2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

51 - Pasco

Mr. Kurt S Browning, Superintendent
Jim Browder, Region 4 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

To provide a world class education for all students

Provide the district's vision statement

All Pasco students will reach success in college, career and life.

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

Each year a District Leadership Team reviews current and trend student data and works to allocate personnel, curriculum, and resources to best meet the needs of the schools and maximize student outcomes. The data analysis also includes the current allocation of resources as it is related to student achievement.

This District Leadership Team includes the Superintendent, the Assistant Superintendent for Administration and Operations, Learning Community Executive Directors, the Executive Director of Administration, the Chief Finance Officer, the Director of the Office for Teaching and Learning, the Director of the Office for Student Support Programs and Services, the Director of Accountability, Research & Measurement, and the Title I Program Coordinator. This groups works to align district resources to help ensure that students and school are able to maximize student outcomes.

In addition to the basic alignment of district wide resources, The Title I Program Coordinator works to coordinate supplemental state and federal grants including Title I Part A, Title I Part C, Title I Part D, IDEA, Title X, Title II, Title III, SIG(a), SIG(g), and SAI funds. Each year near the beginning of the second semester, the Title I Coordinator hosts a meeting with representatives from the grants referenced above to review current collaborative efforts and to begin to plan for future collaborative efforts. Following the initial collaboration meeting, individual meetings are set with the Title I Program Coordinator and the managers of each of the referenced grants to further discuss current progress and future efforts. Quarterly progress monitoring meetings are held to track progress toward the expected results and adjust the supports if needed.

Additional collaboration occurs among the District Leadership Team, the Regional Executive Director, and the DA Team. These groups of people meet during the summer and at the beginning of the year to plan upcoming supports and establish a strong communication loop. The DA team shares a weekly log of supports to schools with the district, and meetings are held monthly with the District Leadership Team and the DA Team to determine the effectiveness of the supports and whether the supports need to continue, intensify, modify or terminate.

The focus of the district's collaborative efforts is to provide aligned supplemental supports to Priority and Focus schools. Data is collected throughout the year on both student achievement and the fidelity of the supplemental supports to determine the effectiveness of the support and whether the supports need to continue, intensify, modify or terminate.

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.

Each year a District Leadership team reviews current and trend student data and works to allocate personnel, curriculum, and resources to best meet the needs of the schools and maximize student outcomes. The data analysis also includes the current allocation of resources as it is related to student achievement.

This District Leadership Team includes the Superintendent, the Assistant Superintendent for Administration and Operations, Learning Community Executive Directors, the Executive Director of Administration, the Chief Finance Officer, the Director of the Office for Teaching and Learning, the Director of the Office for Student Support Programs and Services, the Director of Accountability, Research & Measurement, and the Title I Program Coordinator. This groups works to align district resources to help ensure that students and school are able to maximize student outcomes.

District Policies and Practices

Existing School Board of Pasco County Policy allows principals flexibility and autonomy in staffing their schools (example: Policy 3132-Vacancies and 3220-Evaluation of Instructional Staff).

The School Board of Pasco County

Bylaws & Policies

3132 - VACANCIES

It shall be the policy of the Board to employ the best qualified individual for any District vacancy at any level.

The principal/worksite supervisor shall make the determination of the best qualified individual and shall make a recommendation to the Superintendent to fill the vacancy. The Superintendent shall make a recommendation to the Board and the Board may approve the recommendation.

Vacancies shall be announced, and all members of the instructional staff shall be eligible for any District vacancy, providing they are properly qualified.

All instructional staff members refer to the applicable negotiated collective bargaining agreement.

F.S. 1012.22, 1012.23, 1012.28

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3220 - EVALUATION OF INSTRUCTIONAL STAFF

The continuing evaluation of instructional staff members is necessary to enable the Board to monitor the effectiveness and competence of instructional staff members and to assist them in the improvement of their instructional performance.

Evaluations of instructional staff members shall be conducted in accordance with Human Resources Teacher Development Plan (HRTD) and applicable provisions of the collective bargaining agreement.

F.S. 1012.22, 1012.225, 1012.34

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

Operational flexibility at a school implementing a Turnaround or Transformation model means the ability of principals to make staffing, scheduling and budgeting decisions by utilizing a waiver process and by working directly with the Learning Community Executive Directors and Turnaround Lead. An example of this at a District-Managed Turnaround Option School includes flexibility to rebrand the school, add a Middle School Academy to align with feeder high school, and flexibility to add enrichment activities.

Sustainability of Improvement

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

For each of the goals outlined in this plan, evidence documents have been created which outlines for all participants (our administrative and instructional staff members) what we want them to know, understand and do as a result of each of these goals. Professional development needs have been determined, support teams have been established, qualitative and quantitative evidence have been specified, and a progress monitoring team has been identified.

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 by collecting data, meeting at least quarterly, and analyzing the progress toward each of our district's goals.

The analysis will include an examination of the effectiveness of the MTSS infrastructure and SIP goals. The District Leadership Team will identify areas for additional professional development to support core instruction and make any necessary revisions to the plan.

To increase the likelihood of sustainability at each school, School-Based Leadership Teams (SBLT) will receive differentiated coaching support from Regional MTSS Specialists based upon data gathered from a district developed MTSS Rubric. A primary focus of this coaching will be building capacity for the SBLT members to serve as facilitators in the problem solving process with a gradual release of responsibility to the grade level facilitators. The SBLT will meet as a Professional Learning Community (PLC) to problem-solve the continued school-wide support of MTSS. Team facilitators will provide imbedded Professional Development to team members on MTSS within their PLCs.

Stakeholder Involvement

PIP Link

https://www.floridacims.org/documents/131410

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

The District School Board of Pasco County (DSBPC) develops and submits a Title I, Part A Parent Involvement Plan that outlines ongoing mechanisms for engaging families and community in school improvement efforts. Additionally, each Title I school completes and submits a school level plan that identifies specific school based strategies to address family and community engagement to increase student achievement.

Additionally, DSBPC generates input and disseminates information to stakeholders in several venues including district committees and advisory councils. Implications and new initiatives are shared in these meetings. Systemic changes within the district are filtered through these meetings which are made up of district and school staff members, business and community representatives, parents, and students and address issues related to operational practices that result in increased student achievement. These mechanisms engage families and the community in the district's school improvement efforts resulting in a community which works together so all Pasco County students will be college, career, and life ready.

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

The District is comprised of four regional teams headed by a Learning Community Executive Director. The rest of the team is composed of a Principal Coach, Curriculum Specialists for mathematics and English/Language Arts, a professional development specialist, a multi-tiered system of support specialist, and a resolution and compliance specialist. These teams provide differentiated and targeted

support at the school level and work side-by-side with school administrators to develop and implement turnaround plans and other school-level interventions.

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
Ilse, Monica, milse@pasco.k12.fl.us

Employee's Title
Director

Employee's Phone Number
(813) 794-2532

Employee's Phone Extension
N/A

Supervisor's Name
Mr. Kurt Browning

Supervisor's Title
Superintendent

Employee's Role and Responsibilities

Responsible for supervision of all turnaround efforts

District Leadership Team

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

Smucker, Kara , kmccomes@pasco.k12.fl.us	
Title	Director
Phone	(727) 774-2263
Supervisor's Name	Kurt Browning
Supervisor's Title	Superintendent
Role and Responsibilities	Responsible for ensuring a quality education for every student by coaching school leadership teams. This includes developing the knowledge, skills and abilities in these teams throughout the district to effectively implement district priorities; providing differentiated support to specific school leaders; and monitoring efforts to ensure implementation that will lead to student success. Also responsible for working closely with the Learning Community Executive Directors to facilitate support between the central offices and schools focused on academic achievement and equitable practices for all.

St. Clair, Suzanne, sstclair@pasco.k12.fl.us

Title	Director
Phone	727-774-2347
Supervisor's Name	Peggy Jones
Supervisor's Title	Director
Role and Responsibilities	Responsible for building capacity and providing supports for school communities that are consistent with and supportive of the District's vision, mission, and strategic goals. Overseeing programs with a focus on school improvement, school advisory councils, and local assessment.

Brown, Beth, elbrown@pasco.k12.fl.us

Title	Director
Phone	(727) 774-2754
Supervisor's Name	Kurt Browning
Supervisor's Title	Superintendent
Role and Responsibilities	One of the four Learning Community Executive Directors. Responsible for ensuring a quality education for every student by supervising, coaching, supporting, and evaluating principals. This includes building the capacity of instructional leaders through coaching and strategic feedback on school improvement efforts; directing the selection and evaluation of principals and assistant principals; providing administrative oversight and support through modeling; and encouraging dynamic, innovative, and effective school leadership. Also responsible for working closely with members of the executive staff to facilitate support between central offices and schools focused on academic achievement and equitable practices for all.

Ilse, Monica, milse@pasco.k12.fl.us

Title	Director
Phone	727-774-2532
Supervisor's Name	Kurt Browning
Supervisor's Title	Superintendent
Role and Responsibilities	One of the four Learning Community Executive Directors and the designated Turnaround Lead. Responsible for ensuring a quality education for every student by supervising, coaching, supporting, and evaluating principals. This includes building the capacity of instructional leaders through coaching and strategic feedback on school improvement efforts; directing the selection and evaluation of principals and assistant principals; providing administrative oversight and support through modeling; and encouraging dynamic, innovative, and effective school leadership. Also responsible for working closely with members of the executive staff to facilitate support between central offices and schools focused on academic achievement and equitable practices for all.

Schultz, Brian, bschultz@pasco.k12.fl.us

Title	Director
Phone	(727) 774-2238
Supervisor's Name	Vanessa HIlton
Supervisor's Title	Director
Role and Responsibilities	Responsible for building capacity and providing supports for school communities that are consistent with and supportive of the District's vision, mission, and strategic goals. Oversees all Title 1 programs.

VanHook, Marsha, mvanhook@pasco.k12.fl.us

Title	Director
Phone	727-774-2933
Supervisor's Name	Kurt Browning
Supervisor's Title	Superintendent
Role and Responsibilities	Responsible for ensuring a quality education for every student by coaching school leadership teams. This includes developing the knowledge, skills and abilities in these teams throughout the district to effectively implement district priorities; providing differentiated support to specific school leaders; and monitoring efforts to ensure implementation that will lead to student success. Also responsible for working closely with the Learning Community Executive Directors to facilitate support between the central offices and schools focused on academic achievement and equitable practices for all.

Cluff, Todd, tcluff@pasco.k12.fl.us	
Title	Director
Phone	
Supervisor's Name	Kurt browning
Supervisor's Title	Superintendent
Role and Responsibilities	One of the four Learning Community Executive Directors. Responsible for ensuring a quality education for every student by supervising, coaching, supporting, and evaluating principals. This includes building the capacity of instructional leaders through coaching and strategic feedback on school improvement efforts; directing the selection and evaluation of principals and assistant principals; providing administrative oversight and support through modeling; and encouraging dynamic, innovative, and effective school leadership. Also responsible for working closely with members of the executive staff to facilitate support between central offices and schools focused on academic achievement and equitable practices for all.

Scanga, David, dscanga@pasco.k12.fl.us	
Title	Director
Phone	
Supervisor's Name	Kurt Browning
Supervisor's Title	Superintendent
Role and Responsibilities	One of the four Learning Community Executive Directors. Responsible for ensuring a quality education for every student by supervising, coaching, supporting, and evaluating principals. This includes building the capacity of instructional leaders through coaching and strategic feedback on school improvement efforts; directing the selection and evaluation of principals and assistant principals; providing administrative oversight and support through modeling; and encouraging dynamic, innovative, and effective school leadership. Also responsible for working closely with members of the executive staff to facilitate support between central offices and schools focused on academic achievement and equitable practices for all.

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

Administrative staffing decisions are made by Superintendent's staff based on the individual needs of the schools and matched with the strengths of the administrator. For example, the District selected a principal based upon his long tenure as a successful administrator for one of its Focus Middle 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 DSBPC does not have Unsatisfactory teachers at our Focus and Priority schools. Language is included in school specific MOUs that any Needs Improvement or Unsatisfactory teachers would be transferred from the school. In other Focus Schools, teachers were given the opportunity to leave and administration was granted the opportunity to hire their new staff members.

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

Learning Community Executive Directors review each Focus and Priority School's master schedule to ensure principals have included common planning time for all teachers. Additionally, 2014-2015 Curriculum Development Funds are available to schools to provide collaborative planning time for Professional Learning Communities around standards based curriculum and instructional practices. Funds may be used in the following ways:
• Provide substitute coverage for participating teachers with a maximum of one day or two half days.
• Provide stipends for after-hours team planning at the work site, monitored by administration, not to exceed six hours per teacher.

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 Office for Teaching and Learning coordinates efforts with each Focus and Priority School to hire, train, and monitor the reading coach, mathematics coach and science coach. Coaches' training includes modules on how to model effective lessons, analyze relevant data, and provide professional development and the necessary follow up support to the professional development. A district-wide coaching log has been created for coaches to enter their daily activities. Quarterly data reviews include an analysis of each school's achievement data and the type of coaching support provided by the content coaches.

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:

Pearson's ReadyGen

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	As the DSBPC works to implement the key instructional shifts in ELA, writing is taught in response to text.Teachers and students select text and write to inform, explain, or argue using evidence from the text. They may also incorporate narrative elements into their writing. Pearson's ReadyGen is used with all our elementary schools. This resource provides lessons for core instruction along with strategies to assist teachers in planning for the needs of the students not met in core instruction. Students in middle school who score above proficiency levels in writing are placed in advanced level ELA courses or Cambridge, while high school students have honors, Advanced Placement, IB, and Cambridge course options. Students who score below proficiency in writing and receive a PMP are identified by their ELA teachers in middle and high school in order for the ELA teachers to provide additional scaffolds and support during writing instruction. Students are progress monitored throughout the year and writing portfolios assist teachers and students in monitoring writing proficiency. In addition, students who continue to struggle through high school are given the opportunity to enroll in English IV CCR, which focuses on developing critical reading and writing skills necessary to be career and college ready.

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:

Houghton Mifflin Harcourt

Program Type	Core
School Type	Elementary School, Middle School
Description	The HMH GO Math! series is utilized as the core curricular resource for the district, and is aligned to the FL Standards. Students who do not meet district expectations for proficiency in mathematics receive supplemental intervention in this area using a variety of resources. At the elementary level, the district has provided curriculum resources for teachers that prioritize and group FL Standards into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics.

McGraw Hill FL Math

Program Type	Core
School Type	Middle School
Description	At the middle school level, the district has provided curriculum resources for teachers that prioritize and group FL Standards into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics. The McGraw Hill FL Math is utilized as the core curricular resource for the district. Students who do not meet district expectations for proficiency in mathematics receive supplemental intervention in this area using a variety of resources.

Pearson

Program Type	Core
School Type	High School
Description	Pearson is the core for Algebra 1 and 2 and Geometry. A variety of other textbooks are utilized as core curricular resource for the many other mathematics courses in the district. At the high school level, the district has provided curriculum resources for teachers that prioritize and group FL Standards into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics. Students who do not meet district expectations for proficiency in mathematics receive supplemental intervention in this area using a variety of resources.

Various Programs for Courses other than Algebra1/2 and Geometry

Program Type	Core
School Type	High School
Description	A variety of other textbooks are utilized as core curricular resource for the many other mathematics courses in the district. At the high school level, the district has provided curriculum resources for teachers that prioritize and group FL Standards into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics. Students who do not meet district expectations for proficiency in mathematics receive supplemental intervention in this area using a variety of resources.

Algebra Nation

Program Type	Supplemental
School Type	High School
Description	

EOC Success4Me

Program Type	Intensive Intervention
School Type	High School
Description	Used for Algebra 1/2 and Geometry

AgileMind Intensified Algebra

Program Type	Intensive Intervention
School Type	High School
Description	

APEX

Program Type	Intensive Intervention
School Type	High School
Description	Used for Credit Recovery

Various Programs for MS Supplemental

Program Type	Supplemental
School Type	Middle School
Description	Schools use a variety of supplemental materials depending on each school's analysis of needs. Materials used include IXL, Study Island, before/after school tutoring, specific intervention groups during the school day.

ALEKS, Intensive Mathematics, and Edgenuity

Program Type	Intensive Intervention
School Type	Middle School
Description	MH Schools use ALEKS. Selected schools use Intensive Mathematics. Edgenuity is a program used for course recovery and includes a social emotional learning component.

Science

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

Houghton Mifflin Harcourt

Program Type	Core
School Type	Elementary School
Description	At the elementary level, the district has provided curriculum resources for teachers that unpack the NGSSS for Science and incorporate the CCSS connections, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for science. The Houghton Mifflin Harcourt Fusion series is utilized as the core curricular resource for the district. Students who do not meet district expectations for proficiency in science receive supplemental intervention in this area using a variety of resources.

Houghton Mifflin Harcourt

Program Type	Core
School Type	Middle School
Description	At the middle school level, the district has provided curriculum resources for teachers that unpack the NGSSS for Science and incorporate the CCSS connections, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for science. The Houghton Mifflin Harcourt Fusion series is utilized as the core curricular resource for the district. Students who do not meet district expectations for proficiency in science receive supplemental intervention in this area using a variety of resources.

Various Resources

Program Type	Core
School Type	High School
Description	At the high school level, the district has provided curriculum resources for teachers that unpack the NGSSS for Science and incorporate the CCSS connections, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for science. A variety of textbooks for each of the many content course are utilized as the core curricular resource for the district. Students who do not meet district expectations for proficiency in science receive supplemental intervention in this area using a variety of resources.

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

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.

Monitoring of academic success occurs at least four times a year using Discovery Education Benchmark data, Early Warning System data, IRLA data, and common assessment data (e.g., unit assessment data). This analysis will include subgroups and identify individual students not on track to meet AMOs. In addition, implementation data (e.g., walkthrough data, student interviews, PLC Rubrics, and MTSS Rubrics) are collected on a quarterly basis to monitor the effectiveness of MTSS/PLCs.

School-based leadership teams (SBLT) meet to evaluate progress toward goals and annual targets using a triangulation of multiple data sources for decision-making. The school-based administration team ensures that data shared with the SBLT is summarized and visually displayed in a meaningful way for problem-solving and decision-making. Both school and grade level Discovery Education and Early Warning System Reports are shared with the SBLT to determine whether to continue, intensify, modify, or terminate current strategies. Decision-rules will be implemented to determine the degree in which the strategies have been effective on achieving the goals and targets. Based upon data analyzed, a "positive" response to the strategies being implemented will be demonstrated by significant improvement in the rate of student performance, such that the goal has been met or will be reached within a reasonable amount of time. A "questionable" response to the strategies being implemented will be demonstrated by improvements in the rate of student performance, but the rate of growth is less than desired to achieve the goal. A "poor" response to the strategies being implemented is demonstrated by no improvements in student performance following the implementation of strategies and/or a significant decline in the rate of student performance. The school-based leadership team will address a "questionable" or "poor" response to strategies being implemented through an evaluation of implementation fidelity (e.g., they will first determine if strategies in the plan were implemented as intended). If poor implementation fidelity is determined then a plan will be developed to increase fidelity of the plan. Based upon predetermined decision-critieria (for good, questionable, or poor) the SBLT will to determine whether to continue, intensity, modify, or terminate strategies being implemented.

The District Leadership Team also meets quarterly to examine the effectiveness of an MTSS Integrated System, which includes monitoring the implementation of Pasco County's district priorities (deep academic learning, professional growth system, and professional learning communities). These specific priorities drive the school improvement planning work of the district and its schools. Data are accessed and analyzed to problem solve academic, behavior, and attendance issues. In addition, school-based PLC teams, with the support of the school-based leadership team, use both formative and summative data to problem-solve Tier I, II, and III academic and behavior needs. The district also collects data on staff and student engagement using Gallup Staff and Student Engagement Polls. These data are used to problem-solve and monitor the effectiveness of overall student and staff engagement, as well as school climate and culture.

The district also periodically meets with key instructional stakeholder groups, such as a Teacher Advisory Committee and Teacher Curriculum Planning Teams to gather input and feedback regarding district goals, resources/barriers, and strategies for addressing barriers. This information is then shared with the district leadership team to inform problem-solving and refine systems. Once data is collected and organized in a manner for decision-making, the district leadership team meets to analyze the progress towards each of the district's goals and make necessary revisions to the plan. Revisions to plans will include a plan to support implementation fidelity, as needed.

An exemplar of how the district responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals is the districts response to the writing goal for the 2013-14 school year. The strategy selected did not overcome the identified barrier of not systemically approaching within our schools. The District Leadership Team concluded that the monitoring of the

strategy did not occur as intended; therefore, during the writing of the 2014-15 plan, special consideration was given to the monitoring plans of all strategies.

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

N/A

Description

A Kindercamp for all incoming Kindergarten students is held prior to the start of the school year. During this camp, students are assessed to provide the Kindergarten teachers with some initial information in order to determine individual and group needs to assist in the development of effective, rigorous instruction. Kindergarten students who do not attend the camp are assessed during the first weeks of school. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge and Phonological Awareness/Processing. Screening data is collected and aggregated by the middle of September. Data is used to plan daily academic developmental instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavior instruction includes daily explicit instruction, modeling, guided practice, and independent practice of all academic and /or social emotional skills identified by screening data. Students identified as "Read to Me's" are read to by multiple staff members in order to meet their 500 book exposures within the first month of school. Specific screening tools used include: IRLA, FLKRS, FAIR, and ECHOS.
Middle school transition for our students is handled in the Spring. Feeder pattern meetings are held to help ease the transition for students. 6th grade math placement tests are provided to assist with proper math placement along with data for ELA for proper reading placements. Schedule cards and courses are determined and chosen for students based on collaboration between schools. In addition, students visit the middle school campus with the guidance counselor and/or graduation enhancement teacher for an orientation prior to the end of the school year. At the beginning of the school year, grade level meetings are held during the first week of school to focus on procedures and expectation setting for all 6th grade students.
A partnership between feeder pattern high schools and middle schools exists for students transitioning into high school. There is an articulation process in place as a way for students to successfully transition from one level to another. Time is provided during the school day for the 8th graders to meet with their respective high school counselors and learn about course and graduation requirements. Families are made aware of high school open houses hosted during the evening.

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	68%	58%	No	71%
American Indian	63%	52%	No	67%
Asian	81%	78%	No	83%
Black/African American	56%	44%	No	61%
Hispanic	63%	52%	No	67%
White	70%	61%	No	73%
English language learners	46%	29%	No	52%
Students with disabilities	47%	27%	No	53%
Economically disadvantaged	60%	48%	No	64%

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%	57%	No	67%
American Indian	60%	52%	No	64%
Asian	82%	83%	No	84%
Black/African American	52%	41%	No	57%
Hispanic	59%	51%	No	63%
White	64%	60%	No	68%
English language learners	46%	33%	No	52%
Students with disabilities	45%	29%	No	51%
Economically disadvantaged	55%	46%	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

G1.   All student learning experiences match the rigor of the Florida standards.

G2.   Increase staff and student engagement

G3.   Increase systems to support students

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. All student learning experiences match the rigor of the Florida standards. `1a`

Targets Supported `1b`

G044174

Focus	Indicator	Year	Target
District-Wide	FSA - Mathematics - Proficiency Rate		75.0
District-Wide	Algebra I EOC Pass Rate		75.0
District-Wide	Geometry EOC Pass Rate		75.0
District-Wide	FCAT 2.0 Science Proficiency		75.0
District-Wide	FSA - English Language Arts - Proficiency Rate		75.0
District-Wide	Math Proficiency District Assessment		75.0
District-Wide	U.S. History EOC Pass		75.0
District-Wide	Civics EOC Pass		75.0
District-Wide	Bio I EOC Pass		75.0

Resources Available to Support the Goal `2`

- Partnership with American Reading Company
- Partnership with Innovative Designs for Education
- Partnership with Apple
- Collaboration between District Offices-Office for Teaching and Learning, Office for Student Support Program and Services and Office for Professional Development and School Supports
- Regional Teams

Targeted Barriers to Achieving the Goal `3`

- Unpacking of the FL Standards and understanding what deeper learning entails remains a challenge for all district staff.
- Instruction has been been in DQ2 and infrequently in DQ 3 and 4
- Many of our students in grades 3-5 lack foundational reading skills.

Plan to Monitor Progress Toward G1. `8`

Quarterly Check data, EWS data, IRLA data

Person Responsible
Vanessa Hilton

Schedule
Quarterly, from 10/16/2015 to 6/8/2016

Evidence of Completion
District Leadership Team Members and other staff members from the Offices for Teaching and Learning and Accountability, Research, and Measurement will analyze this data quarterly to determine the effectiveness of this goal. The inquiry cycle will be utilize to identify the most effective teaching strategies and develop differentiate next steps for school support.

G2. Increase staff and student engagement 1a

🔍 G044175

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	School Climate Survey - Staff		37.0
District-Wide	School Climate Survey - Student		52.0

Resources Available to Support the Goal 2

- Leadership teams from the majority of our Title I schools attended the Professional Learning Communities at Work Institute

- Schools have established meeting time for teachers to collaborate in PLCs.

- The majority of school based administrators and teacher leaders attended district professional development in developing effective PLCs.

- District departments and schools have established mission, vision, core values, and goals

Targeted Barriers to Achieving the Goal 3

- District departments and resources are not calibrated to align to needs of schools

Plan to Monitor Progress Toward G2. 8

Quarterly Assessment data will be reviewed. Staff and student engagement activities activities will be monitored by the Area Superintendents each quarter as part of the quarterly monitoring data each school based Principal submits to their Area Superintendent.

Person Responsible

Vanessa Hilton

Schedule

Quarterly, from 9/8/2015 to 6/8/2016

Evidence of Completion

District Executive Leadership Team Members and other staff members from the Office for Professional Development and School Supports will analyze this data quarterly to determine the effectiveness of this goal. The inquiry cycle will be utilize to identify the most effective activities and develop differentiated next steps for school support.

G3. Increase systems to support students `1a`

Targets Supported `1b`

🔍 G044176

Focus	Indicator	Year	Target
District-Wide	Attendance Below 90%		10.0
District-Wide	One or More Suspensions		2.0
District-Wide	Students exhibiting two or more EWS indicators (Total)		5.0
District-Wide	2+ Course Failures - Middle Grades		8.0

Resources Available to Support the Goal `2`

- Regional Teams

- Partnership with Learning Sciences International (LSI)

- Collaboration between Office for Professional Development, Office for Human Resources and Educator Quality

- Problem Solving PLC Prioritized Training

- Monitoring Guides for District and School Actions

Targeted Barriers to Achieving the Goal `3`

- Timely and appropriate response to data

Plan to Monitor Progress Toward G3. `8`

EWS data, Quarterly Check data, Rigor Walk data, and PLC rubric data will be analyzed during District Calibration Days.

Person Responsible
Vanessa Hilton

Schedule
Quarterly, from 9/8/2015 to 6/8/2016

Evidence of Completion
District Executive Leadership Team Members and other selected district staff will analyze this data quarterly during District Calibration Days to determine the effectiveness of this goal. The inquiry cycle will be utilize to identify and develop differentiated next steps for school support.

District Action Plan for Improvement

Problem Solving Key

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

[1] = Problem Solving Step   🔍 S123456 = Quick Key

G1. All student learning experiences match the rigor of the Florida standards. [1]

🔍 G044174

G1.B1 Unpacking of the FL Standards and understanding what deeper learning entails remains a challenge for all district staff. [2]

🔍 B108554

G1.B1.S1 Build a deep base of knowledge about the demands of the new FL Standards beginning with PLC facilitators, coaches, school leaders, and select central office staff to ensure that the rigor of the instruction and student work increases in every classroom through high impact instruction [4]

🔍 S119992

Strategy Rationale

Action Step 1 [5]

Provide Prioritized Professional Development

Person Responsible

Chris Christoff

Schedule

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

Evidence of Completion

Training Calendar and attendance logs.

Action Step 2 [5]

Continue unpacking of standards through PLCs and development of common assessments

Person Responsible

Steve Williams

Schedule

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

Evidence of Completion

PLC notes, PLC Facilitators/Admin meetings, common assessments

Action Step 3 `5`

Provide Phase 1 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff to ensure knowledge of : the intent and demands of the FL Standards; planning, delivering, and reflecting on instruction with focus on FL Standards; the use of revised curricular resources and how to sequence and adapt them with their teams

> **Person Responsible**
>
> Chris Christoff
>
> **Schedule**
>
> Biweekly, from 9/1/2015 to 10/23/2015
>
> ***Evidence of Completion***
>
> Training agenda, sign ins

Action Step 4 `5`

Provide Phase 2 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff.

> **Person Responsible**
>
> Chris Christoff
>
> **Schedule**
>
> Biweekly, from 10/23/2015 to 1/15/2016
>
> ***Evidence of Completion***
>
> training agendas, sign ins

Action Step 5 `5`

Provide Phase 3 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff.

> **Person Responsible**
>
> Chris Christoff
>
> **Schedule**
>
> Biweekly, from 1/15/2016 to 3/18/2016
>
> ***Evidence of Completion***
>
> training agendas, sign ins

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

PLC Deliverables and monitoring guides

Person Responsible

Chris Christoff

Schedule

Monthly, from 10/23/2015 to 6/8/2016

Evidence of Completion

Those who attended the PLC Professional Development were expected to submit assignments on Canvas as well bring evidence of implementation to future PD session. Area Superintendents will use monitoring guides to monitor fidelity of implementation of action steps.

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

Analyze School submitted work samples (Common assessments, PLC developed action plans)

Person Responsible

Chris Christoff

Schedule

Monthly, from 10/23/2015 to 6/8/2016

Evidence of Completion

Regional team members led by staff from the Office for Professional Development and Schools Supports and Office for Teaching and Learning will analyze school submitted work samples by region in order to determine the effectiveness of implementing this goal. School supports will be differentiate based upon the findings.

G1.B3 Instruction has been been in DQ2 and infrequently in DQ 3 and 4 `2`

🔑 B115705

G1.B3.S1 District and school leaders will ensure understanding of the instructional framework by establishing a system to guide, support, and monitor instruction. `4`

🔑 S127378

Strategy Rationale

Action Step 1 `5`

Plan and implement District Calibration sessions in which district leaders come together to align their efforts to better guide, support, and monitor district and school actions.

Person Responsible

Vanessa Hilton

Schedule

Monthly, from 7/8/2015 to 6/8/2016

Evidence of Completion

Monitoring guides

Action Step 2 `5`

Senior district supervisors from the Office for Teaching and Learning will collaborate with a consultant from IDE to plan for curriculum work groups.

Person Responsible

Steve Williams

Schedule

Monthly, from 7/8/2015 to 6/8/2016

Evidence of Completion

District developed curriculum resources posted on Canvas for all schools to use

Action Step 3 `5`

Teams of teacher representatives from each school (teacher teams) will receive professional development on approaching instruction from application to skills. These teams will spend time analyzing district developed tasks to create an understanding of how to design learning experiences to match the rigor of the Florida Standards.

Person Responsible

Steve Williams

Schedule

Monthly, from 7/8/2015 to 6/8/2016

Evidence of Completion

Professional development materials

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

Utilize Look For Documents aligned to the Monitoring Guides to collect information on the fidelity of the implementation

Person Responsible

Vanessa Hilton

Schedule

Quarterly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Look For Documents aligned to the Evidence Guides will be utilize by Area Superintendents and Regional team members to determine the fidelity of the implementation to differentiate school supports.

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

Student Work Samples, Rigor Walks, Quarterly Checks, Observation data for evidence of DQ3 and DQ 4

Person Responsible

Vanessa Hilton

Schedule

Monthly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Student Work Samples-Teacher team members from each school will bring student work samples to district professional development sessions to calibrate learning expectations and discuss effectiveness of instruction. Data collected from Rigor Walks and Quarterly Checks will also be used to analyze effectiveness.

G1.B4 Many of our students in grades 3-5 lack foundational reading skills. `2`

🔑 B124345

G1.B4.S1 The Independent Reading Level Assessment Framework (IRLA) will be used by all K-2 teachers, teachers within our self-contained regular standards programs and in our high school intensive reading classes in order to prevent or close reading gaps for students. `4`

🔑 S136259

Strategy Rationale

The Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction.

Action Step 1 `5`

Provide professional development for all teachers utilizing the IRLA.

Person Responsible

Steve Williams

Schedule

Monthly, from 7/8/2015 to 6/8/2016

Evidence of Completion

attendance sheets, training PPT

Action Step 2 `5`

Provide on-going support/development for all teachers utilizing the IRLA.

Person Responsible

Steve Williams

Schedule

Monthly, from 7/8/2015 to 6/8/2016

Evidence of Completion

Coaching logs, survey data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Conduct Levels Accuracy Checks in all regions within the district

Person Responsible

Vanessa Hilton

Schedule

Biweekly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Data from the school levels accuracy checks will be entered into a spreadsheet on Google Docs.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Conduct IRLA Data Chats

Person Responsible

Vanessa Hilton

Schedule

Quarterly, from 9/1/2015 to 6/8/2016

Evidence of Completion

PPT with district-wide data, action planning meeting notes

G2. Increase staff and student engagement [1]

G044175

G2.B2 District departments and resources are not calibrated to align to needs of schools [2]

B115712

G2.B2.S1 District will establish a means of aligning its supports to meet the needs of schools. [4]

S127385

Strategy Rationale

Action Step 1 [5]

Layered SIP supports consisting of SIP technical assistance, SIP Service Week aligning District and Regional Supports to the needs of schools, Quarterly data review support including Mid-Year Reflection support.

Person Responsible

Suzanne St. Clair

Schedule

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

Evidence of Completion

agendas, sign ins

Action Step 2 [5]

District Leadership will hold quarterly Calibration Sessions during which all District-based Instructional Supervisors and Program Coordinators come together to align actions in support of the District Key Priorities and school needs.

Person Responsible

Vanessa Hilton

Schedule

Quarterly, from 8/26/2015 to 6/8/2016

Evidence of Completion

agendas, sign ins, Canvas course housing materials

Action Step 3 `5`

Using learning from the DA School Improvement Conference in June, design a leveling system that tiers schools based on level of need according to multiple data sources such as school leadership, student achievement, supportive environment, etc.

Person Responsible

Monica Ilse

Schedule

On 8/17/2015

Evidence of Completion

Leveling System for school supports

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

The materials used to implement layered SIP Supports will be reviewed to ensure alignment and intentionality. Additionally, the leveling system will be reviewed to ensure supports were provided at each level as planned. All Calibration Session materials will be reviewed for fidelity of implementation.

Person Responsible

Vanessa Hilton

Schedule

Quarterly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Support materials, leveling system of schools

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Feedback from School based administrators will be formally solicited through a variety of means: Canvas discussions, Principal PLCs, Principal and Assistant Principal meetings, and surveys. Results of feedback methods will be analyzed and actions adjusted as indicated by data.

Person Responsible

Vanessa Hilton

Schedule

Quarterly, from 9/8/2015 to 6/8/2016

Evidence of Completion

feedback results

G3. Increase systems to support students 1

G044176

G3.B1 Timely and appropriate response to data 2

B108556

G3.B1.S1 School and district teams will use data for planning and responding to student needs as part of the collaborative problem solving process. 4

S119995

Strategy Rationale

The school-based leadership team will monitor and evaluate the effectiveness of an integrated multi-tiered system of supports. (A Multi-Tiered System of Supports is an integrated model of schooling that uses a data-based problem-solving approach to integrate academic and behavior instruction and intervention.)This will include ensuring instruction/interventions are standards-based and data are used to differentiate instruction. The integrated instruction and intervention is delivered to students in 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

Action Step 1 5

Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of at risk students.

Person Responsible

Carrie Morris

Schedule

Quarterly, from 9/8/2015 to 6/8/2016

Evidence of Completion

PD Attendance logs

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

Training agendas will be reviewed to ensure fidelity of implementation.

Person Responsible

Carrie Morris

Schedule

Quarterly, from 9/8/2015 to 6/8/2016

Evidence of Completion

agendas

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

Area Superintendents will review school EWS data and SBIT data to ensure effectiveness of staff use of data.

Person Responsible

Monica Ilse

Schedule

Quarterly, from 9/8/2015 to 6/8/2016

Evidence of Completion

EWS data, SBIT open case data

Implementation Timeline

Professional Development

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

G1. All student learning experiences match the rigor of the Florida standards.

G1.B1 Unpacking of the FL Standards and understanding what deeper learning entails remains a challenge for all district staff.

G1.B1.S1 Build a deep base of knowledge about the demands of the new FL Standards beginning with PLC facilitators, coaches, school leaders, and select central office staff to ensure that the rigor of the instruction and student work increases in every classroom through high impact instruction

PD Opportunity 1

Provide Prioritized Professional Development

Facilitator

Office of Professional Development and School Supports in collaboration with Offices for Teaching and Learning and Accountability, Research, and Measurement

Participants

PLC Facilitators and administrators from each school with the intention of taking knowledge gained back to their school staff

Schedule

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

PD Opportunity 2

Continue unpacking of standards through PLCs and development of common assessments

Facilitator

Offices for Teaching and Learning; Accountability, Research and Measurement, and Professional Development and School Supports

Participants

PLC Facilitators and selected Instructional staff K-12 with the intention of taking knowledge gained back to their school staff

Schedule

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

PD Opportunity 3

Provide Phase 1 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff to ensure knowledge of : the intent and demands of the FL Standards; planning, delivering, and reflecting on instruction with focus on FL Standards; the use of revised curricular resources and how to sequence and adapt them with their teams

Facilitator

Offices of Professional Development and School Supports and Teaching and Learning

Participants

PLC facilitators, coaches, school leaders, and select central office staff

Schedule

Biweekly, from 9/1/2015 to 10/23/2015

PD Opportunity 4

Provide Phase 2 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff.

Facilitator

Offices of Professional Development and School Supports and Teaching and Learning

Participants

PLC facilitators, coaches, school leaders, and select central office staff

Schedule

Biweekly, from 10/23/2015 to 1/15/2016

PD Opportunity 5

Provide Phase 3 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff.

Facilitator

Offices of Professional Development and School Supports and Teaching and Learning

Participants

PLC facilitators, coaches, school leaders, and select central office staff.

Schedule

Biweekly, from 1/15/2016 to 3/18/2016

G1.B3 Instruction has been been in DQ2 and infrequently in DQ 3 and 4

G1.B3.S1 District and school leaders will ensure understanding of the instructional framework by establishing a system to guide, support, and monitor instruction.

PD Opportunity 1

Plan and implement District Calibration sessions in which district leaders come together to align their efforts to better guide, support, and monitor district and school actions.

Facilitator

Vanessa Hilton in collaboration with Directors from district instructional departments

Participants

Instructional district staff members

Schedule

Monthly, from 7/8/2015 to 6/8/2016

PD Opportunity 2

Teams of teacher representatives from each school (teacher teams) will receive professional development on approaching instruction from application to skills. These teams will spend time analyzing district developed tasks to create an understanding of how to design learning experiences to match the rigor of the Florida Standards.

Facilitator

Senior District Supervisors-ELA/Math Regional Curriculum Specialists

Participants

Teams of teacher representatives from each school with the intention of taking knowledge gained back to their school staff

Schedule

Monthly, from 7/8/2015 to 6/8/2016

G1.B4 Many of our students in grades 3-5 lack foundational reading skills.

G1.B4.S1 The Independent Reading Level Assessment Framework (IRLA) will be used by all K-2 teachers, teachers within our self-contained regular standards programs and in our high school intensive reading classes in order to prevent or close reading gaps for students.

PD Opportunity 1

Provide professional development for all teachers utilizing the IRLA.

Facilitator

Members of Office for Teaching and Learning and Office for Student Support and Programs with the support of American Reading Coaches

Participants

Basic K-2 Teachers, ESE Self-Contained Regular Standards Elementary Classroom Teachers, High School Reading Teachers

Schedule

Monthly, from 7/8/2015 to 6/8/2016

G2. Increase staff and student engagement

G2.B2 District departments and resources are not calibrated to align to needs of schools

G2.B2.S1 District will establish a means of aligning its supports to meet the needs of schools.

PD Opportunity 1

Layered SIP supports consisting of SIP technical assistance, SIP Service Week aligning District and Regional Supports to the needs of schools, Quarterly data review support including Mid-Year Reflection support.

Facilitator

Office for Accountability, Research, and Measurement; MTSS Specialists; Title I Program Coordinator

Participants

School Based Administrators and SBLTs

Schedule

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

PD Opportunity 2

District Leadership will hold quarterly Calibration Sessions during which all District-based Instructional Supervisors and Program Coordinators come together to align actions in support of the District Key Priorities and school needs.

Facilitator

Assistant Superintendent for Student Achievement and District Leadership Team

Participants

All District-based Instructional Staff

Schedule

Quarterly, from 8/26/2015 to 6/8/2016

G3. Increase systems to support students

G3.B1 Timely and appropriate response to data

G3.B1.S1 School and district teams will use data for planning and responding to student needs as part of the collaborative problem solving process.

PD Opportunity 1

Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of at risk students.

Facilitator

Office for Student Support Programs and Services

Participants

All school based leadership teams, EWS committee

Schedule

Quarterly, from 9/8/2015 to 6/8/2016

Technical Assistance

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

G1. All student learning experiences match the rigor of the Florida standards.

G1.B3 Instruction has been been in DQ2 and infrequently in DQ 3 and 4

G1.B3.S1 District and school leaders will ensure understanding of the instructional framework by establishing a system to guide, support, and monitor instruction.

PD Opportunity 1

Senior district supervisors from the Office for Teaching and Learning will collaborate with a consultant from IDE to plan for curriculum work groups.

Facilitator

Senior district supervisors from the Office for Teaching and Learning, Tanya Bosco (IDE Consultant)

Participants

Curriculum Work Group Members (teacher leaders/school based coaches)

Schedule

Monthly, from 7/8/2015 to 6/8/2016

G1.B4 Many of our students in grades 3-5 lack foundational reading skills.

G1.B4.S1 The Independent Reading Level Assessment Framework (IRLA) will be used by all K-2 teachers, teachers within our self-contained regular standards programs and in our high school intensive reading classes in order to prevent or close reading gaps for students.

PD Opportunity 1

Provide on-going support/development for all teachers utilizing the IRLA.

Facilitator

Regional ELA specialists and other members of the Office of Teaching and Learning and Office for Student Support and Programs

Participants

Basic K-2 Teachers, ESE Self-Contained Regular Standards Elementary Classroom Teachers, High School Reading Teachers

Schedule

Monthly, from 7/8/2015 to 6/8/2016

Budget Rollup

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