



Pam Stewart, Commissioner

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

49 - Osceola

Mrs. Melba Luciano, Superintendent
Ella Thompson, Region 3 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

The mission of Osceola District Schools is "Education which inspires all to their highest potential."

District Vision Statement

The vision of Osceola District Schools is to be the number one performing school district in the state of Florida.

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

During the summer, a three day professional development was dedicated to the Problem Solving Process, School Improvement, and Early Warning Systems. Each school was represented with an administrator and a leadership team. The district provided data for state assessments, progress monitoring, and early warning systems. Once schools analyzed the data, goals for the school improvement plan were formulated. There was follow-up for support from Rene' Clayton, School Improvement Services Principal on Assignment, through phone calls, emails, and site visits for schools identified by the Assistant Superintendents. In addition, reflective visits were conducted by the district which included: Dr. Brizendine, Assistant Superintendent, Dr. Phillips, Director of Curriculum, School Improvement Coordinator, and resource teachers. Additional support was scheduled with district team members from identified areas of need. Reflective visits are scheduled to take place at least four times this year. From these visits, areas of support are identified. District support is then leveraged to match the needs of the identified schools.

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

District teams, which include: Assistant Superintendent, Director of Curriculum, School Improvement Services, and District Resource Teachers conduct reflective visits with the schools' Administrative Team and Instructional Coaches. During these visits, the district and school personnel work together to identify strengths and weaknesses and provide support in the areas of need. Additional visits are then scheduled to follow-up and check progress of identified area. Walk-through data and progress monitoring are used to check the progress of the school.

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

Reflective visits are tiered within the district school according to need. Schools identified as a Focus schools would be scheduled monthly visits from the district DA team. High schools will have 2

Reflective Visits in the first semester and additional visits second semester. All elem, middle and charter schools would have a minimum of one visit scheduled in the first semester and one in the second semester. Additional visits each semester will be scheduled based on need as determined by baseline data from the initial visits and/or universal screener data. District Resource Teachers provide support to the instructional coaches as identified by the reflective visits.

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

The District of Osceola County does not currently have schools in the Turnaround option.

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

Reflective visits will continue to a part of a routine practice for the schools. During these visits, district leadership along with resource personnel will support the schools' identified areas of need. Professional development for administration, coaches and teachers will be provided by the district to build capacity. In addition school improvement goals will be monitored and schools will be supported to ensure student achievement is evident.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275331>

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

The district has submitted a plan.

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

N/A

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Clayton, Rene, claytonr@osceola.k12.fl.us

Employee's Title

Administrator

Employee's Phone Number

(407) 870-4600

Employee's Phone Extension

65107

Supervisor's Name

Lisette Brizendine

Supervisor's Title

Assistant Superintendent

Employee's Role and Responsibilities

Will coordinate communication between the Department of Education, the school district and the schools. Will coordinate DA visits and schedules. Will make district resource teachers available to work with school improvement initiatives. Will meet monthly with Regional DA team. Will help to implement school-based professional development.

District Leadership Team:

Clayton, Rene, claytonr@osceola.k12.fl.us	
Title	Administrator
Phone	407-870-4600
Supervisor's Name	Lisette Brizendine
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Will coordinate communication between the Department of Education, the school district and the schools. Will coordinate DA visits and schedules. Will make district resource teachers available to work with school improvement initiatives. Will meet monthly with Regional DA team. Will help to implement school-based professional development.

Brizendine, Lisette, brizendl@osceola.k12.fl.us	
Title	Assistant Superintendent
Phone	407-870-4600
Supervisor's Name	Melba Luciano
Supervisor's Title	Superintendent
Role and Responsibilities	Elementary Curriculum & Instruction

Allen, Michael, allenmi@osceola.k12.fl.us	
Title	Assistant Superintendent
Phone	4074-870-4600
Supervisor's Name	Melba Luciano
Supervisor's Title	Superintendent
Role and Responsibilities	Middle School Curriculum and Instruction

Akes, Michael, akesmich@osceola.k12.fl.us

Title Assistant Superintendent

Phone

Supervisor's Name Melba Luciano

Supervisor's Title Superintendent

Role and Responsibilities High School Curriculum and Instruction

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

The district executive leadership team meets to review school leadership quality. The team use multi-metric measurements to evaluate school leadership team effectiveness. They analyze: past administrator performance, prior educational experience, and prior and current student achievement. These metrics are used to make decisions on hiring, retention and replacement decisions. Additionally, the needs for the school community are looked at and considered when making administrative staffing decisions.

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

The Assistant Superintendent meets and collaborates with the school principals to determining retention and replacement decisions. Teacher effectiveness is determined through student growth measures (Value Added Model, and district growth models), through research-based evaluation systems, and state approved teacher evaluation systems.

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

Assistant Superintendent sets guidelines and expectations for master schedule requirements to included all components required in Rule 6A-1.09981(2)(e). District staff are assigned to review submitted schedules and verify district guidelines are met.

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 schools are assigned reading, math/science coaches. These coaches meet monthly with district staff and receive ongoing training to support Focus schools. Daily activities are monitored through weekly site visit support, coaching logs and ongoing student achievement metrics. District resource teachers are assigned to mentor and work with Focus school coaches. DA Principal on Assignment is

assigned to work directly with the Principals to assist and monitor implementation of the School Improvement Plan.

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:

HMH Journeys

Program Type

Core

School Type

Elementary School

Description

At the elementary level, the district currently uses Houghton Mifflin Harcourt Journeys (adopted core reading program) in conjunction with training and professional development from Core Connections (an educational consulting company) to implement text-based writing. The training is closely aligned with the Language Arts Florida Standards and the FSA Test Specifications, providing explicit strategies to teach the writing standards utilizing the gradual release model (I Do, We Do, You Do).

Core Connections

Program Type

Supplemental

School Type

Elementary School, Middle School, High School

Description

At the elementary level, the district currently uses Houghton Mifflin Harcourt Journeys (adopted core reading program) in conjunction with training and professional development from Core Connections (an educational consulting company) to implement text-based writing. The training is closely aligned with the Language Arts Florida Standards and the FSA Test Specifications, providing explicit strategies to teach the writing standards utilizing the gradual release model (I Do, We Do, You Do). Core Connections writing is also utilized in the Middle School to supplement the Language Arts core instruction.

HMH Collections and Supplemental Resources

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School, High School

Description HMH Collections-Core
All ELA and intensive reading classroom teachers have access to county adopted curriculum that includes print, digital, and audio versions of the text. The most recent textbook adoption (Florida Collections from Houghton Mifflin Harcourt) provided teachers with multiple novel sets that can be utilized as a part of a classroom library. In addition students have access to either the Achieve3000 or Reading Plus computer based program that adapts nonfiction text to the appropriate reading level for each individual student.

All secondary students have access to the HMH Florida Collections Curriculum. This includes an online version that is available from home or school on any web enabled device. The online version of the textbook enables students to have access to a digital copy of the book with enlargeable text as well as an audio edition. The ELA textbook adoption includes an interactive digital version that student can access from any web-enabled device.

Supplemental:
Teenbiz3000.com
Novel Studies
Scholastic Junior Scholastics magazines, Scholastic Upfront magazines,

Writing Support

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School, High School

Description Schools will address writing from sources to strengthen and deepen text knowledge with the use of Achieve3000, Reading Plus, and MyWriteSmart (the digital portion of HMH's Florida Collections). All of these programs are computer based and can be accessed from home and are compatible with any web-enabled device.

Writing from sources will be incorporated across the curriculum through professional development opportunities that are facilitated by literacy coaches and language arts teachers. In addition, PLCs comprised of cross curricular teachers assist in the planning and implementation of writing in the content area classroom. In these classes, students will be required to draw evidence from text, support analysis from reading, reflection, and research. Students will write explanatory and argumentative essays in response to a variety of content area texts.

Program Type

School Type

Description

Mathematics

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

Go Math

Program Type Core

School Type

Description Go Math is the core curriculum given to teachers to assist in implementing the Mathematics Florida Standards.

Accelerated Math

Program Type Supplemental

School Type Elementary School

Description Accelerated Math assists teachers in providing standards-based math practice by depth and monitors student progress to make data-driven decisions to guide instruction. AM is integrated with STAR Math to aid in differentiated for student needs

Do the Math

Program Type Supplemental

School Type Elementary School

Description Do The Math focuses on number and operations to help students who have fallen behind catch up with their basic math-computation, number sense and problem solving skills.

Moby Max

Program Type Supplemental

School Type Elementary School

Description Moby Max is an adaptive computer based curriculum that focuses on students primary needs. The program works for remediation and acceleration.

HMH Go Math- 6th-8th grades plus supplemental

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School, High School

Description Core Math Instruction and resources to match the course code requirements-
M/J Math 6, 7, 8, --HMH Go Math-
Intensive Math- Math 180 or Supplemental Resources to match the standards-
iReady, PLATO, IXL Math, PENDA, Moby Max, Algebra Nation
Algebra 1
Algebra 1A-Level 1/2 students 9th grade
Algebra 1B-Level 1/2 students 10th grade
Geometry-
Pre Calc, Calc, Stats, etc for on target students

Program Type

School Type

Description

HMH Florida Explorations in Core Math-

Program Type Core, Supplemental

School Type Middle School, High School

Description Alg 1
Alg 2
Geometry

Glencoe Florida Pre Calc

Program Type Core

School Type High School

Description

Prentice Hall Calculus

Program Type Core

School Type High School

Description

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:

Houghton Mifflin Harcourt Science Fusion K-5**Program Type** Core**School Type** Elementary School**Description** Science Fusion is the core program for science at the elementary level. It consists of teacher and student textbooks, Investigations, and a digital component called Think Central.**Discovery Education, AIM, Science Olympiad, Safari Montage****Program Type** Supplemental**School Type** Elementary School, Middle School, High School**Description** These are supplemental programs for science at the elementary level. They consist of videos, science investigations, and web tools for teachers and students.**Pearson Science****Program Type** Core, Supplemental**School Type** Middle School**Description** Middle School Science courses use Pearson Science text for the core resource**Middle/High School Sciences****Program Type** Core**School Type** Middle School, High School**Description** Physical Science -Glencoe
Biology I, II, Honors, AP, -Glencoe, Holt, Prentice Hall, Pearson
Environmental Science
Anatomy/Physiology
Chemistry-Glencoe, Prentice Hall
Earth/Space-Glencoe, Prentice Hall
Physics-Holt, John Wiley**STEM Curriculum****Program Type** Supplemental**School Type** Middle School, High School**Description** Project Lead the Way Courses and Curriculum**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

The district monitors whether core instruction and intervention programs are implemented as intended through reflective visits with all elementary schools. During reflective visits, the district team consisting of the Assistant Superintendent of Elementary/Middle/High Curriculum and Instruction, the Director of Elementary/Middle/High Curriculum and Instruction, and multiple district level resource teachers meet with the school based leadership team to discuss the schools self-reflection and walk through classrooms in teams. After each team visits a classroom, they analyze the instruction observed and identify if that instruction is aligned to Florida standards. This information is then entered into an electronic reflection form and the data is compiled to be dissected by all present. The school leadership team, with district guidance, creates an action plan based on what the data reflects. In future visits, the data is compared and the schools progress towards their goals is reviewed. One of the ways the district has responded to poor implementation and evidence that a given strategy is failing is by rewriting curriculum maps in ELA, math, and science. The district wrote curriculum timelines at the end of the previous school year and saw many schools struggling to keep pace with the timeline and instruction that was low in rigor. To address this barrier, the curriculum maps were rewritten based on the feedback of teachers and evidence from reflective visits. Some of the changes made to the maps included a scope and sequence of the standards, exemplar lessons, and standards based assessments.

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

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

Yes

Provide the hyperlink to the plan

http://www.osceolaschools.net/UserFiles/Servers/Server_567106/File/Leadership/School%20Board/School%20Board%20Rules/SDOC%20ES%20SPP%202014-15,%20081815.pdf

Provide the page numbers of the plan that addresses this question

33-39

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.** Increase student achievement in every school, as measured by statewide assessments, resulting in improvement in school grades, learning gains, and graduation rates.

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. Increase student achievement in every school, as measured by statewide assessments, resulting in improvement in school grades, learning gains, and graduation rates. 1a

G047784

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	AMO Math - ELL	2014-15	53.0
District-Wide	AMO Math - SWD	2014-15	50.0
District-Wide	AMO Reading - All Students	2014-15	69.0
District-Wide	AMO Reading - ELL	2014-15	52.0
District-Wide	AMO Reading - SWD	2014-15	50.0
District-Wide	FSA English Language Arts - Achievement	2015-16	50.0
District-Wide	FSA Mathematics - Achievement	2015-16	50.0
District-Wide	Algebra I FSA EOC Pass Rate	2015-16	80.0
District-Wide	Bio I EOC Pass	2015-16	67.0
District-Wide	FCAT 2.0 Science Proficiency	2015-16	54.0
District-Wide	FCAT 2.0 Science Proficiency	2015-16	44.0
District-Wide	U.S. History EOC Pass	2015-16	63.0
District-Wide	Civics EOC Pass	2015-16	66.0

Resources Available to Support the Goal 2

- Funding for professional development for teachers grades K-12.
- Newly created district middle school department.
- District developed formative quarterly common assessments and STAR progress monitoring.
- District led reflective visits.
- CPALMS (Curriculum Planning and Learning Management System) and PCG Curriculum and Assessment.
- District Resource Teachers for Elementary, Middle, and High Schools, ELL Resource Teachers, and ESE Resource Curriculum Specialists.
- DA (Differentiated Accountability) Team.

Targeted Barriers to Achieving the Goal 3

- Lack of familiarity of new Florida Standards and the depth of rigor expected
- Need for universal understanding of data analysis reports
- Lack of articulation between Elementary and Secondary Curriculum

Plan to Monitor Progress Toward G1. 8

Increase student achievement in reading and math

Person Responsible

Lissette Brizendine

Schedule

Evidence of Completion

State Assessment

District Action Plan for Improvement

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase student achievement in every school, as measured by statewide assessments, resulting in improvement in school grades, learning gains, and graduation rates. 1

 G047784

G1.B1 Lack of familiarity of new Florida Standards and the depth of rigor expected 2

 B119063

G1.B1.S1 Revise curriculum maps reflecting the new Florida Standards 4

 S130854

Strategy Rationale

To align pacing of instruction and resources to the new Florida standards to ensure standards are taught

Action Step 1 5

Develop curriculum maps

Person Responsible

Mathew Phillips

Schedule

Monthly, from 5/1/2014 to 6/10/2016

Evidence of Completion

published curriculum maps

Action Step 2 5

Delivered professional development on new standards and assessments

Person Responsible

Lissette Brizendine

Schedule

Monthly, from 6/24/2014 to 6/10/2016

Evidence of Completion

Professional Development log sheets, PDAP Grant deliverables

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

Reflective Visits at schools using data collection tool

Person Responsible

Mathew Phillips

Schedule

Quarterly, from 9/12/2014 to 6/10/2016

Evidence of Completion

lessons will be aligned to the district timeline

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

Increase student achievement in STAR reports and increase alignment to district timeline at Reflective visits

Person Responsible


Mathew Phillips

Schedule

Quarterly, from 9/12/2014 to 6/10/2016

Evidence of Completion

STAR Reports and Reflective Visit data

G1.B1.S2 Go Vertical! Training for articulation of elementary and secondary curriculum 4 S130855**Strategy Rationale**

To bridge the curriculum gap and academic expectations between grades

Action Step 1 5

Go Vertical PD during the summer for grades 4-12 teachers

Person Responsible

Michael Akes

Schedule

On 6/26/2015

Evidence of Completion

PD presentations and sign in sheets

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

conduct Reflective Visits at schools

Person Responsible

Michael Akes

Schedule

Annually, from 8/17/2015 to 6/10/2016

Evidence of Completion

Reflective visit data will show teachers increase implementation of instruction aligned to the standards

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

Reflective visits

Person Responsible


Michael Akes

Schedule

Semiannually, from 8/17/2015 to 6/10/2016

Evidence of Completion

increase in reflective visit data

G1.B1.S3 Continual training on STAR 4
 S130856
Strategy Rationale

Coaches and teachers will continue to be trained on the STAR program to increase understanding of the data and instructional use of the data for potential growth in all students.

Action Step 1 5

Guidance on use of STAR for Progress Monitoring

Person Responsible

Mathew Phillips

Schedule

Quarterly, from 7/1/2015 to 6/10/2016

Evidence of Completion

STAR Reports for Progress Monitoring, Coaches meeting agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

school usage of STAR Progress Monitoring Reports

Person Responsible

Mathew Phillips

Schedule

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

Evidence of Completion

School usage of STAR Progress Monitoring reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Progress Monitoring reports will be analyzed for increased student achievement

Person Responsible

Mathew Phillips

Schedule

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

Evidence of Completion

STAR Progress monitoring reports will be collected, analyzed for increases in student achievement quarterly

G1.B2 Need for universal understanding of data analysis reports 2

B119065

G1.B2.S1 Data training workshop for all school administrative teams 4

S131052

Strategy Rationale

School administrators need to analyze data for the school to set appropriate goals to impact student achievement

Action Step 1 5

Data Digging Workshop

Person Responsible

Michael Akes

Schedule

On 7/15/2015

Evidence of Completion

Sign-In sheets for the workshop

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

data driven school improvement plan goals will be written in the CIMS as a result of the workshop

Person Responsible

Rene Clayton

Schedule

On 9/30/2015

Evidence of Completion

Completed data driven school improvement plans

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

Monitor School Improvement Plan goals and implementation at Reflective visits

Person Responsible


Lissette Brizendine

Schedule

Monthly, from 8/26/2014 to 6/10/2016

Evidence of Completion

Data driven SIPs in CIMS, Calendar of Reflective Visits

G1.B8 Lack of articulation between Elementary and Secondary Curriculum 2
 B119188

G1.B8.S1 Go vertical workshops that would include collaboration with elementary, middle, high school, and a local community college 4

 S141303
Strategy Rationale

To have a better alignment of the curriculum across grade levels

Action Step 1 5

Workshops held for teachers at every level including local community college support for the purpose of articulation across grade levels

Person Responsible

Yanelys Ballard

Schedule

On 6/24/2015

Evidence of Completion

District sign-in sheets

Action Step 2 5

Go Vertical follow-up training was offered for teachers that participated in the original training

Person Responsible

Yanelys Ballard

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

District sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Reflection worksheets of participants

Person Responsible

Mathew Phillips

Schedule

Evidence of Completion

Reflection worksheets

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

K12 vertical articulation with curriculum resource teachers

Person Responsible

Mathew Phillips

Schedule

Monthly, from 8/17/2015 to 7/31/2016

Evidence of Completion

K-12 curriculum resource teachers will collaborate monthly at district level department meetings to ensure vertical articulation throughout the school year.

Implementation Timeline

Professional Development Opportunities

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

G1. Increase student achievement in every school, as measured by statewide assessments, resulting in improvement in school grades, learning gains, and graduation rates.

G1.B1 Lack of familiarity of new Florida Standards and the depth of rigor expected

G1.B1.S1 Revise curriculum maps reflecting the new Florida Standards

PD Opportunity 1

Develop curriculum maps

Facilitator

District directors and resource teachers

Participants

K-12 instructional coaches and select teachers

Schedule

Monthly, from 5/1/2014 to 6/10/2016

PD Opportunity 2

Delivered professional development on new standards and assessments

Facilitator

District resource teachers

Participants

teachers and instructional coaches

Schedule

Monthly, from 6/24/2014 to 6/10/2016

G1.B1.S2 Go Vertical! Training for articulation of elementary and secondary curriculum

PD Opportunity 1

Go Vertical PD during the summer for grades 4-12 teachers

Facilitator

Resources Teachers and other Expert teachers from Elem, Middle and High School

Participants

4th-12th grade teachers

Schedule

On 6/26/2015

G1.B2 Need for universal understanding of data analysis reports

G1.B2.S1 Data training workshop for all school administrative teams

PD Opportunity 1

Data Digging Workshop

Facilitator

Michael Akes

Participants

Administrative teams from every school in the district

Schedule

On 7/15/2015

G1.B8 Lack of articulation between Elementary and Secondary Curriculum

G1.B8.S1 Go vertical workshops that would include collaboration with elementary, middle, high school, and a local community college

PD Opportunity 1

Workshops held for teachers at every level including local community college support for the purpose of articulation across grade levels

Facilitator

Yanelys Ballard, Matt Phillips, Susan Petrek

Participants

reading, math, and science teachers K-12

Schedule

On 6/24/2015

PD Opportunity 2

Go Vertical follow-up training was offered for teachers that participated in the original training

Facilitator

Yanelys Ballard

Participants

Teachers that participated in the first Go Vertical workshop

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Technical Assistance Items

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