



Pam Stewart, Commissioner

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

05 - Brevard

Dr. Desmond Blackburn, Superintendent
Ella Thompson, Region 3 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

To Serve Every Student with Excellence as the Standard .

District Vision Statement

Brevard Public Schools will serve our community and enhance students' lives by delivering the highest quality education in a culture of dedication, collaboration, and learning.

Supports for School Improvement

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

The district coordinates and supplements federal, state and local funds, services and programs to align to interventions in Priority and Focus Schools. District and school leadership teams participated in the Florida Department of Education Differentiated Accountability (DA) Summer Academy taught by Region 3 DA staff. Instructional leaders and teachers from schools and the district were provided training on the best strategies for transferring professional development to instructional practices; building common foundations and routines to get the work done; and refining strategic goals for district and school improvement plans. Participants in the DA Summer Academy had the opportunity to work in cross-functional teams to clarify support needed from the district and Region 3 DA staff. Evidence of this training is reflected in school improvement plans showcasing opportunities for teachers to collaborate, observe, model and receive feedback on implementation of strategic professional development.

Training in analysis of reading and math data to determine appropriate school improvement goals is provided annually by the district Office of Testing and Accountability. In addition, district level staff in Elementary Programs, ESE and Professional Development are also available as requested (or directed by leadership) to assist schools with the analysis and interpretation of data related to specific subgroups performing below expectations.

Instructional reviews are conducted deliberately at lowest performing schools to provide clarity and plan action steps used for school improvement. This feedback provided to principals becomes the rationale and baseline data on which school improvement action steps are based, and progress monitored.

Individual school-based data chats are scheduled and conducted by the Area Superintendent and Coordinator with the school leadership for Prevent and Focus schools. District instructional and administrative staff monitors the frequency and effectiveness of the data-chats, making recommendations for instructional strategies and/or professional development as indicated by the findings.

District and school leaders work closely with personnel from the FDOE Regional Office of Differentiated Accountability to consistently analyze program outcome data for the benefit of improving instruction to improve student achievement. A schedule of instructional reviews has been established for the Prevent and Focus schools most in need of this intervention. District and state

leaders have collaborated to determine the appropriate plans of action for each school based on achievement data.

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

A district support team consisting of district instructional and administrative staff are monitoring the frequency and effectiveness of how well the results of data analysis is being used to make informed decisions that lead to increased student achievement. Brevard Public Schools has designated the Associate Superintendents, Area Coordinators and School Improvement Resource Teacher to establish teams that monitor progress at each site. There is consistent support with classroom walk-throughs from multiple district level personnel and the opportunity for title 1 support and the Instructional Review team to offer training, modeling, evaluation of programs and support. FOCUS Initial technical assistance to schools in the FOCUS category was conducted prior to the beginning of the school year through data chats utilizing available information. The data chats were conducted at the school between the DA District Leadership Team (Area Superintendent, Curriculum Directors, Resource Teacher for School Improvement, Title I Literacy Trainer) and the school's Leadership Team. The information was then shared with the school staff. Continuous technical assistance to schools in the FOCUS category occurs through the DA District Leadership Team in on-going meetings with each school's Leadership Team as needed to determine instructional needs for students and professional development needs for teachers. In addition, personnel from the FDOE Regional Office of Differentiated Accountability work with and monitor the school's activities in this area. Someone from the district or regional DA team meets with school administration and teachers at least once per week. The DA District Leadership Team meets regularly with the Executive Director of the FDOE Region 3 Office of DA to determine progress and establish next steps based on data.

*Focus schools were provided with the following additional resources using Title 1 Funds:

- Math Coach
- Writing Coach
- Science Coach

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

It is the goal of the district to assist in aligning the curriculum and instructional goals of each school with the district strategic plan and through school improvement plans. The district has purchased a learning management system, Performance Matters, to assist leadership teams in identifying students who are at risk due to early warning system indicators. As a result of using this system for identification it has strengthened our ability to problem solve at the Tier 1 and Tier 2 level.

Steps required to make changes include:

1. Professional Development on Performance Matters for Leadership Teams
 2. Identification of number of students with each of four early warning indicators: academic reading/math level 1, attendance less than 90%, in-school or out-of-school suspensions, course failures
- The Associate Superintendents, Human Resources director and directors of Curriculum and Instruction are responsible for being certain the appropriate personnel are in place to support our schools. The Director of Title 1 supports her team of resource teachers in their efforts to provide training and work with schools on specific needs that arise with subgroups in each of our Title 1 Schools that are in PREVENT, FOCUS or PRIORITY status. (We currently have no schools in PRIORITY status).

A district team of directors and resource teachers from Human Resources, Student Services, Curriculum and Instruction and Accountability/Testing have been assembled to participate in instructional reviews at schools in PREVENT, FOCUS or PRIORITY status. This team both

participates with the state and functions independently to provide guidance to schools on current trends in their building and providing feedback on action steps and strategies put into place to transform student achievement. (We currently have no schools in PRIORITY status).

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

NA

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

Sustainability will be achieved through alignment of Title 1, District Support Teams and Parent Involvement Leadership teams. These teams will work to monitor implementation of best practices in school improvement including teacher collaboration, analysis of data, instructional coaching, MTSS, family involvement, professional development and teacher retention.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275356>

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

Please refer to the district parental involvement plan on file.

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

FOCUS Initial assistance to schools in the FOCUS category was conducted prior to the beginning of the school year through data chats utilizing available information. The data chats were conducted at the school between the DA District Leadership Team (Area Superintendent, Curriculum Directors, Resource Teacher for School Improvement, Title I Literacy Trainer) and the school's Leadership Team. The information was then shared with the school staff. Continuous technical assistance to schools in the FOCUS category occurs through the DA District Leadership Team in on-going meetings with each school's Leadership Team as needed to determine instructional needs for students and professional development needs for teachers. In addition, personnel from the FDOE Regional Office of Differentiated Accountability work with and monitor the school's activities in this area. Someone from the district or regional DA team meets with school administration and teachers at least once per week. The DA District Leadership Team meets regularly with the Executive Director of the FDOE Region 3 Office of DA to determine progress and establish next steps based on data.

PREVENT Initial assistance to schools in the PREVENT category was conducted at the beginning of the school year through data chats utilizing available information. The data chats were conducted at the school between the DA District Leadership Team (Area Superintendent, Curriculum Directors, Resource Teacher for School Improvement, Title I Literacy Trainer) and the school's Leadership Team. The information was then shared with the school staff. Continuous technical assistance to schools in the PREVENT category occurs through the DA District Leadership Team in on-going meetings with each

school's Leadership Team as needed to determine instructional needs for students and professional development needs for teachers. In addition, personnel from the FDOE Regional Office of Differentiated Accountability work with and monitor the activities in the PREVENT schools identified as needing the most support to improve student achievement. Someone from the district or regional DA team meets regularly with school administration and teachers to ensure fidelity to the school improvement plan and SIG activities supported by this grant. The DA District Leadership Team meets regularly with the Executive Director of the FDOE Region 3 Office of DA to determine progress and establish next steps based on data.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Stephenson, Janet, stephenson.janet@brevardschools.org

Employee's Title

Teacher, K-12

Employee's Phone Number

(321) 633-1000

Employee's Phone Extension

328

Supervisor's Name

Cyndi VanMeter

Supervisor's Title

Director

Employee's Role and Responsibilities

School Improvement Resource Teacher

District Leadership Team:

Crannell, Debra, crannell.debra@brevardschools.org	
Title	Other
Phone	321-269-3826
Supervisor's Name	Dr. Laura Rhinehart
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	North Area Coordinator

Cline, Jane, cline.jane@brevardschools.org

Title	Assistant Superintendent
Phone	321-633-1000
Supervisor's Name	Dr. Desmond Blackburn
Supervisor's Title	Superintendent
Role and Responsibilities	Central Area Assistant Superintendent

Mullins, Mark, mullins.mark@brevardschools.org

Title	Assistant Superintendent
Phone	321-254-0340
Supervisor's Name	Dr. Desmond Blackburn
Supervisor's Title	Superintendent
Role and Responsibilities	South Area Assistant Superintendent

Spadaccini, Lynn, spadaccini.lynn@brevardschools.org

Title	Director
Phone	321-633-1000
Supervisor's Name	Cyndi VanMeter
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Elementary Programs

Rodrigues, Barbara, rodrigues.barbara@brevardschools.org

Title	Director
Phone	321-633-1000
Supervisor's Name	Cyndi VanMeter
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Middle School Programs

Frame, Tricia, frame.tricia@brevardschools.org

Title	Director
Phone	321-633-1000
Supervisor's Name	Dr. Beth Thedy
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of FDLRS/East & PreK ESE Services

Davis, Sandra, davis.sandra@brevardschools.org

Title	Instructional Coach
Phone	321-633-1000
Supervisor's Name	Dr. Teresa Wright
Supervisor's Title	
Role and Responsibilities	Title 1 Resource Teacher

Dickinson, Shelly, dickinson.shelly@brevardschools.org

Title	Instructional Coach
Phone	321-633-1000
Supervisor's Name	Dr. Lynn Spadaccini
Supervisor's Title	Director
Role and Responsibilities	Resource Teacher for MTSS

Respass, Jane, respass.jane@brevardschools.org

Title	Director
Phone	321-633-1000
Supervisor's Name	Debra Pace
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Professional Development

Wright, Teresa, wright.teresa@brevardschools.org

Title	Director
Phone	321-633-1000
Supervisor's Name	Cyndi VanMeter
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director Early Childhood Ed & Title 1

Rhinehart, Laura, rhinehart.laura@brevardschools.org

Title	Assistant Superintendent
Phone	321-269-3826
Supervisor's Name	Dr. Desmond Blackburn
Supervisor's Title	Superintendent
Role and Responsibilities	North Area Superintendent

VanMeter, Cyndi, vanmeter.cyndi@brevardschools.org

Title	Administrator
Phone	(321) 633-1000
Supervisor's Name	Dr. Desmond Blackburn
Supervisor's Title	Superintendent
Role and Responsibilities	Curriculum and Instruction Associate Superintendent

Diaz, Ana, diaz.ana@brevardschools.org

Title	Administrator
Phone	321-633-1000
Supervisor's Name	Dr. Mark Mullins
Supervisor's Title	Superintendent
Role and Responsibilities	Area Coordinator - South

Pace, Debra, pace.debra@brevardschools.org

Title	Director
Phone	(321) 633-1000
Supervisor's Name	Dr. Desmond Blackburn
Supervisor's Title	Superintendent
Role and Responsibilities	Human Resources Director

Thedy, Beth, thedy.beth@brevardschools.org

Title	Director
Phone	321-633-1000
Supervisor's Name	Cyndi VanMeter
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director Student Services

Bobersky, Dawna, bobersky.dawna@brevardschools.org

Title	Director
Phone	(321) 633-1000
Supervisor's Name	Beth Thedy
Supervisor's Title	Director
Role and Responsibilities	Exceptional Student Services Director

Stephenson, Janet, stephenson.janet@brevardschools.org	
Title	Teacher, K-12
Phone	321-633-1000
Supervisor's Name	C. VanMeter
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Resource Teacher - School Improvement

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

To successfully lead any school, a competency framework is important for identifying the set of skills, knowledge, and dispositions needed to drive student achievement. In Brevard, the state standards for principals can serve as a baseline guide for principal knowledge and skills, but research indicates that leaders need specific skills to be successful.

In Brevard we look for

- Superior instructional leadership
- Attention to using data to drive instruction
- Capacity to identify and leverage key points within the system to advocate for and deliver a well-aligned, well-articulated school improvement plan
- Ability to execute 'quick wins' to demonstrate that the school is on the path to improvement and build momentum for change.

Schools in need of transformation sometimes have a history of ineffective adult practices, so important leader strengths include the ability to overcome the inertia of previous failures; promote the belief that all students can achieve at high levels; manage teachers effectively by helping them improve their practice; and support a change management process. If the leader is expected to replace significant portions of staff, strong interviewing and hiring skills are also critical.

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 Brevard Instructional Personnel Performance Appraisal System is used to monitor teachers at all schools. Area Superintendents review student achievement data and look for alignment between teacher evaluation and these outcome measures. When there is lack of alignment, conversations in school improvement feedback sessions with principals lead to action plans for improving professional practices.

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

Area superintendents and school improvement resource specialist inspect master schedules to determine that an infrastructure and specific time is designated at Priority and Focus schools for common, collaborative planning. School improvement plans describe use of common planning time.

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

Focus schools are assigned reading, math, and science coaches.

Our goal is to support these schools in their effective use of math, reading, and science coaches through professional development on the coaching cycle and implementation of a math coach cadre led by the collaborative district team of Jackie Fraser - Title 1, Michelle Ferro - Title 1, Sandy Davis - Title 1, Shelly Dickinson & Charlie Eccleston - MTSS, and Janet Stephenson - School Improvement Resource Teacher. Additionally, literacy coaches continue to be monitored, trained and supported by District Resource Teachers - Debbie Wood and Whitney Augustine.

Goals 2015-16

1. Offer a two week math coach training in the summer of 2015 for both present and future mathematics coaches. The first course focuses on mathematical content knowledge, following a different domain (place-value, number sense, measurement, etc...) daily through grades K-6. The second course focuses on pedagogical knowledge-the coaching cycle, lesson study, professional development strategies, and inter-personal communication skills.

Timeline: Conduct two-week Summer Coaches Institute June 8-19

2. Interview and hire mathematics coaches into the BPS math coach pool Math Coaches Cohort.

3. Develop Coach expectations and non-negotiables - Dr. Lynn Spadaccini will share with District Instructional Leaders.

All literacy coaches submit Coaches Logs to Debbie Wood and Whitney Augustine and school leaders for monitoring and review.

Math coaches maintain coaches logs of their time and submit to school leaders for monitoring and review.

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 and more

Program Type	Core, Supplemental
School Type	Elementary School, Middle School, High School

Description The goal of Brevard Public Schools' writing program is to provide instruction and assessment that supports the state's standards. This program relies on the integration of Six Traits instruction (Ideas, Organization, Voice, Word Choice, Fluency, and Conventions) and process writing (prewriting, drafting, revising, editing, and publishing). This instruction is designed to produce mastery of oral and written communication. The incremental curriculum develops writers who use the craft to learn, think, and communicate across the disciplines, stressing the linkage between writing and reading. Writing is embedded throughout the Brevard English Language Arts Assessment (BELAA), which occurs four times a year, with students in grades 1-6, in order to diagnose, prescribe, and strengthen skills. Students read passages and respond to text-based questions, citing evidence to support their response. In kindergarten, students respond to prompts (the prompts are related to stories they have read and discussed) four times a year. All assessments, K-6, are evaluated using developmentally appropriate, standard's based rubrics. The results are meant to drive future writing instruction. Students acquire proficiency in narrative, explanatory/informational, and opinion modes of writing. To assist the teacher with writing instruction, Brevard has created several documents: Piece by Piece, a kindergarten pacing guide; Journeys GPS, a guide for the newly adopted Houghton Mifflin Harcourt Journeys ELA series, grades 1-6; Developing the Craft, best practices in writing for teachers in grades K-6; Developing Ideas, elaboration lessons for K-6; and Developing Artistic Writing with Engaging Literature, using mentor texts to teach literary skills, grades 3-6. All elementary district-created publications for writing instruction may be found in the "Teacher Portal" on the Brevard County School web site in the Elementary Programs Share Point Site in the writing folder. At the secondary level, ELA classes build on the skills acquired during the elementary grades. Connecting to the Core and Writing to the Core curriculum guides were created to assist teachers in making the Instructional Shifts required for the new Florida Standards. Using the Literacy Design Collaborative platform, modules within these guides direct teachers to the appropriate levels of rigor necessary in the ELA classroom, culminating in various written responses by students and evaluated with appropriate rubrics.

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:

MIDDLE SCHOOL

- MJ Mathematics 2

Dixon, Burger, et al. Go Math: Math 2, Houghton Mifflin Harcourt 2015, FL

- MJ Mathematics 2 Advanced

Dixon, Burger, et al. Go Math Advanced: Math 2 Advanced, Houghton Mifflin Harcourt 2015, FL

- MJ Pre-Algebra

Dixon, Burger, et al. Go Math Pre-Algebra, Houghton Mifflin Harcourt 2015, FL

- Algebra 1 Honors and Algebra 1

Dixon, Burger, et al. Algebra 1 Analyze, Connect, Explore, Houghton Mifflin Harcourt 2015, FL

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School, Middle School

Description ELEMENTARY SCHOOL
 Supplemental: enVision has an intervention component titled: Math Diagnosis and Intervention System for grades K – 5.
 Core: K – 5: Pearson enVisionMath Scott Foresman-Addison Wesley 2015
 Grade 6: Big Ideas Math Advanced 1, Larson & Boswell, Big Ideas Learning, LLC 2015

Program Type

School Type

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:

**National Geographic Science for grades K-5
Discovery Education Science Techbook (online) for grade 6**

Program Type

Core

School Type

Elementary School

Description

Teachers relate what students already know to new concepts. Teachers build on the prior understandings of students and work to identify and resolve existing misconceptions. Teachers use a variety of science resources. Teachers should make use of current and varied resources, including books, periodicals, telecommunications, and multimedia technology in order to provide a variety of perspectives, up-to date information, and an instructional focus on science concepts rather than only textbook chapters. Teachers emphasize the real-life relevance of science. Teachers use examples which relate science to daily life and encourage students to explain how their classroom studies relate to their own lives and experiences as well as to the work of scientists. Applications of science are emphasized. Teachers guide learning. Teachers act as learning consultants or guides rather than as one-way disseminators of information. Teachers ask probing questions that encourage student discussion, prediction or explanation. Students develop understanding and construct meaning from their observations and experiences rather than recite memorized information. Teachers involve students in sustained, in-depth projects rather than just “covering the textbook”. Teachers involve students in major unifying topics which are fully explored rather than a series of isolated topics.

**M/J COMPREHENSIVE SCIENCE 2 & M/J COMPREHENSIVE SCIENCE 2 ADVANCED
845130**

Florida Comprehensive Science, Course 2

2012

Prentice Hall

**M/J COMPREHENSIVE SCIENCE 3 & M/J COMPREHENSIVE SCIENCE 3 ADVANCED
845170**

Florida Comprehensive Science, Course 3

2012

Prentice Hall

Program Type

Core

School Type

Middle School

Description

****ANATOMY AND PHYSIOLOGY & ANATOMY AND PHYSIOLOGY HONORS 850671**
Essentials of Human Anatomy & Physiology, 9th Florida Edition 2012 Prentice Hall
****BIOLOGY 1 & BIOLOGY 1 HONORS 853800** Miller & Levine Biology, 1st Florida Edition
 2012 Prentice Hall
****ADVANCED PLACEMENT BIOLOGY 866170** Biology, 9th Nasta Edition
 2011 Glencoe/McGraw Hill
****CHEMISTRY 1 854400** Pearson Chemistry, 1st Florida Edition
 2012 Prentice Hall and class sets of:
****CHEMISTRY 1 854220** Florida Active Chemistry, 2nd Edition 2011 It's About Time
****CHEMISTRY 1 HONORS 863700** Modern Chemistry, Florida Edition
 2012 Holt McDougal
****ADVANCED PLACEMENT CHEMISTRY 867070** Chemistry, 10th Edition
 2010 Glencoe/McGraw Hill
****S-14 INTEGRATED SCIENCE 1 & INTEGRATED SCIENCE 1 HONORS**
850511 *Conceptual Integrated Science: Explorations, 1st Florida Edition
 Prentice Hall
 and class sets of:
****INTEGRATED SCIENCE 1 & INTEGRATED SCIENCE 1 HONORS 850421**
***BSCS Science: An Inquiry Approach Level 1**
 2006 Kendall Hunt
****INTEGRATED SCIENCE 2 & INTEGRATED SCIENCE 2 HONORS 850511**
***Conceptual Integrated Science: Explorations, 1st Florida Edition**
 2012 Prentice Hall
 and class sets of:
****INTEGRATED SCIENCE 2 & INTEGRATED SCIENCE 2 HONORS 850431**
***BSCS Science: An Inquiry Approach Level 2**
 2006 Kendall Hunt
((INTEGRATED SCIENCE 3 & INTEGRATED SCIENCE 3 HONORS 850441
*****BSCS Science: An Inquiry Approach Level 3**
 2010 Kendall Hunt
 and class sets of:
****INTEGRATED SCIENCE 3 & INTEGRATED SCIENCE 3 HONORS 853800**
Miller & Levine Biology, 1st Florida Edition
 2012 Prentice Hall
****ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE 868650**
Living in the Environment, 16th Edition
 2011 Holt McDougal

Program Type	Core
School Type	High School
Description	

Instructional Alignment and Pacing

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

*District and school leaders work closely to analyze program outcome data for the benefit of improving instruction to improve student achievement through the following infrastructure:
 - Instructional Reviews are conducted as a district monitoring piece at Prevent schools demonstrating

a decline in student achievement data and Focus schools to determine current reality and to be a catalyst for the design of specific action steps to improve standards based instruction.

- Data from student achievement and professional practice is infused into school improvement planning processes with in-process monitoring plans and outcome measures described.
- Additional planning time, professional development on backwards unit lesson planning and feedback from administrators have provided a strong foundation for delivering rigorous standards based instruction.
- Instructional coaches in reading, math and science receive training, support and collaboration time to support the implementation of Florida Standards.
- Principals at low performing schools participate in collaborative instructional rounds at rotating schools to calibrate their knowledge of standards based instruction and improve their capacity to provide meaningful feedback to teachers on their implementation of Florida Standards.
- The Multi-Tiered System of Supports is implemented in all Brevard Public Schools. Administrators monitor through district and formative assessments the quality of student mastery of core instruction. Students who are not proficient as a result of core instruction receive supplemental instruction in deficits identified through school based data problem solving teams. Students' progress in both core and supplemental instruction are monitored weekly/bi-weekly and instructional changes made strategically to best support student needs.

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

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

Yes

Provide the hyperlink to the plan

<http://elementarypgms.sp.brevardschools.org/Home/Documents/Student%20Progression%20Plan.pdf>

Provide the page numbers of the plan that addresses this question

25 - 49

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.** District and school-based instructional leaders that support Focus Schools will continue the implementation of Standards-Based Instruction (SBI).
- G2.** Focus Schools will continue to implement the MTSS & Problem Solving process with fidelity to identify and support students in need of academic/behavior support in order to increase the percentage of students demonstrating proficiency in Tier One.

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. District and school-based instructional leaders that support Focus Schools will continue the implementation of Standards-Based Instruction (SBI). 1a

G048882

Targets Supported 1b

Focus	Indicator	Year	Target
All D Schools	FSA English Language Arts - Achievement	2015-16	50.0

Resources Available to Support the Goal 2

- Performance Matters Learning Management System
- Title 1 - Literacy and Math Trainers
- MTSS Trainers
- School Improvement Resource Teacher
- Reading Coaches, other subject area Instructional Coaches
- District Resource Teachers
- Peer Mentors and Coaches
- CPALMS

Targeted Barriers to Achieving the Goal 3

- Need to continue to build principal, assistant principal and instructional coaches skill set as instructional leader to support alignment between standards-based lesson planning, formative assessment and instructional delivery.

Plan to Monitor Progress Toward G1. 8

District wide achievement data including math formative and summative assessments

Person Responsible

Lynn Spadaccini

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data charts, Performance matters spread sheets, classroom walkthrough data

G2. Focus Schools will continue to implement the MTSS & Problem Solving process with fidelity to identify and support students in need of academic/behavior support in order to increase the percentage of students demonstrating proficiency in Tier One. 1a

G046821

Targets Supported 1b

Focus	Indicator	Year	Target
1051 - Endeavour Elementary School	FSA English Language Arts - Achievement	2015-16	50.0
0052 - James Madison Middle School	FSA English Language Arts - Achievement	2015-16	50.0
1071 - Golfview Elementary Magnet School	FSA English Language Arts - Achievement	2015-16	50.0

Resources Available to Support the Goal 2

- District Personnel for support, Title 1 Literacy and Math trainers,
- On-going development and support of school-based MTSS Facilitators
- State DA Team conducts training/modeling for Focus and select Prevent schools on 8 step problem solving process.
- District Decision Trees
- Performance Matters Data System
- MTSS Trainers and school-based facilitators

Targeted Barriers to Achieving the Goal 3

- Training needed in using data to make informed academic decisions.

Plan to Monitor Progress Toward G2. 8

CWT data and student achievement data (Monitored by Area Superintendents & Coordinators: Crannell-Rhinehart in the North and Bowman-Cline Central).

Person Responsible

Jane Cline

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CWT data and student achievement data


District Action Plan for Improvement

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. District and school-based instructional leaders that support Focus Schools will continue the implementation of Standards-Based Instruction (SBI). **1**

 G048882

G1.B1 Need to continue to build principal, assistant principal and instructional coaches skill set as instructional leader to support alignment between standards-based lesson planning, formative assessment and instructional delivery. **2**

 B180456

G1.B1.S1 Backwards lesson design training for Focus School principals and team of teacher leaders. **4**

 S192212

Strategy Rationale

The primary goal is to develop instructional leaders' ability to implement standards based instruction through improving lesson planning to deepen student understanding of big ideas and improve transfer learning.

Action Step 1 **5**

Instructional leaders participate in training to improve alignment between standards lesson planning, formative assessment and instructional delivery.

Person Responsible

Jane Respass

Schedule

On 7/24/2015

Evidence of Completion

Unit lesson plans will be developed and modeled by instructional leaders at each school and shared.

Action Step 2 5

Increase teacher collaborative planning time through creation of district early release Wednesdays.

Person Responsible

Jim Hickey

Schedule

Weekly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Collaborative planning agendas, improved instructional delivery of standards-based instruction.

Action Step 3 5

Increase number of Professional Development days. These monthly dates will be utilized for instructional leaders at Focus Schools to model and collaborate in support of practices leading to rigorous standards-based instructional delivery. (Tomlinson - Madison, Wilson - Endeavour, Moeller - Golfview are the point people for this task).

Person Responsible

Janet Stephenson

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Improved instructional delivery of standards based instruction, classroom walkthrough evidence

G1.B1.S2 Resource teachers and Title 1 trainers will support training and implementation of standards based instruction through PD and site-based coaching at Focus Schools. 4

 S192214

Strategy Rationale

Ongoing feedback and coaching are used to communicate about and correct performance deficiencies, to reinforce appropriate behavior, to teach new skills, to motivate high performance, and to mentor.

Action Step 1 5

District content area resource teachers and Title 1 trainers will walk classrooms with instructional leaders at Focus Schools, provide feedback on instructional delivery observed, and assist in planning for coaching and mentoring.

Person Responsible

Teresa Wright

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Improved standards-based instructional delivery, classroom walkthrough data, student data on district created assessments.

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

Classroom walkthroughs, review of principal deliberate practice, and establishment of feedback cycles will be monitored by area superintendents and area coordinators. Cline-Bowman (Central) and Rhinehart-Crannell (North).

Person Responsible

Janet Stephenson

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Local student assessment data, classroom walkthrough data, observations

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

Classroom Walkthroughs will be conducted by Area Superintendents and Area Coordinators

Person Responsible

Janet Stephenson


Schedule

On 5/27/2016


Evidence of Completion

Student achievement data on local assessments, classroom walkthrough data


G2. Focus Schools will continue to implement the MTSS & Problem Solving process with fidelity to identify and support students in need of academic/behavior support in order to increase the percentage of students demonstrating proficiency in Tier One. 1

 G046821

G2.B1 Training needed in using data to make informed academic decisions. 2

 B116310

G2.B1.S1 MTSS Trainers will develop school contacts at Focus Schools trained in facilitating problem solving at the school-based level. 4

 S128007

Strategy Rationale

By using data to problem-solve at the Tier 1, Tier 2 and Tier 3 levels schools can maximize their use of resources.

Action Step 1 5

Focus Schools will receive PD and ongoing support by district MTSS & Positive Behavior Support (PBS) Trainers.

Person Responsible

Shelly Dickinson

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Exit slips from training, support calendars, improved problem solving process as evidenced by students moving between tiers, improved benchmarks of quality.

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

School visits and support by MTSS Trainers; Development of district decision trees to allow for consistent/effective progress monitoring of all students; assist school leaders with proper tools for progress monitoring LAFS/MAFS Student Achievement. Principals, District Resource Teachers and MTSS Trainers will monitor and support.

Person Responsible

Lynn Spadaccini

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Support calendars, Student Achievement data on BELAA, District Math assessments

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

School-based administrators will monitor at school sites with support from district MTSS/PBS trainers and school-based MTSS facilitators/reading coaches. Area Superintendents will monitor and support school-based administrators.

Person Responsible

Shelly Dickinson

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Data team meeting calendars, data charts, infrastructure established at schools sites for data team meetings; student achievement data from Performance Matters.

G2.B1.S2 Principals at Focus Schools will receive training and support to become data leaders, analyze their school professional practice/student achievement data, and build capacity to use Performance Matters - Unify to monitor student mastery of the standards. 4

 S128008

Strategy Rationale

By using data to problem solve and analyze Tier 1 problems, schools can maximize their resources and drive data-based decision making.

Action Step 1 5

Principals of Focus Schools review school level data based on instructional culture index, local assessment data and ProGOE data to determine needs for school year. (Area Superintendents review data with Focus School principals.)

Person Responsible

Janet Stephenson

Schedule

Annually, from 5/18/2015 to 8/24/2015

Evidence of Completion

School Improvement Plans will show needs analysis and action steps to address them.

Action Step 2 5

Area superintendents and area coordinators meet with Principals of Focus Schools to collaborate and provide feedback on School Improvement Plans. Cline/Bowman - Central Area; Rhinehart/Crannell - North Area

Person Responsible

Janet Stephenson

Schedule

Annually, from 10/5/2015 to 10/31/2015

Evidence of Completion

Schools SIPS will reflect alignment between school data needs assessment, research-based best practice and action plan

Action Step 3 5

Area Superintendents, School Improvement Resource Teacher, Principals and District Personnel conduct instructional reviews and classroom walkthroughs to observe implementation and provide feedback for purpose of improving and monitoring school improvement plans at Focus Schools.

Person Responsible

Janet Stephenson

Schedule

Annually, from 8/10/2015 to 5/30/2016

Evidence of Completion

Next step plans, mid-year evaluation of school improvement plans, feedback notes, cwt data.

Action Step 4 5

Principals and instructional teacher leaders at Focus Schools will participate in Performance Matters Unify training in order to build capacity to monitor student mastery of standards.

Person Responsible

Cynthia Rayen

Schedule

Semiannually, from 7/13/2015 to 5/31/2016

Evidence of Completion

Teacher created assessments, data meeting agendas.

Action Step 5 5

Establish a Data Leader Training plan for principals at Focus Schools. Data Leader Training will be provided by District Trainers: DJ Crannell (North Area), Sherri Bowman (Central Area) and Ana Diaz (South Area) with support from Jackie Ingratta, Jane Respass, and Lynn Conroy (Professional Development)

Person Responsible

Jackie Ingratta

Schedule

Every 2 Months, from 9/15/2015 to 2/12/2016

Evidence of Completion

Improved teacher-led data teams, agendas from data team meetings.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Area superintendents will meet with Focus School principals to collaborate, review and provide feedback on school improvement plan and will conduct monthly site visits to inspect expectations of SIP. (North-Dr. Laura Rhinehart, Central-Jane Cline)

Person Responsible

Janet Stephenson

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CWT tools, SIP mid year evaluation, Feedback notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Area Superintendents will conduct monthly site visits (North - Rhinehart/Crannell; Central - Cline/Bowman)

Person Responsible

Laura Rhinehart

Schedule

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

Evidence of Completion

CWT data, student achievement data, feedback notes

Implementation Timeline

Professional Development Opportunities

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

G1. District and school-based instructional leaders that support Focus Schools will continue the implementation of Standards-Based Instruction (SBI).

G1.B1 Need to continue to build principal, assistant principal and instructional coaches skill set as instructional leader to support alignment between standards-based lesson planning, formative assessment and instructional delivery.

G1.B1.S1 Backwards lesson design training for Focus School principals and team of teacher leaders.

PD Opportunity 1

Instructional leaders participate in training to improve alignment between standards lesson planning, formative assessment and instructional delivery.

Facilitator

Respass/Ingratta

Participants

Instructional leaders and teacher leaders

Schedule

On 7/24/2015

PD Opportunity 2

Increase teacher collaborative planning time through creation of district early release Wednesdays.

Facilitator

Instructional Leaders at each school

Participants

Teachers

Schedule

Weekly, from 8/10/2015 to 5/31/2016

PD Opportunity 3

Increase number of Professional Development days. These monthly dates will be utilized for instructional leaders at Focus Schools to model and collaborate in support of practices leading to rigorous standards-based instructional delivery. (Tomlinson - Madison, Wilson - Endeavour, Moeller - Golfview are the point people for this task).

Facilitator

Instructional Leaders at each school

Participants

Teachers,

Schedule

Monthly, from 8/10/2015 to 5/27/2016

G2. Focus Schools will continue to implement the MTSS & Problem Solving process with fidelity to identify and support students in need of academic/behavior support in order to increase the percentage of students demonstrating proficiency in Tier One.

G2.B1 Training needed in using data to make informed academic decisions.

G2.B1.S1 MTSS Trainers will develop school contacts at Focus Schools trained in facilitating problem solving at the school-based level.

PD Opportunity 1

Focus Schools will receive PD and ongoing support by district MTSS & Positive Behavior Support (PBS) Trainers.

Facilitator

Charlie Eccleston, Shelly Dickinson, Jayson Loble

Participants

MTSS Contacts, Principals, Assistant Principals

Schedule

Monthly, from 8/10/2015 to 5/27/2016

G2.B1.S2 Principals at Focus Schools will receive training and support to become data leaders, analyze their school professional practice/student achievement data, and build capacity to use Performance Matters - Unify to monitor student mastery of the standards.

PD Opportunity 1

Principals and instructional teacher leaders at Focus Schools will participate in Performance Matters Unify training in order to build capacity to monitor student mastery of standards.

Facilitator

Cynthia Rayen

Participants

Principals and teacher leaders

Schedule

Semiannually, from 7/13/2015 to 5/31/2016

PD Opportunity 2

Establish a Data Leader Training plan for principals at Focus Schools. Data Leader Training will be provided by District Trainers: DJ Crannell (North Area), Sherri Bowman (Central Area) and Ana Diaz (South Area) with support from Jackie Ingratta, Jane Respass, and Lynn Conroy (Professional Development)

Facilitator

Diaz, Crannell, Bowman

Participants

Principals and assistant principals

Schedule

Every 2 Months, from 9/15/2015 to 2/12/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Instructional leaders participate in training to improve alignment between standards lesson planning, formative assessment and instructional delivery.	\$0.00
2	G1.B1.S1.A2	Increase teacher collaborative planning time through creation of district early release Wednesdays.	\$0.00
3	G1.B1.S1.A3	Increase number of Professional Development days. These monthly dates will be utilized for instructional leaders at Focus Schools to model and collaborate in support of practices leading to rigorous standards-based instructional delivery. (Tomlinson - Madison, Wilson - Endeavour, Moeller - Golfview are the point people for this task).	\$0.00
4	G1.B1.S2.A1	District content area resource teachers and Title 1 trainers will walk classrooms with instructional leaders at Focus Schools, provide feedback on instructional delivery observed, and assist in planning for coaching and mentoring.	\$0.00
5	G2.B1.S1.A1	Focus Schools will receive PD and ongoing support by district MTSS & Positive Behavior Support (PBS) Trainers.	\$0.00
6	G2.B1.S2.A1	Principals of Focus Schools review school level data based on instructional culture index, local assessment data and ProGOE data to determine needs for school year. (Area Superintendents review data with Focus School principals.)	\$0.00
7	G2.B1.S2.A2	Area superintendents and area coordinators meet with Principals of Focus Schools to collaborate and provide feedback on School Improvement Plans. Cline/Bowman - Central Area; Rhinehart/Crannell - North Area	\$0.00
8	G2.B1.S2.A3	Area Superintendents, School Improvement Resource Teacher, Principals and District Personnel conduct instructional reviews and classroom walkthroughs to observe implementation and provide feedback for purpose of improving and monitoring school improvement plans at Focus Schools.	\$0.00
9	G2.B1.S2.A4	Principals and instructional teacher leaders at Focus Schools will participate in Performance Matters Unify training in order to build capacity to monitor student mastery of standards.	\$0.00
10	G2.B1.S2.A5	Establish a Data Leader Training plan for principals at Focus Schools. Data Leader Training will be provided by District Trainers: DJ Crannell (North Area), Sherri Bowman (Central Area) and Ana Diaz (South Area) with support from Jackie Ingratta, Jane Respass, and Lynn Conroy (Professional Development)	\$0.00
Total:			\$0.00