

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

35 - Lake

Dr. Susan Moxley, 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 Lake County Schools is to provide every student with individual opportunities to excel. Lake County Schools is committed to excellence in all curricular opportunities and instructional best practices.

Provide the district's vision statement

A dynamic, progressive and collaborative learning community embracing change and diversity where every student will graduate with the skills needed to succeed in postsecondary education and the workplace.

Supports for School Improvement

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

The District Monitoring and Support Plan aligns with Florida's Continuous Improvement Model and provides a four step process (Plan, Do, Check, Act) to monitor and support targeted schools as required for districts with schools in corrective action by Florida's Differentiated Accountability Plan. The District Monitoring and Support Plan also includes a system for ongoing progress monitoring of student data to inform instruction. ELA, Math, Science, and Social Studies Baseline and Mid-Year Assessments are aligned to the Florida Standards and state item specifications and available for all schools to utilize with FCIM (Florida's Continuous Improvement Model) implementation.

STEPS INVOLVED

Step 1: Identify schools and level of monitoring and support. Provide DA overview and support school improvement planning process. (July-August)

Step 2: Provide tiered level of monitoring and support. Create progress reports and dashboards to align SIP goals, targeted areas, and identified action steps. (September-October)

Step 3: Monitor dashboards, evaluate progress reports, and make adjustments. Continue on-going monitoring and support. (October-April)

Step 4: Evaluate progress, create sustainability plan, and prioritize anticipated needs. (May-June)

Instructional Review Process

Half Day in Length (State & District)

Additional 3-4 Days On-site (District)

Members Present: Principal and Leadership Team, Academic Services Administrators and team, other district directors and program specialists as identified

Deliverables & Actions

School Improvement Plan

C2 Ready Plan

DA Checklist (beginning of the year) , DA Mid-year Narrative Report (mid-year)

Problem Solving & Decision Making Process

Action Planning

Classroom Visitations

Additionally, district and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures. Curriculum and learning experiences in each course/class

provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. Research based instructional techniques and strategies include, Thinking Maps, Project

CRiSS, AVID, and Cooperative Structures which are implemented district wide to ensure common language. School wide initiatives are structured to ensure students enrollment patterns for various course and programs to demonstrate continuity within feeder patterns. The district data system allows for monitoring student progress and is shared through vertical articulation. The district utilizes a common

board configuration to ensure learning goals and objectives are posted and a consistency of lesson plans in classrooms district wide.

Administrators monitor and evaluate effective instructional strategies to support students learning through formal and informal observations utilizing the Teacher Evaluation and Achievement Model (TEAM). Ongoing feedback is provided to teachers to support effective instructional practices. Professional Development is provided to teachers in areas of needed support and is aligned to the indicators of the teacher evaluation system. Instructional Coaches are provided to the District's Title 1 Schools in the areas of Reading, Science, and Math. Additionally Acceleration Resource Teachers, Florida Standards Coaches, and Teacher Assistants were added to support schools this year. Instructional reviews are conducted where district and school based leadership teams visit classrooms to examine instructional practices, student work samples, and progress toward reaching SIP goals. Data collected from the instructional reviews are used to inform professional learning opportunities at the district and school level. Professional learning opportunities are aligned with the district C2 Ready Framework (Key Performance Indicators, SIP, Curriculum, PLC, FCIM, MTSS, Lesson Study, Personalized Learning), a systems thinking approach to build capacity for our district and increase student achievement outcomes.

Teachers utilize various technologies as instructional resources. Resources include PD 360, Edmodo, Safari Montage and Moodle to enhance instruction to meet the needs of all students. Students use technology learning tools such as Moodle, PENDA, E2020, Virtual School, and Achieve3000 for increased knowledge in core content areas. Technology tools that enhance our access are smart boards, document cameras, clickers/ responders, and iPads are utilized district wide.

Annually, the district assesses the alignment of curriculum, instruction, and assessment through curriculum writing to create and update curriculum scope and sequence, blueprints, and task cards. The review process for curriculum, instruction, and assessment includes district program specialist and school based personnel that vet the curriculum documents to ensure quality and consistency district wide. The district provides schools with program descriptions and program guides to assist with course offerings at schools. Common assessments and published products are provided for content areas to formatively monitor students' progress. The use of common assessments allows for school leaders and teachers to disaggregate and analyze student work product to ensure student success.

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

The District Monitoring and Support Plan requires: collaboration & honest conversation, problem solving and decision making along with ongoing monitoring and support throughout the school year. The district aligns resources to ensure all students achieve at the highest levels possible; through increased standards for student achievement; College & Career Readiness Expectations; and DA and Schools Improvement requirements. A tiered level of monitoring and support is provided through instructional review process, deliverables, Dashboards & Progress Reports, and additional resources

of support.

Tier 3 (F Schools) Level of Monitoring & Support

Three Instructional Reviews (State & District)

Weekly On-Site Support (State and District)

Ongoing dashboard report

Ongoing progress monitoring

Tier 2 (D Schools) Level of Monitoring & Support

Two Instructional Reviews (State and District)

Monthly On-site Support (District)

Ongoing dashboard report

Ongoing progress monitoring

Tier 1 (C Schools) Instructional Monitoring & Support

One Instructional Reviews (District)

Ongoing dashboard report

Ongoing progress monitoring

Non Categorized (A & B Schools)

Monitored through district Academic Cabinet

One Fidelity Check

Ongoing dashboard report

Ongoing progress monitoring

Type of Support

1. Tutoring Before and After School: All Title I Schools, Title I Funds

2. Collaborative Time-Stipends and Subs: All Schools, General Funds & SAI

3. Academic Tutors: Tier II (D) and Tier III (F) Schools, Title I & SIG

4. Literacy Teacher Assistants: Title I Schools, Title I Funds

5. Florida Standards Teachers (13) : Secondary Schools, General Funds

6. Acceleration Resource Teachers (23) : Schools with 48% or more Level I and II students in Reading, Title I, Title II, & IDEA Funds

District Policies and Practices

This year a no transfer policy was implemented to retain teachers at schools throughout the year. Previously teachers could transfer in county throughout the year as position vacancies opened causing targeted schools to lose staff during the school year. This year policy was implemented to retain teachers at schools for the duration of their contract time.

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

Currently there are no schools in Lake county implementing Turnaround Options.

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

Capacity is built with SBLT throughout the process to culturally embed systems that can be transferred once schools are in the sustainability phase. Sustainability meetings are help with targeted schools at the end of each year to determine levels of support still needed, identify

necessary resources, and to create action plans for the next year.

Extra slots for district PD are provided to targeted schools and on-site PD is provided often. The district will sometimes retain existing coaches a year after a school has been removed from the Focus or Priority level.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131389>

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

To engage families and the community in school improvement efforts, the Lake Schools Title I Department has implemented the following:

- Family School Liaison (FSL) at each Title I school who manages a Parent Resource Center, communicates with, and reaches out to parents and the community
 - Two District Parent Resource Centers managed by a District Family School Liaison and Parent Involvement Specialist who collaborate with the FSLs and the community to provide resources and assistance to students and families
 - Title I Annual meetings at the school level to inform parents of the Title I programs
 - Title I participation in community events
 - Summer Literacy program (iRead to Succeed)
 - District Parent Involvement Plan committee with parent and community representation
 - Families in Transition Resource Fair
 - Teacher Prescription Pads used to invite parents to check out materials from the Parent Resource Center
 - Family Educational Day to unite families and the community in a fun and educational setting
- Parent Involvement Plan: <https://app1.fldoe.org/bsa/ParentInvolvementPlan/PrintPlan.aspx>

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

Collaboration occurs between the state, district, and school with regard to the development of the SIP goals, implementation of turnaround plans, and school-level interventions. Data analysis and problem-solving are utilized when making decisions and norms are set when the process is initiated. We do not have schools with DA Turnaround Plans at this time, but utilize the above process when the team is together for school improvement meetings.

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

Pearson, Kati, pearsonk@lake.k12.fl.us

Employee's Title

Director

Employee's Phone Number

(352) 352-6860

Employee's Phone Extension

6860

Supervisor's Name

David Christiansen

Supervisor's Title

Other

Employee's Role and Responsibilities

The primary purpose of this position is to provide support and monitoring of schools in Differentiated Accountability (DA) categories in conjunction with State and Federal Reform Mandates. The position will work directly with school and district leadership as well as staff in their assigned feeder pattern; assure and monitor compliance with state and federal requirements; and provide overall assistance, coordination, and direction to senior administration to improve student achievement. In addition, the Director of Teaching & Learning will provide communication regarding changes in legislation related to school improvement and to ensure schools have a clear understanding of Differentiated Accountability and all of its requirements. Lake County Schools Teaching and Learning Department provides leadership, guidance, and support with respect to school improvement processes, implementation of standards, professional learning, and the delivery of research-based instructional strategies and practices. The department supports schools in increasing student achievement through the alignment of school based systems.

District Leadership Team

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

Jarvis, Kathlene, jarvisk1@lake.k12.fl.us**Title** Director**Phone** (352) 253-6863**Supervisor's Name** David Christiansen**Supervisor's Title** Other**Role and Responsibilities**

The purpose of the position is to administer the planning, organization and direction of academic curricula for school programs in cooperation with instructional, management and executive staff. Incumbent performs highly complex, managerial and strategic work and is responsible for administering and coordinating the development and implementation of the assigned educational institutions and respective level of education. Employees in this classification administer functions under charge enabling the School District to maximize student academic opportunities. Incumbent exercises critical judgment and considerable initiative in administering the direction of Curriculum and Instructional programming. Performs related work as directed. Florida law recognizes that "students in Lake County deserve the best education that the citizens can provide." This education must produce academically competent students who can demonstrate their competency in the core curriculum and who can apply their knowledge and skills to the real world. The Curriculum & Instruction department offers varied instructional programs, instructional practices, professional learning, and school improvement planning to improve student academic achievement. The curriculum is discipline-based and clearly describes what students must know and be able to do in each academic content area.

Arnold, Carmen, arnoldc@lake.k12.fl.us**Title** Director**Phone** 352-253-6860**Supervisor's Name** David Christiansen**Supervisor's Title** Other**Role and Responsibilities**

The purpose of the position to administer, direct and manage all elementary academic programming to promote and facilitate a successful learning environment and the accomplishment of School Board schedules, goals and objectives; develops, evaluates and implements policies and procedures related to curricular development. Administers functions under charge enabling the School District to maximize student academic opportunities. Incumbent exercises critical judgment and considerable initiative in administering the direction of Curriculum and Instructional programming. Coordinates the development, revision, and review of all course curricula and course outlines Coordinates with appropriate academic personnel to define educational results and academic success of established curricula to evaluate and enhance course content. Assists course research efforts to identify academic success and course deficiencies to support curriculum development or revision. Reviews recommended curriculum proposals for proper form, completeness, content and accuracy. Drafts and submits summary of curricular agenda subject matter to the School Board for approval. Directs, supervises and evaluates the Program Specialists Monitors teacher allocations, evaluates class loads, and submits recommendations for additional instructional personnel. Performs related work as directed.

Christiansen, David, christiansend@lake.k12.fl.us

Title Other

Phone 352-253-6516

Supervisor's Name Susan Moxley

Supervisor's Title Superintendent

Role and Responsibilities

The purpose of this position is to assist the Superintendent by providing leadership in developing, achieving and maintaining the best possible educational programs and services. Coordinate the allocation of all school based personnel. Direct and coordinate activities related to the district's instructional delivery system and program management cycle. Initiate the development of programmatic goals and instructional objectives on a district-wide basis within the scope of School Board policy, administrative direction, assessed student needs and operational constraints. Provide overall leadership and appropriate resources for on-going district-wide curriculum development and review to ensure articulation of objectives and skills continuum Pre-K through Grade 12. Provide leadership for purposeful articulation among all instructional levels as well as between basic and special programs. Keep well informed about current trends in education. Maintain liaison with social, professional, civic, volunteer and other community agencies and groups having an interest in the schools. Maintain good public relations with parents and community groups for dissemination of information and feedback. Assist in interpreting the programs, philosophy, and policies of the district to staff, students and the community. Serve as the liaison between the State Department of Education and the instructional staff of the district in communicating and planning program requirements of the state statutes, State Board of Education rules and regulations and mandated federal programs. Establish and provide leadership for a collaborative team to ensure that curriculum and instruction initiatives are student focused and aligned with the district mission and beliefs, and school goals and improvement plans. Work cooperatively with the Director of Planning, Program Evaluation, and Accountability in providing support to schools in developing and implementing their School Improvement Plans as an integral part of the development of the annual comprehensive program plan and budget. Prepare and recommend, to the Superintendent, the implementation of alternative and optional programs to support the requirements of the district's annual and optional programs to support the requirements of the district's annual and long-range plans of improvement.

West, Elizabeth, weste@lake.k12.fl.us**Title** Director**Phone** (352) 383-0253**Supervisor's Name** David Christiansen**Supervisor's Title** Other

Role and Responsibilities Under executive direction, the purpose of the position is to administer the planning, organization and direction of all programs and services of the Title I program. Incumbent performs highly complex, managerial and strategic work and is responsible for administering and overseeing the work of various Program Specialists, Advocates, Instructors, Liaisons, fiscal and secretarial staff. Employees in this classification administer functions under charge promoting maximum educational opportunities. Incumbent exercises critical judgment and considerable initiative in administering the direction of Title I programming.

Title**Phone****Supervisor's Name****Supervisor's Title****Role and Responsibilities****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

Each year, the Superintendent reviews the leadership needs of all schools with a special emphasis on those identified as Focus and Priority prior to making administrative reappointments for the subsequent year. During the review of the schools of special concern, the Superintendent consults with key district leaders including principal assessors to gather information about each school. The information review includes, student achievement data, teacher effectiveness data, instructional review summaries as well as issues related to school and community needs. Information on each member of the leadership team at Focus and Priority schools is reviewed including performance evaluations, stakeholder surveys, achievement results in prior leadership experiences, and feedback from the individual regarding professional goals. The Superintendent uses transfers and recruitment of effective principals with a record of increasing student achievement to provide leadership at these schools.

Applicants for all school administrative vacancies are screened appropriately and correlated with the school culture, parental and community concerns and the academic commitment goals of the administrator to promote and produce positive gains.

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 instructional evaluation system has ratings which help to determine the effectiveness of a teacher in any school placement. The teacher is rated by a combination of the Instructional Practice Score (IPS) and the Student Growth or Performance Measure. These two scores result in an overall evaluation rating for a teacher. The district analyzes the distribution of teachers based upon the evaluation effectiveness rating and insures that schools designated as Focus and Priority have a percentage of effective teachers at least equal to the district average. If necessary, teachers are transferred to achieve an equitable distribution of effective and highly effective teachers among targeted schools. Teachers in these schools should be certified, highly qualified and have an evaluative rating of Highly Effective or Effective.

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

Lake County Schools will optimize resources by creating more time for teachers to collaborate and establish systems and processes that focus on effectively embedding the new Florida Standards into daily classroom work. We provide significant release time during the school day for teachers to collaborate and plan. This includes creating a new system for allocating personnel to schools and recreating master schedules that fit the new allocations. PLUS Teams have been created to push into the classroom so core academic teachers are released for collaborative planning time.

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Plus Teams consist an innovative group of educators that meet with students in their respective subject areas twice per month. The student load is lifted from the core teacher via the PLUS Team bi-monthly, allowing teachers time to participate in PD with their department colleagues. While students' core teachers plan with their departments, the PLUS Team provides students the opportunity to master decision making skills, self-reflection, reading analysis, problem solving, and research skills through their course's curriculum.

Plus Team teachers also serve as a cognitive coach and resource for all teachers. One week per month, PLUS Team teachers have the opportunity to help teachers pinpoint areas of growth and/or model effective strategies in classrooms.

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

Not only does the district provide all Focus and Priority schools with content area coaches and additional funds for subs and stipends to implement Plus Teams as described in previous sections, some schools also received a combination of the following: Florida Standards Coach, Acceleration Resource Teacher, Academic Dean, MTSS Coach, Potential Specialist, Literacy Teacher Assistants, and Academic Tutors. Combinations of these positions were provided to schools based on data, need, and demographics. Coaches logs, monthly district PD, district updates, and on-site observations are provided and conducted to monitor daily activities, ensure execution, and align targeted support.

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**Program
Type**

Core, Supplemental

**School
Type**

Elementary School, Middle School, High School

Elementary Writing

Core Curriculum:

Scope and Sequences- Grades K-5 curriculums are organized into units. Each unit culminates with a written published product.

Curriculum Blueprints- These documents are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested period for unit completion. This timeline may be adjusted based on school data. The curriculum blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources. They also contain Language Arts Florida Standards (LAFS), deconstructed standards, higher-order questions, vertical progressions, mini-tasks for writing, and Marzano Proficiency Scales.

Writing Folders- There is a district expectation that Writing Folders are maintained on each student in tandem with data chats.

FDOE and FSA Rubrics- A district-wide expectation is that teachers and students utilize our state-adopted rubrics for writing Informative, Opinion, and Narrative pieces, as well as constructed and extended responses.

Supplemental Resources:

Florida Interim Assessment Item Bank and Test Platform – A resource teachers can use to develop formative and summative assessments.

CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.

Description

Elementary ELA Content Training- K-5th grade teachers will have the opportunity to attend professional development on the LAFS and FSA ELA Components.

Participants will hone their skills in the writing and scoring processes.

DBQ- Document Based Questioning lessons are implemented quarterly to promote evidence based writing and research.

Supplemental Tools:

Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes, which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

Middle School Writing

Core Curriculum:

Scope and Sequences- Grades 6-8 curriculums are organized into units. Each unit ends with a written published product.

Curriculum Blueprints- These documents are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested period for unit completion. This timeline may be adjusted based on school data. The curriculum blueprints also contain a guide to essential content and understanding within the unit,

learning goals, objectives, and linked supplemental resources. They also contain Language Arts Florida Standards (LAFS), deconstructed standards, higher-order questions, vertical progressions, mini-tasks for writing, and Marzano Proficiency Scales.

Writing Folders- There is a district expectation that Writing Folders are maintained on each student in tandem with data chats.

FDOE and FSA Rubrics- A district-wide expectation is that teachers and students utilize our state-adopted rubrics for writing Informative, Opinion, and Narrative pieces, as well as constructed and extended responses.

Supplemental Resources:

Florida Interim Assessment Item Bank and Test Platform – A resource teachers can use to develop formative and summative assessments.

CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.

Secondary ELA Content Training- Middle School ELA teachers will have the opportunity to receive professional development on utilizing Curriculum Documents to align instruction to the LAFS and FSA ELA Components. Participants will hone their skills in the writing and scoring processes.

Write Source- Grades 6-8 teachers and students have access to this textbook series for guiding students in the components of the writing process.

DBQ- Document Based Questioning lessons are implemented quarterly to promote evidence based writing and research.

Supplemental Tools:

Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes, which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

High School Writing

Core Curriculum:

Scope and Sequences- Grades 9-12 curriculum is organized into units for the year and each unit ends with a written published product.

Curriculum Blueprints- The curriculum blueprints are a guide for instruction within each unit. In order to ensure students have been exposed to all grade level content, there is a suggested timeline for unit completion. This timeline may be adjusted based on school data. The blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, linked supplemental resources, deconstructed Florida Standards, mini-tasks aligned to standards, and a vertical progression for each cluster.

Writing Folders- There is a district expectation that Writing Folders are maintained on each student in tandem with data chats.

FDOE and FSA Rubrics- A district-wide expectation is that teachers and students utilize our state-adopted rubrics for writing Informative, Opinion, and Narrative pieces, as well as constructed and extended responses.

Supplemental Resources:

Florida Interim Assessment Item Bank and Test Platform – A resource teachers can use to develop formative and summative assessments.

CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.

Secondary ELA Content Training- High School ELA teachers will have the opportunity to receive professional development on utilizing Curriculum Documents to align instruction to the LAFS and FSA ELA Components. Participants will hone their skills in the writing and scoring processes.

LDC- The Literacy Design Collaborative format is designed to support core-content teachers in implementing the Florida Standards. The LDC has template tasks that help create high-quality student assignments to develop reading, writing, and thinking skills.

DBQ- Document Based Questioning lessons are implemented quarterly to promote evidence based writing and research.

Supplemental Tools:

Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes, which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

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:

Mathematics

Program Type Core, Supplemental

School Type Elementary School, High School

Elementary Math

Core Curriculum

Scope and Sequence and Curriculum Blueprints- These documents are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested time frame for unit completion. This timeline may be adjusted based on school data. The curriculum blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources, including EngageNY, LDC writing template tasks, Georgia Curriculum Frameworks, and the Common Core Flip Books. They also contain Mathematics Florida Standards (MAFS), deconstructed standards, higher-order questions, writing connections, resource links, vertical progressions, and Marzano Proficiency Scales.

Go Math! By Harcourt Houghton Mifflin- Go Math! is the core mathematics text. It is Scientifically Research-Based as evidenced by its placement on the state adoption list. It has diagnostic testing, differentiated center suggestions, Tier 2 and 3 resources, and a multitude of resources on their internet site "Think Central."

Supplemental Resources:

Florida Interim Assessment Item Bank and Test Platform- A resource teachers can use to develop formative and summative assessments.

Mathematics Formative Assessment System- A resource to be used for formative assessments aligned to MAFS.

Description CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.

Supplemental Tools:

Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

FCAT Explorer- This web based program helps students learn about and practice math content.

FCAT Test Maker- This district license allows teachers to create practice worksheets/assessments.

Middle School Math

Core Curriculum

Scope and Sequence and Curriculum Blueprints- These documents are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested time frame for unit completion. This timeline may be adjusted based on school data. The curriculum blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources, including EngageNY, LDC writing template tasks, Georgia

Curriculum Frameworks, MARS performance task assessments, and the Common Core Flip Books. They also contain Mathematics Florida Standards (MAFS), deconstructed standards, higher-order questions, writing connections, resource links, vertical progressions, and Marzano Proficiency Scales.

Textbooks- The textbooks utilized in the core curriculum are scientifically research-based as evidenced by their placement on the state adoption list. The programs used are from Holt-McDougal, Pearson, and Springboard. M/J Math 1, M/J Math 2, and M/J Math 3 all use Holt Florida Mathematics Course 1, 2, and 3. M/J Math 1 Advanced and M/J Math 2 Advanced both use McDougal-Littell Mathematics 1 and 2. Algebra I/ Algebra I Honors use Springboard curriculum.

Supplemental Resources:

Florida Interim Assessment Item Bank and Test Platform- A resource teachers can use to develop formative and summative assessments.

Mathematics Formative Assessment System- A resource for formative assessments aligned to MAFS.

CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.

Algebra Nation- A web-based resource aligned to the MAFS, which may be used for whole/small/individualized instruction.

PENDA- Our computer assisted program aligned to the standards that is web based for Science and Math remediation and enrichment.

Orchard- Orchard Software provides targeted instruction in math, reading, writing, language arts, and science for grades K-9.

Accelerated Math- Accelerated Math is a program that helps teachers personalize math practice, differentiate instruction, monitor progress, and make data-driven decisions to guide each student to success.

Supplemental Tools:

Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

Geometer's Sketchpad- Geometer's Sketchpad® gives students at all levels—from third grade through college—a tangible, visual way to learn mathematics that increases their engagement, understanding, and achievement.

FCAT Explorer- This web based program helps students learn about and practice math content.

FCAT Test Maker- This district license allows teachers to create practice worksheets/ assessments.

High School Math

Core Curriculum

Scope and Sequence and Curriculum Blueprints- These documents are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested time frame for unit completion. This timeline may be adjusted based on school data. The curriculum blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources, including EngageNY, LDC writing template tasks, Georgia

Curriculum Frameworks, MARS performance task assessments, and the Common Core Flip Books. They also contain Mathematics Florida Standards (MAFS), deconstructed standards, higher-order questions, writing connections, resource links, vertical progressions, and Marzano Proficiency Scales.

Textbooks- The textbooks utilized in the core curriculum are scientifically research-based as evidenced by their placement on the state adoption list. The programs used have been developed by three different publishers. Algebra IA/IB and Informal Geometry all use Glencoe's Algebra I and Geometry programs. The other 20 math courses use a mixture of research-based programs developed by Pearson Prentice Hall and Holt McDougal.

Supplemental Resources:

Florida Interim Assessment Item Bank and Test Platform- A resource teachers can use to develop formative and summative assessments.

Mathematics Formative Assessment System- A resource used for formative assessments aligned to MAFS.

CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.

Algebra Nation- A web-based resource aligned to the MAFS used for whole/small/individualized instruction.

Accelerated Math- Accelerated Math is a program that helps teachers personalize math practice, differentiate instruction, monitor progress, and make data-driven decisions to guide each student to success.

Destination Math- Destination Math® includes a focused, powerful, and rigorous curriculum that is both research-based and tested by teachers and students. This solution facilitates individualization, tracks performance, provides opportunities for practice, and offers a fresh approach to presenting concepts and skills.

Supplemental Tools:

Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

FCAT Explorer- This web based program helps students learn about and practice math content.

FCAT Test Maker- This district license allows teachers to create practice worksheets/assessments.

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:

Science**Program
Type**

Core, Supplemental

**School
Type**

Elementary School, Middle School, High School

Elementary Science

Core Curriculum:

Textbook- Pearson Interactive Science is in its fourth year as the adopted science curriculum used as the core science text. The textbook is Scientifically Research-Based as evidenced by its placement on the state adoption list.

Supplemental Resources:

FCAT Explorer- This computer assisted program aligned to the standards that is web based for Science remediation and enrichment.

CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards. CPALMS is the official source of the Florida Standards and course descriptions in Florida.

LDC- The Literacy Design Collaborative format is designed to support core-content teachers in implementing the Florida Standards. The LDC has template tasks that help create high-quality student assignments to develop reading, writing, and thinking skills.

Supplemental Tools:

Curriculum Blueprints- The curriculum blueprints are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested period for unit completion. This timeline may be adjusted based on school data. The blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources.

Benchmark Task Cards- These tools were created by the Teaching and Learning Department to support teachers, students, and parents as they interact, practice, and deepen knowledge of FCAT 2.0 and EOC annually assessed benchmarks.

Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes, which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

Middle School Science

Core Curriculum:

Textbook- Glencoe/McGraw-Hill is in its fourth year as the adopted science curriculum used as the core science text. The textbook is scientifically research-based as evidenced by its placement on the state adoption list.

Supplemental Resources:

FCAT Explorer- A computer assisted program aligned to the standards that is web based for Science remediation and enrichment.

PENDA- A computer assisted program aligned to the standards that is web based for Science and Math remediation and enrichment.

CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards

Description

by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards. CPALMS is the official source of the Florida Standards and course descriptions in Florida.

LDC- The Literacy Design Collaborative format is designed to support core-content teachers in implementing the Florida Standards. The LDC has template tasks that help create high-quality student assignments to develop reading, writing, and thinking skills.

Supplemental Tools:

Curriculum Blueprints- The curriculum blueprints are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested period for unit completion. This timeline may be adjusted based on school data. The blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources.

Benchmark Task Cards- These tools were created by the Teaching and Learning Department to support teachers, students, and parents as they interact, practice, and deepen knowledge of FCAT 2.0 and EOC annually assessed benchmarks.

Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes, which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

High School Science

Core Curriculum:

Textbooks- The following textbooks are in their fourth year as the adopted science curriculum used as the core science text. The textbooks are scientifically researched-based as evidenced by its placement on the state adoption list. Glencoe/McGraw-Hill is used as the core science text for Zoology. McDougal Littell Holt is used as the core science text for Earth Science, AP Chemistry, Earth Space Science Regular and Honors, AP Environmental, AP Physics B, Biology I and Honors, Chemistry I Honors, Physical Science, and Physics I. Pearson Prentice Hall is used as the core science text for AP Biology, Anatomy & Physiology, Chemistry I, Environmental, Marine, Physics I.

Supplemental Resources:

FCAT Explorer- A computer assisted program aligned to the standards that is web-based for Science remediation and enrichment.

PENDA- A computer assisted program aligned to the standards that is web based for Science and Math remediation and enrichment.

CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards. CPALMS is the official source of the Florida Standards and course descriptions in Florida.

LDC- The Literacy Design Collaborative format is designed to support core-content teachers in implementing the Florida Standards. The LDC has template tasks that help create high-quality student assignments to develop reading, writing, and thinking skills.

Supplemental Tools:

Curriculum Blueprints- The curriculum blueprints are a guide for instruction. In order to

ensure students have been exposed to all grade level content, there is a suggested period for unit completion. This timeline may be adjusted based on school data. The blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources.

Benchmark Task Cards- These tools were created by the Teaching and Learning Department to support teachers, students, and parents as they interact, practice, and deepen knowledge of FCAT 2.0 and EOC annually assessed benchmarks.

Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes, which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

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

Lake County Schools is committed to providing high quality instruction and support to all students academically and behaviorally. The implementation of a Multi-Tiered System of Supports that is a data-driven process provides assistance to students, families and teachers in seeking positive solutions. The primary purpose of this system is to provide support to teachers and parents by generating effective research-based academic and behavioral strategies for small groups or individually targeted students as well as strengthen core instruction for all students.

Response to Intervention provides a structured process for implementing this multi-tiered support system. The process is aided by the Problem-Solving Model that uses school-wide and class-wide data to monitor the success and difficulties of groups of students and provides for the development of academic and behavioral interventions for individual, class, or school-wide issues. Lake County Schools has adopted the Problem-Solving Model for the implementation of MTSS. Training has been provided at all levels in the four-step problem-solving model.

The implementation of MTSS using a mixed protocol incorporating the Standard Protocol and Problem-Solving model is recommended at the Secondary levels. This approach will allow secondary schools to more accurately identify and provide for those students in need of more intensive supports. During the 2014-2015 school year continued support will be provided to the schools through the College and Career Ready Collaborative Cohort professional development offerings. Training sessions will be provided for designed Capacity Builders from each school in the area of small group instruction to support implementation in their schools. Data will be collected and organized for each school in an excel spreadsheet and bar graph format. Training and guidelines will be provided for all schools to implement the Early Warning System (EWS) Indicators and Explicit Systems Data). Data sources include:

- Data Star
- Florida Assessment for Instruction in Reading (FAIR)
- Decision Ed
- Student Engagement Data (attendance, GPA, failure, ODR, OSS)
- End of Course Exams (EOCs)
- Comprehensive English Language Learning Assessment (CELLA)

The District Program Manager for MTSS/Rtl and Positive Behavior Support is assigned to the Teaching and Learning Department at the district level. The district leadership team is composed of

principals, literacy coaches, math coaches, Title I specialists, Curriculum Specialists, ESE specialists, and Student Services Specialists, School Psychologists.

The function of the District MTSS Leadership team is to review the progress of the implementation of MTSS district-wide and to bring feedback to the district regarding implementation. Recommendations for changes or implementation of procedures are recommended through this team. A district inter-departmental team composed of administrators from Student Services, Exceptional Education, Title I, Curriculum, and Teaching & Learning meets throughout the year to address specific procedures concerns for each department.

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

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

Yes

Provide the hyperlink to the plan

<http://www.lake.k12.fl.us/Page/33874>

Provide the page numbers of the plan that addresses this question

27-45

Description

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

Yes

Needs Assessment

Underperforming Subgroups

Reading

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

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	66%	57%	No	70%
American Indian	65%	56%	No	69%
Asian	75%	69%	No	77%
Black/African American	51%	37%	No	56%
Hispanic	60%	50%	No	64%
White	72%	64%	No	75%
English language learners	43%	27%	No	49%
Students with disabilities	43%	24%	No	49%
Economically disadvantaged	58%	47%	No	63%

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	64%	56%	No	68%
American Indian	70%	62%	No	73%
Asian	80%	75%	No	82%
Black/African American	49%	37%	No	55%
Hispanic	59%	51%	No	63%
White	69%	63%	No	73%
English language learners	48%	35%	No	54%
Students with disabilities	45%	26%	No	51%
Economically disadvantaged	58%	47%	No	63%

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.** If the district provides structured, systematic support aligned to the 5 Essential Components for School Success to develop capacity and build shared belief in schools then Lake County Schools will improve our district ranking from 45th to 35th or above in the state in 2015-16.

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. If the district provides structured, systematic support aligned to the 5 Essential Components for School Success to develop capacity and build shared belief in schools then Lake County Schools will improve our district ranking from 45th to 35th or above in the state in 2015-16. 1a

 G043864

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)	2015-16	85.0
District-Wide	FSA - Mathematics - Proficiency Rate	2015-16	61.0
District-Wide	FSA - English Language Arts - Proficiency Rate	2015-16	62.0
District-Wide	FCAT 2.0 Science Proficiency	2015-16	62.0
District-Wide	Math Lowest 25% Gains	2015-16	63.0
District-Wide	ELA/Reading Lowest 25% Gains	2015-16	70.0

Resources Available to Support the Goal 2

- Scope and Sequence: Aligned to the Florida Standards, instructional focus, text, tasks, and district resources.
- Curriculum Blueprint: Provides instructional focus, student product, and district resources.
- CPALMS: The official source of the Common Core State Standards (CCSS) and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.
- C2 Ready Instructional Framework: The Curriculum Framework aligns proven best practices with Common Core Florida standards to maximize learning for all students. It provides district and school leaders with a roadmap to meet and exceed the College and Career Readiness standards. Our elementary students will be entering a 21st first century workplace, with fields not yet created, which will use technology not yet developed, and information not yet discovered. Industry demands in these fields have escalated which requires a shift in pedagogy within the PK-12 curricula. The Common Core State Standards (CCSS) are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and career. CCSS curriculum represents the use of 21st century skills to develop, test and communicate solutions to real world problems using concepts from science, mathematics, English language arts, social studies, and fine arts. All schools will use this framework for on-going planning, teaching, and assessing student learning to ensure a high level of cognitive demand and critical thinking is a part of every student's learning experience. Lake County Schools are economically and demographically diverse serving a mobile student population. Using the framework promotes consistency, commitment and high performance of all educators in the district. The composition of this plan is designed to ensure successful school protocol for PK-12 curriculum implementation and continuous improvement measures to support teaching and learning at all levels.
- Teaching and Learning District Team: Director and three dedicated Program Specialist supporting Focus and Priority Schools.
- Teaching and Learning School Improvement Structures and Tools: SIP Rubric, CWT Form and Data Collection, Thinking Maps Planning Tools and Data Visualization, EWS Data Template, Action Plan Template

Targeted Barriers to Achieving the Goal 3

- Lacking thorough understanding of and ability to plan and deliver standards-based instruction.
- Lacking the ability to effectively analyze and use data for ongoing progress monitoring.

- Lacking evidence of culturally embedded systems and inconsistent monitoring of expectations and deliverables.

Plan to Monitor Progress Toward G1. 8

Baseline & Mid-Year Benchmark Assessment Data Analysis

Person Responsible

Kati Pearson

Schedule

Semiannually, from 8/31/2015 to 3/31/2016

Evidence of Completion

Content Data Grade Level Data Subgroup Data

Plan to Monitor Progress Toward G1. 8

School Systems Progress Reports

Person Responsible

Kati Pearson

Schedule

Semiannually, from 9/1/2015 to 9/1/2015

Evidence of Completion

Evidence of school-wide systems progression based on the School Improvement Rubric indicators

Plan to Monitor Progress Toward G1. 8

Instructional Review Classroom Trend Data

Person Responsible

Kati Pearson

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Ongoing classroom trend data aligned to instructional look-fors

District Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If the district provides structured, systematic support aligned to the 5 Essential Components for School Success to develop capacity and build shared belief in schools then Lake County Schools will improve our district ranking from 45th to 35th or above in the state in 2015-16. **1**

 G043864

G1.B1 Lacking thorough understanding of and ability to plan and deliver standards-based instruction. **2**

 B107596

G1.B1.S1 Increase the effectiveness with which all teachers differentiate standards-based instruction by focusing professional learning and on-site support in PLCs (Common Planning) and the Lesson Study Cycle (Examination of Student Work). **4**

 S119032

Strategy Rationale

If professional learning and on-site support are focused on Common Planning and the Lesson Study Cycle then the effectiveness with which all teachers differentiate standards-based instruction will increase.

Action Step 1 **5**

Coordinate and Conduct SIP Review and School Instructional Reviews

Person Responsible

Kati Pearson

Schedule

Triannually, from 8/17/2015 to 5/31/2016

Evidence of Completion

Instructional Review Schedule EWS and Trend Data from Review SIP Rubric CWT
Template SIP DA Checklist Invitation to Principal Assessors

Action Step 2 5

Assign District DA Leads to Support School Action Steps, Provide On-site Support, and Monitor Deliverables.

Person Responsible

Kati Pearson

Schedule

Every 2 Months, from 9/14/2015 to 5/31/2016

Evidence of Completion

Action Plan Template, School Dashboard, CWT Trends, On-Site Support Thinking Maps

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

District DA Leads Will Provide Feedback and Follow-Up to Focus and Priority Schools

Person Responsible

Kati Pearson

Schedule

Semiannually, from 9/14/2015 to 5/27/2016

Evidence of Completion

Action Plan Template School Progress Report District Dashboard

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

Conduct Unannounced Progress Monitoring Visits

Person Responsible


Kati Pearson

Schedule


Quarterly, from 9/14/2015 to 5/27/2016

Evidence of Completion

EWS Data Ongoing Trend Data

G1.B2 Lacking the ability to effectively analyze and use data for ongoing progress monitoring. **2** B175553

G1.B2.S1 Increase the effectiveness of student interventions and enrichment by focusing professional learning and on-site support in the use of data for ongoing progress monitoring through the use of FCIM, MTSS, and Early Warning Systems. **4**

 S186869**Strategy Rationale**

If professional learning and on-site support in the use of data for ongoing progress monitoring through the use of FCIM, MTSS, and Early Warning Systems are provided then the effectiveness of student interventions and enrichment will increase.

Action Step 1 **5**

Create EWS template to efficiently view and manipulate EWS data.

Person Responsible

Andrea Nelson

Schedule

On 9/18/2015

Evidence of Completion

EWS Template for all schools with pivot tables and ability to create student groups

Action Step 2 **5**

Provide Ongoing Professional Development to Acceleration Resource Teachers (ARTs) in the Use of Data to Increase the Effectiveness of Student Interventions and Enrichment through MTSS, FCIM, and EWS systems.

Person Responsible

Kati Pearson

Schedule

Monthly, from 9/10/2015 to 5/27/2016

Evidence of Completion

ART Binder, Student Intervention and Enrichment Groups, Baseline Data, Mid Year Data, Ongoing Progress Monitoring Data, PD Schedule, Deliberate Practice Plan

Action Step 3 5

Provide On-Site Support in Developing MTSS School Problem Solving Teams.

Person Responsible

Andrea Nelson

Schedule

Monthly, from 9/21/2015 to 11/30/2015

Evidence of Completion

Problem Solving Team Members, Norms, Protocols

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

MTSS Manager Will Provide Feedback and Follow-Up

Person Responsible

Andrea Nelson

Schedule

Semiannually, from 9/21/2015 to 6/3/2016

Evidence of Completion

MTSS Rubric MTSS Plans District Dashboards

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

Provide Professional Development Offerings aligned to MTSS (RtI & PBS)

Person Responsible

Andrea Nelson


Schedule

Quarterly, from 10/26/2015 to 7/1/2016


Evidence of Completion

PD Schedule PD Action Plans On-Site Support Schedule District Dashboards

G1.B3 Lacking evidence of culturally embedded systems and inconsistent monitoring of expectations and deliverables. **2**

 B175578

G1.B3.S1 Increase the effectiveness of school-wide systems by focusing professional learning and on-site support in the monitoring of student data, classroom walkthrough trends, and evidence aligned to School Improvement Plan goals. **4**

 S186871

Strategy Rationale

If professional learning and on-site support in the monitoring of student data, classroom walkthrough trends, and evidence aligned to School Improvement Plan goals are provided then the effectiveness of school-wide systems will increase.

Action Step 1 **5**

Utilize SIP Rubric to Identify Strengths and Opportunities for Growth Aligned to the 5 Essentials

Person Responsible

Kati Pearson

Schedule

Semiannually, from 9/7/2015 to 5/27/2016

Evidence of Completion

Completed SIP Rubric with identified next steps

Action Step 2 **5**

Conduct On-site Support with Administrators in Monitoring Non-Negotiables, Deliverables, and the use of Trend Data for Specific Feedback

Person Responsible

Kati Pearson

Schedule

Quarterly, from 9/21/2015 to 6/3/2016

Evidence of Completion

CWT data, Progress Indicators on Action Plan and SIP Deliverables and Evidence

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

District Director and Principal Evaluators will Provide Feedback and Follow-Up

Person Responsible

Kati Pearson

Schedule

Semiannually, from 9/21/2015 to 5/27/2016

Evidence of Completion

LEADS Documentation (Evaluation Model) School Progress Reports Instructional Review
Documentation SIP Action Plan

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

Conduct Unannounced Progress Monitoring Visits

Person Responsible

Kati Pearson

Schedule

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

Evidence of Completion

CWT Data SIP Action Plan Deliverables

Implementation Timeline

Professional Development

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

G1. If the district provides structured, systematic support aligned to the 5 Essential Components for School Success to develop capacity and build shared belief in schools then Lake County Schools will improve our district ranking from 45th to 35th or above in the state in 2015-16.

G1.B1 Lacking thorough understanding of and ability to plan and deliver standards-based instruction.

G1.B1.S1 Increase the effectiveness with which all teachers differentiate standards-based instruction by focusing professional learning and on-site support in PLCs (Common Planning) and the Lesson Study Cycle (Examination of Student Work).

PD Opportunity 1

Coordinate and Conduct SIP Review and School Instructional Reviews

Facilitator

Kati Pearson

Participants

Principal Assessors, District DA Program Specialists, SBLT, Coaches, and Lead Teachers

Schedule

Triannually, from 8/17/2015 to 5/31/2016

PD Opportunity 2

Assign District DA Leads to Support School Action Steps, Provide On-site Support, and Monitor Deliverables.

Facilitator

Rehana Insanally, Julie Staton, Bianca Williams, Andrea Nelson, Kenya Williams

Participants

SBLT, Academic Coaches, ART, Teachers

Schedule

Every 2 Months, from 9/14/2015 to 5/31/2016

G1.B2 Lacking the ability to effectively analyze and use data for ongoing progress monitoring.

G1.B2.S1 Increase the effectiveness of student interventions and enrichment by focusing professional learning and on-site support in the use of data for ongoing progress monitoring through the use of FCIM, MTSS, and Early Warning Systems.

PD Opportunity 1

Create EWS template to efficiently view and manipulate EWS data.

Facilitator

Andrea Nelson, Rehana Insanally, Julie Staton, Bianca Williams

Participants

Principals, Assistant Principals, ARTs, Targeted School SBLTs

Schedule

On 9/18/2015

PD Opportunity 2

Provide Ongoing Professional Development to Acceleration Resource Teachers (ARTs) in the Use of Data to Increase the Effectiveness of Student Interventions and Enrichment through MTSS, FCIM, and EWS systems.

Facilitator

Andrea Nelson, Rehana Insanally, Julie Staton, Bianca Williams

Participants

Acceleration Resource Teachers (ARTs)

Schedule

Monthly, from 9/10/2015 to 5/27/2016

Technical Assistance

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

G1. If the district provides structured, systematic support aligned to the 5 Essential Components for School Success to develop capacity and build shared belief in schools then Lake County Schools will improve our district ranking from 45th to 35th or above in the state in 2015-16.

G1.B2 Lacking the ability to effectively analyze and use data for ongoing progress monitoring.

G1.B2.S1 Increase the effectiveness of student interventions and enrichment by focusing professional learning and on-site support in the use of data for ongoing progress monitoring through the use of FCIM, MTSS, and Early Warning Systems.

PD Opportunity 1

Provide On-Site Support in Developing MTSS School Problem Solving Teams.

Facilitator

Andrea Nelson & Kenya Williams

Participants

SBLT, ARTs, MTSS Contacts

Schedule

Monthly, from 9/21/2015 to 11/30/2015

Budget Rollup

Summary

Description	Total
Goal 1: If the district provides structured, systematic support aligned to the 5 Essential Components for School Success to develop capacity and build shared belief in schools then Lake County Schools will improve our district ranking from 45th to 35th or above in the state in 2015-16.	15,400
Grand Total	15,400

Goal 1: If the district provides structured, systematic support aligned to the 5 Essential Components for School Success to develop capacity and build shared belief in schools then Lake County Schools will improve our district ranking from 45th to 35th or above in the state in 2015-16.

Description	Source	Total
B1.S1.A1 - Subs for lead teachers		1,000
B1.S1.A2	School Improvement Funds	3,000
B1.S1.A2 - Substitutes for Common Planning, Lesson Study, and PD	School Improvement Funds	4,000
B2.S1.A2 - Notes	Other	5,000
B2.S1.A3 - Notes	School Improvement Funds	1,000
B3.S1.A2 - Notes	School Improvement Funds	900
B3.S1.A2 - Notes	School Improvement Funds	500
Total Goal 1		15,400