12)

Program Type

Supplemental

School Type

Elementary School, Middle School, High School

Description

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

HMH Florida Collections 9-12

Program Type Core

School Type High School

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

College Board's SpringBoard 6-8

Program Type Core

School Type Middle School

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

Mathematics

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

Spatial Temporal Math

Program Type Supplemental, Intensive Intervention

School Type Elementary School

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

Go Math!**Program Type**

Core

School Type

Elementary School

Description

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

Algebra Nation**Program Type**

Supplemental

School Type

Middle School, High School

Description

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

Math XL for Schools (Pearson)**Program Type**

Supplemental

School Type

High School

Description

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

ALEKS

Program Type Supplemental

School Type Middle School, High School

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

Science

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

Science Fusion (K-5)

Program Type Core

School Type Elementary School

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

Science Curriculum (6-12)

Program Type Core

School Type Middle School, High School

Description The instruction in each secondary science course focuses on the depth and rigor of the standards, as prescribed by the appropriate course description. Various resources are used to support instruction in secondary science classrooms, such as textbooks, MTPs, and carefully procured digital objects.

Instructional Alignment and Pacing

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals

Orange County Public Schools (OCPS) develops gauges in the strategic plan that are aligned to the Florida Standards to specifically address how to implement and monitor whether core instructional

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

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

Although professional development resources and support are provided, limited attendance is a barrier to effective implementation. A survey conducted to ascertain why there is often limited participation in professional learning opportunities offered by the district during the school year revealed timing as a major issue. Most teachers revealed that summer professional development is the optimal time for reflecting and honing the teaching craft. In response to this data, OCPS' Superintendent launched summer professional development on-line training modules, which offered teachers opportunities to participate in several modules including Digital Learning, Building Teacher Effectiveness and Content Area Specific modules. Teachers were compensated up to \$1,000 for completing the professional development training. During the first year, over 10,000 out of 16,000 teachers in the district successfully participated from across the district. Response to these opportunities continues to grow and as result, the District has continued to provide these summer professional learning opportunities.

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

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

No

Provide the hyperlink to the plan

Provide the page numbers of the plan that addresses this question

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

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

Yes

Needs Assessment

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.

This section is not addressed for the 2015-15 school year.

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.

This section is not addressed for the 2015-15 school year.

District Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G030297

Targets Supported **1b**

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

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

- 1. Implementation fidelity

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Scott Fritz

Schedule

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

Evidence of Completion

Calendars

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

G030298

Targets Supported **1b**

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

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

- Inconsistent pedagogical content knowledge for mathematics teachers

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

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

Person Responsible

Scott Fritz

Schedule

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

Evidence of Completion

Calendar of meetings, meeting minutes

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

G030299

Targets Supported 1b

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

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

Scott Fritz

Schedule

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

Evidence of Completion

Calendars


District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy


1 = Problem Solving Step  S123456 = Quick Key

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

1

 G030297

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

 B070563

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

 S079169

Strategy Rationale

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

Action Step 1 **5**

Analyze reading data

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

Analysis of available reading data

Action Step 2 5

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

Approved PD plan

Action Step 3 5

Collaborate with PDS to plan the presentation of professional development

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

Attendance data

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

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

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

Attendance data and deliverables from attendees

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

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

Attendance data, sign-in sheets, scales, deliverables

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

S079170

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

DA classroom walkthrough tool

Action Step 2 5

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

DA classroom walkthrough data

Action Step 3 5

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

District-developed Coach Logs

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

Provide DA classroom walkthrough tool for administrators and coaches

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

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

Person Responsible

Shana Rafalski

Schedule

On 6/8/2016

Evidence of Completion

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

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

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

School support coach logs, walk-through data

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

 S079171
Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

Data reports

Action Step 2 5

Provide district curriculum guidance for consistent student/teacher expectations.

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

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

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

Monitor monthly usage and progress reports along with student growth reports

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

Data reports

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

 S079172

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Shana Rafalski

Schedule

On 1/29/2016

Evidence of Completion

Updated placement charts online, master schedules

Action Step 2 **5**

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

Person Responsible

Shana Rafalski

Schedule

On 6/8/2016

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Shana Rafalski

Schedule

On 6/8/2016

Evidence of Completion

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

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

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

Person Responsible

Mary Bridges

Schedule

On 6/8/2016

Evidence of Completion

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

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

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

Person Responsible

Shana Rafalski


Schedule

On 6/8/2016


Evidence of Completion

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

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

 G030298

G4.B3 Inconsistent pedagogical content knowledge for mathematics teachers 2

 B070572

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

 S132151

Strategy Rationale

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

Action Step 1 5

Professional development will be held for teacher leaders.

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

Logs, professional development evaluations, sign-in sheets

Action Step 2 5

Creation and execution of district-wide Algebra 1 PLC

Person Responsible

Monica Emery

Schedule

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

Evidence of Completion

Logs, professional development evaluations, sign-in sheets

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

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

Sign-in sheets, evaluations

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

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

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

 S132194

Strategy Rationale

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

Action Step 1 5

District-level coaches will be assigned to schools for support

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Shana Rafalski

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Shana Rafalski


Schedule

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


Evidence of Completion

Directors' calendars, Learning Community meeting minutes

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

 G030299

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

 B070573

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

 S079178

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Hilary Buckridge

Schedule

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

Evidence of Completion

Professional learning materials, logs, classroom walk-through data

Action Step 2 5

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

Person Responsible

Hilary Buckridge

Schedule

On 5/27/2016

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Hilary Buckridge

Schedule

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

Evidence of Completion

Sign-in sheets, deliverables, scales

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

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

Person Responsible

Hilary Buckridge

Schedule

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

Evidence of Completion

Sign-in sheets, deliverables, scales, logs

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

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

Person Responsible

Hilary Buckridge

Schedule

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

Evidence of Completion

Sign-in sheets, Professional Development evaluations

Implementation Timeline

Professional Development Opportunities

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

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

G3.B1 1. Implementation fidelity

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

PD Opportunity 1

Analyze reading data

Facilitator

Curriculum & Instruction ELA and Reading coaches and administrators

Participants

School-based administrators, coaches and teachers

Schedule

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

PD Opportunity 2

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

Facilitator

Curriculum & Instruction ELA coaches and administrators

Participants

School-based administrators, coaches and teachers

Schedule

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

PD Opportunity 3

Collaborate with PDS to plan the presentation of professional development

Facilitator

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

Participants

School-based administrators, coaches and teachers

Schedule

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

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

PD Opportunity 1

Provide district curriculum guidance for consistent student/teacher expectations.

Facilitator

Curriculum and Instruction coaches and administrators

Participants

School-based administrators, coaches and teachers

Schedule

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

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

PD Opportunity 1

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

Facilitator

Bowen, Marguerite

Participants

CRTs and Literacy coaches

Schedule

On 6/8/2016

PD Opportunity 2

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

Facilitator

Curriculum and Instruction team and Exceptional Student Education team

Participants

School-based administrators, coaches and teachers

Schedule

On 6/8/2016

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

G4.B3 Inconsistent pedagogical content knowledge for mathematics teachers

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

PD Opportunity 1

Professional development will be held for teacher leaders.

Facilitator

Curriculum and Instruction coaches and senior administrators

Participants

Teacher leaders, math coaches, math teachers

Schedule

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

PD Opportunity 2

Creation and execution of district-wide Algebra 1 PLC

Facilitator

District Algebra 1 PLC lead and Secondary Math senior administrator

Participants

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

Schedule

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

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

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

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

PD Opportunity 1

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

Facilitator

Curriculum and Instruction team

Participants

K-10 teachers

Schedule

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

PD Opportunity 2

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

Facilitator

Curriculum and Instruction Team

Participants

School-based coaches and teachers

Schedule

On 5/27/2016

PD Opportunity 3

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

Facilitator

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

Participants

School-based administrators, coaches and teachers

Schedule

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

Technical Assistance Items

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

Budget

Budget Data			
1	G3.B1.S1.A1	Analyze reading data	\$0.00
2	G3.B1.S1.A2	Collaborate with Professional Development Services to recommend professional development to be developed based on analysis of data	\$0.00
3	G3.B1.S1.A3	Collaborate with PDS to plan the presentation of professional development	\$0.00
4	G3.B1.S2.A1	Develop DA classroom walkthrough tool based on the DOE model to assist administrators and coaches in checking for critical aspects of the reading classrooms and the appropriate level of rigor that is found in the standards.	\$0.00
5	G3.B1.S2.A2	Use the data gathered through the DA classroom walkthrough tool during instructional rounds in the first quarter of the year to determine the level and type of support individual schools need in order to provide standards-based instruction. Provide differentiated support based on this data and observable needs.	\$0.00
6	G3.B1.S2.A3	Provide support to schools on implementing the (K-12) Literacy Plan	\$0.00
7	G3.B1.S3.A1	Analyze data from digital programs and make decisions for district support and resource allocation	\$0.00
8	G3.B1.S3.A2	Provide district curriculum guidance for consistent student/teacher expectations.	\$0.00
9	G3.B1.S4.A1	Provide placement charts in (K-12) literacy plan that allow for consistent student placement and monitoring of student needs	\$0.00
10	G3.B1.S4.A2	Provide guidance and support on how to use the placement charts to make instructional decisions	\$0.00
11	G3.B1.S4.A3	Provide guidance and resources to better diagnose and target instruction and interventions	\$0.00
12	G4.B3.S1.A1	Professional development will be held for teacher leaders.	\$0.00
13	G4.B3.S1.A2	Creation and execution of district-wide Algebra 1 PLC	\$0.00
14	G4.B3.S2.A1	District-level coaches will be assigned to schools for support	\$0.00
15	G4.B3.S2.A2	District-level coaches will visit all OCPS schools to determine needs based on standards-based instruction	\$0.00
16	G5.B1.S1.A1	District-level instructional coaches assigned to support schools will provide writing professional learning and side-by-side coaching to school-based literacy coaches and teachers to implement the Language Arts Florida Standards for writing in their instruction.	\$0.00
17	G5.B1.S1.A2	Curriculum and Instructional coaches assigned to schools will work with literacy coaches to provide professional development on the Language Arts Florida Standards, including text-based questions and answers and writing across content areas.	\$0.00

Budget Data

18	G5.B1.S1.A3	Conduct professional learning on Language Arts Florida Standards writing expectations and the instructional shifts, developing lessons that integrate both reading and writing, identifying salient items with student writing, and how to develop the growth of the writer.	\$0.00
Total:			\$0.00