2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

17 - Escambia

Mr. Malcolm Thomas, Superintendent
John Cannon, Region 1 Executive Director

Table of Contents

Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

The mission of the Escambia County School District is to provide an environment that creates opportunities for all students to achieve their highest potential while building a foundation for continuous learning.

Provide the district's vision statement

Create a District where parents want to send their children, students want to learn, teachers want to teach, and employees want to work.

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 leadership team conducts a needs assessment in the spring of each year, structuring grant applications to support identified goals. Both district and school needs are addressed by Curriculum and Instruction Directors with input from content specialists. Budgets are then prepared which are equitable and fair to all schools with supplementary dollars targeting schools with the highest poverty rankings and those with student assessment scores below proficiency levels as determined by Florida's assessment system . The budget allocations are then released to the schools for discussion and decision-making with staff and School Advisory Councils. The budgets are then entered into the district system. Oversight of this process is monitored by the Assistant Superintendent for Curriculum and Instruction, with input from Directors who manage the programs, including Title I Parts A and C and related services, Titles II, III, X, and the Reading Allocation. Support for Literacy Coaches and Instructional Coaches in identified schools and extended day activities as described in Florida Statutes are funded through a combination of SAI, Reading Allocation, IDEA and Title I dollars.

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 Assistant Superintendent for Finance oversees the budgeted resources for the District and works closely with the Assistant Superintendent of Curriculum and Instruction. All staffing and budgets are reviewed by the level Directors and Assistant Superintendents. Other resources, such as computer hardware and software, are monitored by the Assistant Superintendents and the District Leadership Team. Supplementary funding and other resources are allocated based on federal guidance for schools serving concentrations of students living in poverty. Standard Operating Procedures are in place which verify equitable distribution of all resources.

District Policies and Practices

The plan for 2014-15 school year was newly created and has resulted in an increase in attention to the progress of the Focus and Priority schools in the district. For 2014-15 the District will continue with the following components:1. Use of Discovery Education to track and monitor student progress by teacher and school. 2. Use of the Escambia Educators Evaluation (E3) to track and monitor teacher effectiveness 3. Use of Vibe to hold instructional coaches accountable. 4. Support of instructional coaches through District funding and professional learning. 5. Evaluation of principals/ assistant principals of DA schools using the newly developed school-based administrator evaluation system. 6. Increased presence of subject area specialists in the classrooms of the DA schools to increase the availability of "experts" in planning and use of data. Support to schools has been tiered based on a rubric developed by the District Leadership Team for the district. 7. Close monitoring of school progress will be a function of the District Leadership Team and the Superintendent with regular meetings and school visits. The turnaround team will be responsible for the implementation of the DIAP for the 2014-15 school year.

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

Schools who must implement a district-managed turnaround model will have limited operational flexibility over staffing, scheduling, and budgeting which is defined in Chapter 1 Section 1.19 of the District Policy and Procedures Book. Oversight will be provided by a designated team of district staff who will provide support and advise the school leadership. Schools will submit requests for support which may fall outside of the staffing allocation table, variations in scheduling, and budgeting revisions. All requests will receive serious considerations. All staff will be selected and hired at the school level, except for instructional coaches and administrators. Those will be selected by the District Leadership Team (DLT). Those elements of flexibility ruled by the Master Contract will be negotiated with the local bargaining agent, Escambia Education Association.

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

Discovery Education has been purchased for all schools, and the training and implementation will continue to be supported. Instructional coaches have been selected and assigned based on a rubric ranking proficiency in each assessed area, decreased proficiency levels, the assignment of new administration, support from Differentiated Accountability, and school grade history. Title I, SAI, IDEA, and Reading Allocation funds are identified to fund this initiative. All coaches are provided with training throughout the year along with opportunities for networking to share ideas, support and professional learning which is replicated at the school level. The turnaround team meets regularly to discuss progress of each school. The use of Vibe, an electronic messaging system, allows the team to follow observations by coaches in classrooms. Professional development aimed at the effective use of data to enhance instruction will also be continued.

Stakeholder Involvement

PIP Link
https://www.floridacims.org/documents/24400

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

Parents and staff at each school site elect representatives to serve on a School Advisory Council (SAC) each year. Training is provided and the teams meet four times each year. The Superintendent meets quarterly with SAC members and those interested citizens who choose to attend quarterly advertised meetings. Each Title I school submits nominees to the District Parent Involvement Committee. This team identifies parent needs and barriers to participation in student academic support. Strategies for overcoming barriers are also developed by the team. School based parent activities range from report card nights to hands on activities involving parents with their children, test preparation strategies, consultants in the field of parent involvement, informational sessions related to specific content. Additional activities include:
Training school-wide in Capturing Kids Hearts at target schools,
Positive Behavior Support,
Effective Parent Conferencing Skills
Building the capacity of parents to be involved in their children's education seminars,
Training for office staff to offer excellent customer service,
Development of a Parent Involvement Plan at each Title I School,
School-Parent Compact

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

Each school that developed a turnaround plan met with a member of the turnaround team to brainstorm ideas regarding the specific school needs for addressing student achievement. All available options were discussed and shared with the school staff who reached consensus regarding the model to be implemented. Those ideas were then presented to the Superintendent who met with the school leadership team. The Principal shared the selected model and the plan for implementation with the school staff for additional review. The final plan was then completed and sent to the Superintendent for approval.

Effective Leadership

District Turnaround Lead
Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address
Wilson, Denny, dwilson2@escambia.k12.fl.us

Employee's Title
Director

Employee's Phone Number
(850) 469-5327

Employee's Phone Extension
225

Supervisor's Name
Steve Marcanio

Supervisor's Title
Assistant Superintendent

Employee's Role and Responsibilities

The turnaround lead/office for the Escambia County School District is under the oversight of the Director of Continuous Improvement and the Director of Title I. Additional support is provided by the Directors of Elementary and Middle Schools Education.
The responsibilities include evaluation of school administration, training and assignments of instructional coaches, coordination of curriculum specialists, and development of school improvement plans and actions plans during the school year.

District Leadership Team
Provide the following contact information for each member of the district leadership team.**:**

Nowlin, Marcia, mnowlin@escambia.k12.fl.us	
Title	Director
Phone	850-5595-6915
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Title I, Ms. Nowlin collaborates with the Director for continuous Improvement to implement Differentiated Accountability strategies at identified schools, participates in instructional review teams, meets with the FLDOE Differentiated Accountability team to support all DA schools. Supplementary strategies are provided through Title I including training related to poverty, instructional strategies, parent involvement and other services as needed. Support to schools includes direct funding, professional development and support for remedial services for struggling students.

gibowski, vicki, vgibowski@escambia.k12.fl.us	
Title	Director
Phone	850-469-5495
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	

szafran, teri, tszafran@escambia.k12.fl.us	
Title	Director
Phone	
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	

colo, laura, lcolo1@escambia.k12.fl.us

Title	Director
Phone	595-6915
Supervisor's Name	Marcia Nowlin
Supervisor's Title	Director
Role and Responsibilities	

maletsidis, linda, lmaletsidis@escambia.k12.fl.us

Title	Director
Phone	850-469-5494
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	

Joyner, Lisa, ljoyner@escambia.k12.fl.us

Title	Director
Phone	
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Coordinator of Student Services overseeing School Social Workers, School Psychologists, School Guidance Counselors, and PBS coach.

Bell, Raymond, rbell@escambia.k12.fl.us

Title	Director
Phone	
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Evaluation Services

Morgan, Lesa, lmorgan@escambia.k12.fl.us

Title	Director
Phone	
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of High School Education

Alaback, Brian, balaback@escambia.k12.fl.us

Title	Director
Phone	(850)469-5347
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The Director for Professional Learning oversees the activities of the Subject Area Specialists, Training for school employees, the employee evaluation system.

Wilson, Denny, dwilson2@escambia.k12.fl.us

Title	Director
Phone	(850)469-5327
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	As Director for Continuous Improvement and School Choice serves as the primary contact for Differentiated Accountability. Mr. Wilson schedules instructional reviews, serves as liaison between the FLDOE support team, the school district team and school leadership for scheduling and supporting activities to improve student achievement.

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**

Evaluation of school leaders is conducted based on the Charlotte Danielson model of effective practices. Evaluators are required to collect evidence in each domain to document competency. Evidence is recorded n the electronic system and reviewed with the principal/assistant principal as well as the Assistant Superintendent for Curriculum and Instruction. In instances where the school leader is performing below effective on the evaluation, the evaluator provides strategies for improvement along with support and assistance to achieve a higher level of performance. When the expected improvement does not occur, recommendations related to retention or replacement are made to the Assistant Superintendent of Curriculum and Instruction, the Deputy Superintendent and the Superintendent. For the 2014-15 school year, seventeen new assignments have been made in the assistant principalship and nine in the principalship of target schools.

> **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 Charlotte Danielson model of effective teaching practices is used to evaluate teachers. The district has a team of Consulting teachers who are assigned to first year teachers as the coach and

evaluator. Principals and assistant principals conduct the evidence based evaluation of all other teachers. The evaluator and the teacher together identify student assessment elements to be included in the overall evaluation. Two data elements are included in the overall calculation of effectiveness. In each domain where the teacher is less than effective, strategies for improvement are provided along with support and assistance to increase performance. Beginning teachers who do not score in the effective to highly effective range are not invited to return to the school. Professional services contract teachers who do not effectively implement the strategies for improvement have ninety days of service in which to show improvement, thus avoiding dismissal. Schools implementing the turnaround model have the latitude to recommend transfer for any teacher who scored below the effective level on the previous year's evaluation.

Public and Collaborative Teaching

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

The district provides resources which encourage all schools to provide common planning time for all instructional teams as defined in Rule 6A-1.099818(2)(e). FTE funds as well as SAI funds are used to support sufficient teaching units at each school site. A formula is used to calculate the appropriate allocation of special area teachers/elective units to allow for a master schedule which meets the rule. The master schedule is built in the electronic FOCUS system. District Sparcity units are assigned to schools as needed to meet this requirement when the allocation formula alone does not generate sufficient teaching units.

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

Coaching positions are provided using Reading allocation and Title I, Part A funds. Subject Area Specialists, the Director for Continuous Improvement and the Director for Title I monitor coaching activities. Each coach completes a log for review by the appropriate Subject Area Specialist and the school Principal. An electronic message board allows all members of the district Differentiated Accountability Team to monitor classroom visits and feedback to the teachers at each site. The FLDOE support team collaborates with the district team including coaches to develop training modules and schedule site based professional learning sessions. Observations are conducted to assure effective training is provided at each school site. Each month coaches meet with subject area specialists for training and planning. Additionally, the coaches meet with the district leadership team each month to discuss specific concerns as well as successes. Problem solving is collaborative and includes FLDOE team members as indicated.

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:

Reading Wonders **Step Up to Writing** **Six Traits** **Thinking Maps**	
Program Type	Core, Supplemental
School Type	Elementary School, Middle School
Description	Reading Wonders provides instruction using the Six Traits of writing, focusing on the writing process, conferencing with students and supporting the students develop an understanding of the elements that strengthen their written work. Students are given an opportunity to read material, synthesize and draw conclusions from material as they respond to questions, citing supportive evidence from the materials they have read. Step up to Writing provides additional organizational structures to assist students in writing in Language Arts as well as content areas. Structures are in place to assist students in planning for writing, editing and revising after conferencing about writing. The district focus is on development of excellent completed works rather than numerous drafts that are not revised to a level of excellence.

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:

HMH Go Math **iReady pilot in three target schools** **Everglades Mathematics for grades 3-8 and Algebra (intensive intervention)** **First in Math** **Extra Math.org** **Moby Math**	
Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	The Go Math series will serve as source for instruction of Florida Standards for both elementary and middle schools in the 2014-15 school year. State adopted materials have been selected and are used in mathematics courses at the high school level.

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:

Pearson Interactive Science series	
Program Type	Core
School Type	Elementary School, Middle School
Description	The program will serve as the basis for standards based instruction.

Elementary supplemental programs:
I Love Science
Flight Adventure Deck
Roy Hyatt Environmental Center
Middle School programs;
STEMscopes (FSU grant)
Roy Hyatt Environmental Center
National Flight Academy (NAS Pensacola)

Program Type	Supplemental
School Type	Elementary School, Middle School
Description	Elementary supplemental programs: I Love Science - for 5th grade students. Lessons are presented by community volunteers. Flight Adventure Deck - At NAS Pensacola. A science/mathematics summer program Roy Hyatt Environmental Center - A center supported by two teachers which focuses on environmental science Middle School programs; STEMscopes (FSU grant) which supports professional learning of science content for teachers Roy Hyatt Environmental Center - offers laboratory experiences for middle school students in the field National Flight Academy (NAS Pensacola)

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 Curriculum and Instruction division is responsible for monitoring all programs. Directors, subject-area specialists, and teachers-on-special assignment work closely with instructional coaches and school administrative staff to evaluate the effectiveness and alignment with Florida Standards. This includes monthly meetings, regular classroom visits, and professional learning activities.

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

Description

Across the district, schools are guided by focus calendars, pacing guides and common instructional materials to assure that students who transition within the school year may enter with an expectation that instruction at the new school is focused on the same standards being studied at the school of

origin, using familiar materials and familiar instructional strategies.

For students transitioning from one level to another are provided opportunities to visit the campus to which they will promote, review along with their parents all special programs of study and unique opportunities available to them at the new site and to explore options through School Choice. The School Choice Department sponsors an informational event annually to promote all career academies and magnet programs. Ascending middle school students were offered an opportunity to attend a two week summer session to adjust to the new high school campus, learn about the expectations for behavior, extra curricular activities and study skills to meet the rigor of staying on track to graduate with the entry cohort.

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

Yes

Needs Assessment

Underperforming Subgroups

Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	66%	53%	No	69%
American Indian	66%	54%	No	69%
Asian	77%	69%	No	79%
Black/African American	49%	31%	No	55%
Hispanic	69%	56%	No	72%
White	75%	66%	No	78%
English language learners	42%	28%	No	49%
Students with disabilities	43%	24%	No	49%
Economically disadvantaged	57%	43%	No	62%

Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	63%	55%	No	67%
American Indian	61%	57%	No	65%
Asian	77%	77%	No	79%
Black/African American	48%	34%	No	53%
Hispanic	65%	60%	No	69%
White	72%	67%	No	75%
English language learners	48%	44%	No	53%
Students with disabilities	44%	29%	No	50%
Economically disadvantaged	55%	45%	No	60%

Step Zero

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

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

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

Implementation Timeline

Professional Development

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

Technical Assistance

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**