

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

43 - Martin

Mrs. Laurie Gaylord, Superintendent
Ella Thompson, Region 3 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

The mission of the Martin County School District, in partnership with family and community, is to equip students with the skills and knowledge necessary to become responsible citizens through comprehensive learning experiences and innovative environments that extend beyond traditional walls.

Provide the district's vision statement

Where learning has no boundaries.

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 Martin County School District is committed to sustaining the school improvement processes and preparing all students to be college and career ready by ensuring an equitable distribution of effective and highly effective teachers among all district schools. The district will:

- monitor the distribution of teachers and principals based on annual summative evaluation ratings;
- monitor staffing practices for schools that have the highest percentages of low-income students and minority students to be sure there is both an equitable distribution of effective and highly effective teachers and principals in such schools and
- ensure the staffing assignment practices of the district support the school improvement goals of each school.

Staffing Plan.

The district's evaluation systems for teachers and principals result in one of four summative ratings (Highly effective, Effective, Needs Improvement/Developing or Unsatisfactory). Within 45 days of the receipt of final summative evaluation scores for teachers and principals, district staff will review the distribution of overall evaluation ratings to ensure equity and to determine necessary staffing changes in alignment with school improvement goals. Anomalies among the distribution of highly effective and effective and needs improvement/developing or unsatisfactory teachers and principals will be determined, if any. Particular attention will be paid to schools with the highest percent of low-income (high poverty) students and schools rated D for 2 consecutive years (DD) and schools earning a grade of F.

If a high poverty school, DD school or F school has a greater proportion of teachers rated in the two lowest categories (using standard error of measure), actions will be taken to reduce the proportion. Teachers receiving a needs improvement/developing or unsatisfactory summative evaluation will be moved to another school or position and placed on an improvement plan. If the principal of a high poverty, DD school or F school received a needs improvement/developing or unsatisfactory summative evaluation, that principal will be moved to another school or position and placed on an improvement plan. Data will be collected annually that reflects the impact of the plan on staffing assignments of teachers and principals.

Instructional resources are aligned to student needs. A system is in place to select instructional materials that involves stakeholders. A technology plan is in place to ensure hardware and software are aligned to meet needs. The Title grants support schools through staffing, professional development, and materials.

Responsible: Ginger Featherstone, Assistant Superintendent and Laurie Gaylord, Superintendent JDP Focus School

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.

Professional learning is through a strategically developed professional development system. The support cycle for the implementation is based upon the Continuous Improvement Model, Individual School Improvement Plans, the District Strategic Plan, Educator and Instruction Quality, and district initiatives which support the Florida Statutes.

The foundation of the Martin County School District Professional Development System is grounded in observable and measureable practices that place priority on a continuous improvement model. The framework of the professional development system is sustained by "The Essential Supports:"

- Effective Leadership – focused on instruction and inclusive of others in their leadership work.
- Professional Capacity – driven by quality of educators and staff based on student centered improved outcomes, their beliefs and values about change, the quality of professional development, and the capacity to work together.
- Instructional Guidance – supported by the organization of the curriculum, the nature of the rigor or the challenges it poses, and the resource tools and supports educators have to advance learning.
- Supportive Student Centered Environments – established by district, schools, and staff to have a welcoming and nurturing environment focused on learning for all.
- Involved Community and Families – sustained by establishing strong connections between schools, parents, community, and agencies.

This foundation will be supported through a framework that is strategically aligned with the review and monitoring of data to determine school support. Support will be determined and differentiated in a cohesive effort leading to increased performance for all students.

The purpose of the Professional Development System and follow-up support of all activities will increase the success of educators through collaboratively developed school improvement initiatives that are based on multiple sources of data, current proficiency data for Annual Measurable Objectives (AMO) subgroups, demographic data, and various needs assessments and surveys.

The Professional Development Models at the district level, school level, and educator level are purposefully aligned and include planned professional development programs focused on the improvement of job-related knowledge, skills, attitudes, aspirations, and behaviors of all district employees.

The model includes, but is not limited to:

- Professional Learning adheres to Learning Forward Standards and Florida's Professional Development System Evaluation Protocol. This includes adult learning principles which clearly identify participant developmental levels, include coaching and mentoring components, and provide support mechanisms to ensure implementation and mastery of intended outcomes.
- Quality programs have an overarching goal to ensure a clear process for determining the effectiveness of the program, aligned to student achievement.
- Professional learning and courses that clearly delineate what the learner should know and be able to do by the end of each course. Therefore, clear objectives and a methodology for evaluating the transfer of new knowledge, skills, and techniques are incorporated.
- Systems with opportunities for professional growth based on multi-tiered (scaffolded) approach that is aligned to multiple measures of common data sets.
- Annual review by the Director of Professional Development in collaboration with departments and school based staff who reviews courses and activities to ensure alignment and quality as defined by

national and state standards. Formative and summative evaluations of the overall program and individual courses are used to determine the effectiveness of the activities and courses included in the program.

The Director of Professional Development provides the guidance, coordination, and supervision for professional learning at all levels within a coordinated set of activities to support and promote school improvement initiatives. Some key service delivery include:

- Ensure the quality of professional development by aligning all professional development to the standards adopted by Learning Forward and the Florida Professional Development System Evaluation Protocol.
 - Manage the record keeping of all professional development and in-service credit in cooperation with the Human Resources Department.
 - Design, deliver, review, and coordinate delivery of professional learning according to current adopted protocols.
 - Communicate with instructional and operational departments and serve as a resource for inter/intra agency communication and delivery.
 - Coordinate the components and evaluation of the professional development program.
 - Establish and support quality professional development courses aligned to the program objectives and evaluate the courses.
 - District Administrators: District administrators are responsible for the creation, maintenance, closing, and filing of documentation of district professional development program courses. They are also responsible for monitoring the professional growth plans of school based administrators.
 - Curriculum Coordinators: Coordinators are responsible for the appropriate delivery of content and improving future course delivery. The school based support is determined by current data sources and provided to schools to ensure effective transfer and implementation of new knowledge and skills into the classroom.
 - Reporting to the Florida Department of Education on an annual basis all Components/Course Types and courses that have been delivered for in-service points and submitted through TERMS in Survey 5.
 - Depending on School's determined level of support a monthly schedule will be established with increasing intensity.
 - o Universal – least amount of support
 - o Strategic – moderate amount of support
 - o Individual – strategic and frequent support
 - Identify goal to support - the identified Professional Development must be linked to goal/target on SIP, Deliberate Practice Growth Plans, and State Mandates.
 - Prioritize targeted barriers, based on elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal).
 - Develop action steps (including who, what, where, when) for implementation of school based support and professional learning plan.
 - Monitor supports and strategies for effectiveness and fidelity of implementation (including who, what, what, where, when).
 - Determine how progress towards the goal will be monitored (including who, what, where, when).
- District coaching plan: Ginger Featherstone and Instructional Services

District Policies and Practices

After principals were engaged in the problem-solving process, the Superintendent asked school leaders to bring an Action Plan to the table that would improve academic outcomes of students at their school sites. She worked with district leaders to align the Action Plans with SIPs and the CIM Process. The Action Plans were reviewed with district and peer leaders. This collaborative peer review process served as model of best practices in our schools. A follow up meeting is scheduled after progress monitoring data has been reviewed.

In an effort to provide support to each school site, district leaders have been assigned a school in

which to serve as coach. The purpose is to offer the school support in a variety of areas: professional development; data support; PLCs, instructional materials, and to serve as a liaison to state and district curricular initiatives.

Persons responsible: Ginger Featherstone, Assistant Superintendent, Tracey Miler, Executive Director of Instructional Services

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

Based on the current DA Plan, the district will continue to progress monitor all schools.

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

The Martin County School District provides resources and support to include personnel, community, PLC, data, instructional materials, and others to build professional capacity.

At this time, there are no plans to reorganize personnel.

Community organizations are a vital part of the school community and have been a part of the school district for many years.

To ensure accountability for progress, personnel will participate in quarterly monitoring sessions during which they will examine data from their own schools for evidence of instructional shifts toward increased rigor, and plan adjustments to the focus of their observations and feedback. These monitoring sessions will enhance their capacity to identify, support and improve instructional practices through professional development and coaching aligned to the evaluation framework by:

- Developing a year-long schedule for professional development for school-based personnel.
- Organizing staff into Professional Learning Communities (PLC).
- Providing personnel with the support (coaching and mentoring) and resources necessary to ensure there is transfer and implementation of new knowledge and skills to the workplace.
- Aligning, monitoring, documenting, and evaluating the effectiveness of the professional development towards improved job performance and increased student achievement.

School leaders and district staff are available to support the professional learning goals of employees. They are available to guide the planning, learning, implementing, and evaluating of professional development.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131441>

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

The Martin County School District has maintained a long history of collaborating and celebrating family engagement. During the 2013-14 school year, the district was reviewed and approved for AdvancED accreditation. Many of the suggestions from the onsite visit have been put into practice in the school district. The website of the district and the schools have been edited to showcase information for parents. The Accreditation team noted that at school sites, parent involvement was noteworthy, but the

parents wanted to know more and be involved in events at the district level. Work has been completed in this area including parents working on district instructional materials committees.

The Martin County School District held a Parent University on August 23 for all of the stakeholders in Martin County. Information about Parent University can be obtained on www.martinschools.org. The inaugural effort was successful and the model will be repeated.

Other highlighted ongoing mechanisms include:

- Title I Parent Meetings and Parent Nights

- The Parent Resource Center utilizes student outcome data and parental survey data to determine appropriate and differentiated workshops that meet the needs of the students and parents they serve.

- Title I DPAC(District Parent Advisory Council) is represented by parent leaders from each of the Title I schools. These parent leaders come together with district and school staff to provide input and feedback regarding Title I initiatives, programs, and family engagement.

Title I parent Liaisons(support staff) serve at each of the Title I schools and build bridges and networks into the community, often providing front line bilingual support.

- The DAC (District Advisory Council) is comprised of a contact from every school site and the business community. The job of the DAC is to help monitor the School Improvement Plans as well as serve as an information resource.

- Each school has a SAC (School Advisory Council)

- All of the Title I schools in Martin County have PIPs.

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

School level administrators are autonomous to plan and implement school level interventions. The district's role of support is identified in the Action Plans and the support built into the district 's coaching model.

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
Employee's Title
Employee's Phone Number
Employee's Phone Extension
Supervisor's Name
Supervisor's Title
Employee's Role and Responsibilities

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Featherstone, Ginger, featheg@martin.k12.fl.us

Title	Assistant Superintendent
Phone	(772) 219-1200
Supervisor's Name	Laurie Gaylord
Supervisor's Title	Superintendent
Role and Responsibilities	Serves as the Assistant Superintendent and supervises and leads the instructional and operational personnel.

Miller, Tracey, millert@martin.k12.fl.us

Title	Other
Phone	772-219-1200
Supervisor's Name	Laurie Gaylord
Supervisor's Title	Superintendent
Role and Responsibilities	Dr. Tracey Miller is the Executive Director of Instructional Services and leads, manages, and supervises the instructional side of the school district.

White, Mary, mcwillm@martin.k12.fl.us

Title	Director
Phone	772-219-1200
Supervisor's Name	Tracey Miller
Supervisor's Title	Other
Role and Responsibilities	Leads, manages, and supervises programs within elementary schools

Iuiliucci, Theresa, iuiliuct@martin.k12.fl.us

Title	Director
Phone	772-219-1200
Supervisor's Name	Tracey Miller
Supervisor's Title	Other
Role and Responsibilities	Leads, manages, and supervises Secondary programs and personnel within the district.

Cano, Kimberly, canok@martin.k12.fl.us**Title** Director**Phone** 772-219-1200**Supervisor's Name** Tracey Miller**Supervisor's Title** Other**Role and Responsibilities** Ms. Cano is the Director of Professional Development. She maintains the PD Plan and the components of PD within.**Poitier-Anderson, Xenobia, andersx@martin.k12.fl.us****Title** Director**Phone****Supervisor's Name** Laurie Gaylord**Supervisor's Title** Other**Role and Responsibilities** Director of Human Resources. Leads teacher and leader evaluation systems.**Caruso, Dawn, carusod@martin.k12.fl.us****Title** Administrator**Phone** 772-219-1200**Supervisor's Name** Tracey Miller**Supervisor's Title****Role and Responsibilities** Coordinator of Assessment and Accountability**Jenkins, Vicki, jenkinsv@martin.k12.fl.us****Title** Director**Phone** 772-219-1200**Supervisor's Name** Tracey Miller**Supervisor's Title** Other**Role and Responsibilities** Leads, manages, and supervises the Exceptional Student Education Department

Preston, Katie, prestok@martin.k12.fl.us**Title** Director**Phone** 772-219-1200**Supervisor's Name** Tracey Miller**Supervisor's Title** Other**Role and Responsibilities** Leads, manages, and supervises the Educational Technology Department. Oversees the technology plan.**Gaylord, Laurie, gaylorl@martin.k12.fl.us****Title** Superintendent**Phone** 772-219-1200**Supervisor's Name****Supervisor's Title** Superintendent**Role and Responsibilities** Leads and manages the school district. This is an elected position in Martin County.**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 Martin County School District will ensure that each Focus and Priority school has a leadership team of high quality by:

- providing ongoing professional development
- ongoing progress monitoring of student achievement data
- calibrating classroom observations and descriptive feedback to ensure an increase in quality instructional practices
- Strengthening Professional Learning Communities by concentrating on data-driven decision making to enhance student achievement results

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 district's evaluation systems for teachers and principals result in one of four summative ratings (Highly effective, Effective, Needs Improvement/Developing or Unsatisfactory). Within 45 days of the receipt of final summative evaluation scores for teachers and principals, district staff will review the distribution of overall evaluation ratings to ensure equity and to determine necessary staffing changes in alignment with school improvement goals. Anomalies among the distribution of highly effective and effective and needs improvement/developing or unsatisfactory teachers and principals will be determined, if any. Particular attention will be paid to schools with the highest percent of low-income (high poverty) students and schools rated D for 2 consecutive years (DD) and schools earning a grade of F.

If a high poverty school, DD school or F school has a greater proportion of teachers rated in the two lowest categories (using standard error of measure), actions will be taken to reduce the proportion.

Teachers receiving a needs improvement/developing or unsatisfactory summative evaluation will be moved to another school or position and placed on an improvement plan. If the principal of a high poverty, DD school or F school received a needs improvement/developing or unsatisfactory summative evaluation, that principal will be moved to another school or position and placed on an improvement plan. Data will be collected annually that reflects the impact of the plan on staffing assignments of teachers and principals.

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

A yearlong plan of action to be implemented with fidelity and aligned to the district's Professional Development System is imperative. Schools are supported by district staff in a collaborative and supportive system that is based upon review of data and strategic supports.

- Administrators: School based administrators are responsible for monitoring Deliberate Practice/Growth Plans for instructional personnel; approving individual alternative professional development opportunities, ensuring the school-based professional development aligns with state and district standards and monitoring the implementation of new knowledge and skills by staff after participating in professional development and ensures allotment of time for common planning, professional learning communities and supports quality instructional practices to improve student achievement.

- Coaches: Coaches are responsible for supporting participants of professional development, facilitate professional learning communities and support quality instructional practices to ensure transfer and implementation of new knowledge and skills into the classroom and for planning, organizing and delivering instruction to improve student achievement.

Administrators ensure that teams of teachers and coaches have common planning time in which to collaborate.

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

The Martin County School District will monitor and evaluate the professional development system frequently to ensure the alignment to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. Professional learning is the result of the individual's commitment to improvement. The daily activities of the instructional coaches will impact instruction by providing professional learning and resources to support:

- State standards for professional development at the educator, school, and district level;
- Rigorous and relevant curriculum based on state and local educational standards and initiatives;
- Improvement planning based on needs assessments and results from personnel evaluation;
- Opportunities for professional collaboration and collegial team learning practices;
- Sharing professional learning practices, resources, and technical assistance

The district will provide a series of professional learning sessions to district and school based leadership which will focus on:

- Establishing a Culture of Continuous Improvement
- Supporting Quality Instructional Practices/Lesson Study
- School Improvement Planning and Progress Monitoring
- Facilitative Leadership and Professional Learning Communities
- Early Warning Systems
- Coaching Cycle

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:

Writing Workshop Units of Study

**Program
Type**

Core

**School
Type**

Elementary School

Description

Teaches a variety of genres of writing based on principles and practices of effective writing instruction.

My Access

**Program
Type**

Supplemental

**School
Type**

Middle School

Description

Computer-based writing/scoring program. The program allows for revision and re submission of work.

Writing Across the Curriculum

**Program
Type**

Core

**School
Type**

High School

Description

Student writing is assessed through prompts based on cross-curricular topics. Feedback is given in order for students to improve in their writing ability.

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:

McGraw-Hill My Math

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School

Description My Math (grades K-2) is a print and digital resource for teachers. The K-2 program has supplemental and intervention materials.

Harcourt Go Math

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School

Description The Go Math (grades 3-5) series is a digital and print resource for teachers. The series includes supplemental and intervention materials.

Harcourt Go Math

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School

Description The Go Math print and digital materials include core, supplemental, and intervention materials.

McDougal Lyttel Algebra I

Program Type Core, Supplemental, Intensive Intervention

School Type High School

Description McDougal Lyttel print and digital texts serve as a core, supplemental, and intervention materials.

Pearson Geometry

Program Type Core, Supplemental, Intensive Intervention

School Type High School

Description The Pearson print and digital materials serve as the core, supplemental, and intervention

iReady Math

Program Type Supplemental

School Type Elementary School

Description iReady Math is an online instructional diagnostic and instructional tool in reading and math. The Focus and Prevent schools use the product. The school district uses the program to monitor progress of all elementary students in reading and math

Ready MAFS

Program Type Supplemental

School Type Elementary School

Description The Ready MAFS are a gradual release instructional tool that is aligned with the rigor of the Florida Standards. The Ready LAFS are aligned with the ELA standards.

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:

iScience

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School

Description iScience is an interactive textbook with integrated laboratory investigations aligned to state standards.

Biology I and Biology I Honors Pearson Education Inc., publishing at Prentice Hall, Miller, Levine.

Program Type Core

School Type High School

Description This text is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Physical Science-Holt McDougal, Florida Holt Science Spectrum Physical Science

Program Type Core

School Type High School

Description Spectrum Physical Science is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Chemistry I- Prentice Hall, Pearson Chemistry

Program Type Core

School Type High School

Description This text is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Chemistry I Honors- Holt, McDougal, Modern Chemistry

Program Type Core

School Type High School

Description Modern Chemistry is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

AP Chemistry-Holt McDougal Chemistry, 8e

Program Type Core

School Type High School

Description The text is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Physics I- CPO Science, Physics A First Courses

Program Type Core

School Type High School

Description Physics A First Courses is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Physics I Honors- Glencoe-McGraw-Hill, Physics: Principles and Problems**Program Type** Core**School Type** High School**Description** Physics: Principles and Problems is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.**AP Physics B- Holt McDougal, College Physics 8e****Program Type** Core**School Type** High School**Description** College Physics is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.**AP Physics C- Holt McDougal, Physics for Scientists and Engineers 8e.****Program Type** Core**School Type** High School**Description** Physics for Scientists and Engineers is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.**Anatomy and Physiology- John Wiley and Sons, Inc., C/O Peoples Education, Principles of Anatomy and Physiology****Program Type** Core**School Type** High School**Description** Principles of Anatomy and Physiology is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.**Earth and Space Science- Holt McDougal, Earth Science****Program Type** Core**School Type** High School**Description** Earth and Space Science is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Science Fusion

Program Type	Core
School Type	Elementary School
Description	Science Fusion is a text and online inquiry based science text with laboratory investigations.

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 Martin County School District engages in process where programs are monitored for its intended use. Alignment of instructional materials are completed at the district and school level. The instructional coordinators lead the work with district and school site teams. District instructional leadership monitors the work of the content coordinators. Over the last three years, alignments of instructional programs was a district focus. All schools are consistent in their acquisition of materials. This year, Instructional Frameworks in ELA, Math, and Science were implemented. The Frameworks were aligned to the standards and included a thorough resource section as well and learning progressions/performance scales in which teachers could assess their students against the standard. Consistent assessments were also included and completing the gaps in common assessments is an ongoing goal. Weekly Coordinator and Director meetings help to serve as progress monitoring. Performance Matters serves as a data warehouse for all instructional programs. Administrators and teachers have been trained in the use of Performance Matters. The following lagging and leading data points are available to assist in Progress Monitoring:

FCAT

FAA

CELLA

Fountas and Pinnell Reading Benchmark Assessments

District Benchmark Assessments

iReady Reading and Math data

SAT

ACT

PERT

The Martin County School District Assessment calendar is available at: http://www.martinschools.org/pages/Martin_County_School_District/General_Information_2/Department_Groups/Assessment_and_Accountability

Professional Learning Communities are a non-negotiable in the district and at school sites. Training is continuous and ongoing. The PLC at the district and school site is a job-embedded process in which educators work collaboratively in a process of collective inquiry and action research to achieve better results for students. The four questions of a PLC serve as a cornerstone for the commitment to learning for all: 1. What is it we expect them to learn?; How will we know when they have learned it?; How will we respond when they don't learn?; and How will we respond when they already know it?

A Multi-Tiered System of Supports (MTSS) is a framework that uses data-based problem solving to integrate academic and behavioral instruction and research-based interventions. MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. The integrated academic and behavioral supports are delivered to students at varying intensities (multiple tiers) based on student need. "Need-driven" decision making seeks to ensure that

district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency for college and career readiness. Response to Intervention (RtI) has consistently been defined in Florida as the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Positive behavior intervention support (PBIS) is an application of a behaviorally-based systems approach to enhance the capacity of schools, families and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. PBIS uses evidence-based practices to change our school environments to ensure a positive school culture for staff and students. Attention is focused on creating and sustaining universal (Tier 1), supplemental (small group, Tier 2), and intensive (very small group/individual Tier 3) systems of support that improve lifestyle results (personal, health, social, family, work, recreation).

Problem Solving Teams (PST) are intervention driven/progress monitoring teams at each school, which assists students, families and teachers in seeking positive solutions for all students. The primary goal of the PST is to support teachers and parents by generating effective research-based academic and behavioral strategies for individual targeted students. Problem Solving Teams use school-wide and class-wide data to monitor the strengths and weaknesses of students and offer academic and behavioral interventions to be applied to class or school-wide issues.

Problem Solving Teams (PSTs) are a natural extension of Professional Learning Communities (PLCs). The guiding principles of PSTs mirror the four essential questions of PLCs in that both seek the answers to the four questions in order to improve academic outcomes.

Exemplars of District Response to poor implementation:

-Elementary schools in Martin County are implementing a Standards-based report card. K-2 teachers have been in full implementation for three years. The decision to move to grades 3-5 was made by a dedicated group of teachers that had been working on the report card. With the implementation, it became apparent that implementation gaps in standards-based instruction were impeding the understanding and implementation of the standards-based reporting. The instructional team met to problem solve and new training was delivered to administrators and coaches. Plans for professional development at the school sites were expected and district instructional leads are monitoring progress. This will be an ongoing process for school sites and for the district. The result of better communication to parents and better understanding of what children will be able to know and do in relationship to state standards will be the result.

-High Schools in Martin County have used Scholastic's Read 180 as an intervention program for students that scored below proficiency on the FCAT Reading test. The program was effective for some students, but for some students, even after repeated use over a long period of time, were not making gains. The Exceptional Education Department and Instructional Services problem solved the issue. Some of the problems could be addressed with a fidelity check, but there were students not responding to the program. Some students would need to be placed on System 44. Other students, it was determined might respond to the supplemental and computer-based program iReady. Progress monitoring of the student data will be completed in a timely manner to determine effectiveness. Increased academic outcomes will be the result.

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

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

No

Provide the hyperlink to the plan

http://www.martinschools.org/files/_3Zlg2_/da336cf26e21e7803745a49013852ec4/Student_Progression_Plan_2014-2015.pdf

Provide the page numbers of the plan that addresses this question

Description

Transitions from one school to the next are part of each school's SIP. Ongoing multilevel articulation meetings between schools has been the norm for many years. Other support include Head Start parent meetings with elementary schools, middle school meetings with elementary schools, high school mentoring programs, International Baccalaureate transition programs, middle school morning mentors, and literacy coaches supporting articulation.

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	75%	64%	No	77%
American Indian	68%	52%	No	71%
Asian	85%	77%	No	87%
Black/African American	53%	33%	No	58%
Hispanic	60%	45%	No	65%
White	81%	74%	No	83%
English language learners	51%	30%	No	56%
Students with disabilities	48%	33%	No	54%
Economically disadvantaged	61%	46%	No	65%

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	74%	66%	No	77%
American Indian	54%	55%	No	59%
Asian	85%	85%	No	87%
Black/African American	54%	38%	No	59%
Hispanic	66%	56%	No	70%
White	79%	73%	No	81%
English language learners	61%	48%	No	65%
Students with disabilities	51%	38%	No	57%
Economically disadvantaged	64%	52%	No	68%

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

- G1.** By increasing the implementation fidelity of the Professional Development System and providing structures to improve quality instructional practices, The Martin County School District will evaluate and/or modify supports to increase student performance outcomes.
- G2.** By engaging in a continuous improvement model, The Martin County School District will increase performance outcomes for all students as measured by assessment results.

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. By increasing the implementation fidelity of the Professional Development System and providing structures to improve quality instructional practices, The Martin County School District will evaluate and/or modify supports to increase student performance outcomes. 1a

 G044081

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Effective+ Teachers (Performance Rating)		100.0

Resources Available to Support the Goal 2

- Professional learning opportunities
- Title I and SIG 1003A
- Instructional Coaches
- A system in place to collect and monitor data
- Evaluation of Master Inservice Plan to include HQ MIP Courses

Targeted Barriers to Achieving the Goal 3

- Common language among leadership and instructional staff
- Inconsistent implementation of the MTSS core problem solving process
- Misalignment between planned and implemented instruction and taxonomic rigor of the standards

Plan to Monitor Progress Toward G1. 8

Implementation Fidelity of the Professional Development System

Person Responsible

Kathryn Morem

Schedule

Quarterly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Evaluations of PD, Electronic Registration Online (ERO) system, increased collaboration among stakeholders, increase in performance evaluations

G2. By engaging in a continuous improvement model, The Martin County School District will increase performance outcomes for all students as measured by assessment results. 1a

 G044082

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA - Mathematics - Proficiency Rate		60.0
District-Wide	FSA - English Language Arts - Proficiency Rate		65.0
District-Wide	FCAT 2.0 Science Proficiency		60.0
District-Wide	AMO Reading - All Students		

Resources Available to Support the Goal 2

- Data available to support continuous improvement
- School Improvement Plans are developed to support continuous improvement
- District Leaders engage in collaborative structures to support continuous improvement

Targeted Barriers to Achieving the Goal 3

- Allocation of resources to align with student need

Plan to Monitor Progress Toward G2. 8

Continuous Improvement Process

Person Responsible

Xenobia Poitier-Anderson

Schedule

Quarterly, from 7/1/2014 to 6/30/2015

Evidence of Completion

The review of assessment and teacher observation data.

Plan to Monitor Progress Toward G2. 8

School Improvement Plan Monitoring

Person Responsible

Mary White

Schedule

Monthly, from 8/29/2014 to 12/19/2014

Evidence of Completion

Review SIP, Peer Review Process, Aspiring Leaders Review Process, School Board Approval

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By increasing the implementation fidelity of the Professional Development System and providing structures to improve quality instructional practices, The Martin County School District will evaluate and/or modify supports to increase student performance outcomes. **1**

 G044081

G1.B3 Common language among leadership and instructional staff **2**

 B108235

G1.B3.S1 The district will provide multiple professional learning opportunities for both instructional and administrative staff to ensure and implement a common language with all practices. **4**

 S119697

Strategy Rationale

With a common language of collaboration and instruction, enhanced teacher instruction will be differentiated and enhanced to meet the needs of ALL students for student achievement.

Action Step 1 **5**

Align all district-provided professional development opportunities

Person Responsible

Kathryn Morem

Schedule

Quarterly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Professional Development System

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Professional development opportunities

Person Responsible

Tracey Miller

Schedule

Quarterly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Evaluations of professional learning

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Common language implementation

Person Responsible



Tracey Miller

Schedule

On 6/30/2015

Evidence of Completion

iObservation tool, district and school site PLC work, Standards-based Report Card,

G1.B5 Inconsistent implementation of the MTSS core problem solving process **2** B169395**G1.B5.S1** Use the district PLC fidelity mentoring process to monitor and assist school leaders' implementation of the problem solving process. **4** S187771**Strategy Rationale**

School leaders are accountable for the fidelity of the MTSS process as referenced in FSLA standards.

Action Step 1 **5**

Collect data relative to the progress of the identified lowest quartile in ELA and math.

Person Responsible

Vicki Jenkins

Schedule

Every 6 Weeks, from 10/1/2015 to 6/3/2016

Evidence of Completion

Progress monitoring data in ELA and math; referrals to ESE for evaluations

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

PLC site visits, direct observation of principals facilitating the PLC process

Person Responsible

Kathryn Morem

Schedule

Every 6 Weeks, from 10/1/2015 to 6/3/2016

Evidence of Completion

Protocol forms, student data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

The review of the collected data

Person Responsible

Kathryn Morem

Schedule***Evidence of Completion*****G1.B6** Misalignment between planned and implemented instruction and taxonomic rigor of the standards

2

B176483

G1.B6.S1 Through professional development, deepen the understanding of the relationship between the complexity of standards and instruction. 4

S187773

Strategy Rationale

Schools need to maintain and adhere to the level of rigor identified in the state standards.

Action Step 1 5

Use PLCs to provide the framework in which to plan instruction according to standards in collaborative teams.

Person Responsible

Kathryn Morem

Schedule

Monthly, from 7/27/2015 to 6/3/2016

Evidence of Completion

School leaders will collect PLC protocols and accountability forms that provide evidence of standards-based collaborative planning.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

PLC Toolkit Training, PLC Monitoring

Person Responsible

Kathryn Morem

Schedule

On 6/1/2016

Evidence of Completion

School protocol and visitation forms, visitation schedule, training schedule

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Use PLC Toolkit Training to help school administrators and guiding coalitions observe best practice

Person Responsible

Kathryn Morem

Schedule

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


Evidence of Completion

PLC Protocols, SWIVL videos of application of best practices

G2. By engaging in a continuous improvement model, The Martin County School District will increase performance outcomes for all students as measured by assessment results. 1

 G044082

G2.B1 Allocation of resources to align with student need 2

 B108236

G2.B1.S1 The district will look at universal data to determine areas of strategic support and to allocate human capital resources, professional development resources, technology resources, instructional resources. 4

 S119698

Strategy Rationale

Resources and support will be aligned to assist all schools.

Action Step 1 5

The ongoing progress monitoring of multiple measures of data

Person Responsible

Dawn Caruso

Schedule

Quarterly, from 8/24/2015 to 6/30/2016

Evidence of Completion

Improved student performance outcomes

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

Progress Monitoring and assessment data

Person Responsible

Tracey Miller

Schedule

Quarterly, from 8/24/2015 to 6/30/2016

Evidence of Completion

Increase in progress monitoring and student assessment data

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

Collaborative data meetings

Person Responsible

Tracey Miller

Schedule

Quarterly, from 8/24/2015 to 6/30/2016

Evidence of Completion

Meeting agendas, follow up action steps, data review

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

Weekly district curriculum meetings

Person Responsible

Tracey Miller

Schedule

Weekly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Data sharing, school coaches sharing

Implementation Timeline

Professional Development

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

G1. By increasing the implementation fidelity of the Professional Development System and providing structures to improve quality instructional practices, The Martin County School District will evaluate and/or modify supports to increase student performance outcomes.

G1.B3 Common language among leadership and instructional staff

G1.B3.S1 The district will provide multiple professional learning opportunities for both instructional and administrative staff to ensure and implement a common language with all practices.

PD Opportunity 1

Align all district-provided professional development opportunities

Facilitator

PD Director

Participants

District Leadership Team and school based staff

Schedule

Quarterly, from 7/1/2014 to 6/30/2015

G1.B5 Inconsistent implementation of the MTSS core problem solving process

G1.B5.S1 Use the district PLC fidelity mentoring process to monitor and assist school leaders' implementation of the problem solving process.

PD Opportunity 1

Collect data relative to the progress of the identified lowest quartile in ELA and math.

Facilitator

Kathryn Morem

Participants

Instructional staff

Schedule

Every 6 Weeks, from 10/1/2015 to 6/3/2016

G1.B6 Misalignment between planned and implemented instruction and taxonomic rigor of the standards

G1.B6.S1 Through professional development, deepen the understanding of the relationship between the complexity of standards and instruction.

PD Opportunity 1

Use PLCs to provide the framework in which to plan instruction according to standards in collaborative teams.

Facilitator

Kathryn Morem

Participants

All school leaders and instructional staff

Schedule

Monthly, from 7/27/2015 to 6/3/2016

G2. By engaging in a continuous improvement model, The Martin County School District will increase performance outcomes for all students as measured by assessment results.

G2.B1 Allocation of resources to align with student need

G2.B1.S1 The district will look at universal data to determine areas of strategic support and to allocate human capital resources, professional development resources, technology resources, instructional resources.

PD Opportunity 1

The ongoing progress monitoring of multiple measures of data

Facilitator

District Leadership Team

Participants

Instructional and administrative staff

Schedule

Quarterly, from 8/24/2015 to 6/30/2016

Technical Assistance

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

Budget Rollup

Summary		
Description		Total
Goal 1: By increasing the implementation fidelity of the Professional Development System and providing structures to improve quality instructional practices, The Martin County School District will evaluate and/or modify supports to increase student performance outcomes.		947,079
Goal 2: By engaging in a continuous improvement model, The Martin County School District will increase performance outcomes for all students as measured by assessment results.		206,700
Grand Total		1,153,779

Goal 1: By increasing the implementation fidelity of the Professional Development System and providing structures to improve quality instructional practices, The Martin County School District will evaluate and/or modify supports to increase student performance outcomes.		
Description	Source	Total
B3.S1.A1 - PD funding for Prevent and Focus School	Title I Part A	231,400
B3.S1.A1	Title II	546,229
B3.S1.A1 - Instructional Leadership and Faculty Development Grant	Other	48,200
B3.S1.A1	General Fund	75,000
B6.S1.A1	Other Federal	46,250
Total Goal 1		947,079

Goal 2: By engaging in a continuous improvement model, The Martin County School District will increase performance outcomes for all students as measured by assessment results.		
Description	Source	Total
B1.S1.A1 - Coaching	SIG 1003(a)	86,000
B1.S1.A1 - Title I Part A School site allocations for supplemental instructional materials and supplies.	Title I Part A	61,247
B1.S1.A1 - .5 Language and Literacy Professional Developer	Other Federal	28,453
B1.S1.A1 - J.D. Parker--DA School--.5 Guidance for Intervention, monitoring, and support	Other Federal	31,000
Total Goal 2		206,700