

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

16 - Duval

Dr. Nikolai P Vitti, Superintendent
Wayne Green, Region 2 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the district's vision statement

Every student is inspired and prepared for success in college or a 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

All resources and materials are carefully selected by district staff with the input of teachers and administrators to ensure alignment to the standards. The district's curriculum guides are created by teachers who are experts in their content areas and are familiar with both the core materials and supplementary resources used for each subject. The Assistant Superintendent of Curriculum and Instruction oversees the content area directors who are charged with ensuring that all curriculum and resources are followed and used with fidelity. Persons responsible include the Superintendent's leadership team and meetings are held weekly to ensure implementation is aligned with the district strategic plan.

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.

Principals meet with district leadership including the Region Superintendent, CFO, Title I, Assistant Superintendent of Assessment and Accountability, Chief of Schools, Chief of Human Resources, Assistant Superintendent Curriculum and Instruction, to discuss specific school needs and operating flexibility pertaining to scheduling, budgeting, staffing and curriculum needs to meet goals outlined in the School Improvement Plan. Schools are given autonomy with staffing, creating schedules, and budgeting within an allocation model based on FTE.

District Policies and Practices

The District will seek to modify the following practices to strengthen systems and support school-based leadership teams:

- Priority staffing - for 2014-15 the District has identified these schools as participants in the Quality Education for All (QEA) initiative. This initiative looks at District wide teacher performance data and serves to recruit teachers in core academic areas who have student performance data at least 25% above the district average in their specific content area and grade level.

Schools within QEA benefit from receiving additional supports through the District Transformation Office with a dedicated regional structure and District point staff in the areas of Human Resources, Operations, Budget/Finance, and other key areas.

Steps:

- Negotiate MOU - Sonita Young, Chief Human Resources
- Secure incentives - Dr. Nikolai P. Vitti, Superintendent
- Identify teacher performance silos and analyze district wide teacher performance - Mr. Andrew Post, Chief Accountability and Assessment
- Recruitment fair - Iranetta Wright, Region Superintendent

The District has also negotiated for common planning time provided daily. Through negotiations the District and or administration may also direct professional development during common planning time once each week with an emphasis on PLCs, Lesson Study and discussions pertaining to the modification of instructional delivery to maximize student outcomes.

For 2013-14 the District renegotiated the bell schedule and added an additional 30 minutes to each school day. This provided for an additional 90 hours of instruction that is embedded within the core academic areas. The District did not incur a cost as this was "non-contact time" that teachers willingly forfeited daily. This was also a direct result of the negotiation for daily common planning.

The District has also revised the Student Code of Conduct, RTI, and PBS systems providing a concrete alignment between these areas and the SIP. Moving forward all schools will outline their PBS plans through the School wide Discipline Plan. The plan focuses on issues of causation and prevention. The plan also explicitly links staff and/or roles to particular student needs including counseling, mentorship, truancy/attendance, and wrap around services through District and contracted service providers.

The addition of Deans of Discipline and In School Suspension Teachers/Programs (ISSP) also speaks to the District's support for changing the manner in which student discipline is managed. Both the Dean and ISSP allow schools to address student issues in a proactive manner establishing relationships with students and their families to prevent Out of School Suspension. ISSP also provides students with specific interventions to address the issue of causation that resulted in their being assigned there. Peer counseling, small group and whole group counseling services are also provided to assist students with establishing better decision making and problem solving strategies to avoid the repetition of disciplinary offenses.

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

The District prioritizes funding sources to enhance the staffing and support provided at all Priority, Focus, and SIG schools. For example the District provided funding to support a fully released mathematics coach at any school with less than 50% proficiency. Additional funding to provide intervention support is also aligned to the needs of each school. Principals meet with district leadership to discuss specific school needs and operating flexibility pertaining to scheduling, budgeting, staffing and curriculum needs to meet goals outlined in the School Improvement Plan. Schools are given autonomy with staffing, creating schedules, and budgeting within an allocation model based on FTE.

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

- Professional development with job embedded follow-up supported by instructional coaches.
- Supporting schools with the implementation of data driven differentiated instruction, multi-tiered support systems and standards-based instruction.

- Supporting the implementation of effective extended learning opportunities via extended hours and Saturday School opportunities.
 - Continual marketing of parent opportunities including the Parent Academy and enhancing relationships with community organizations, faith based organizations and business partners.
 - The Superintendent has engaged partnerships to offer robust incentives for teachers in targeted schools.
 - Continual recruitment and implementation of strategic efforts to attract and keep talent will build sustaining cultures of improvement in schools.
 - Enhanced student services including academic enrichment opportunities, positive behavioral support mechanisms, whole-child implementations, additional student technology, additional learning time, and student resources.
 - Opportunities for teachers to collaboratively plan and grow including lesson study and professional learning communities.
 - Continuation and enhancement of Early Warning Systems to keep administrators, teachers, parents and students informed of progress using data systems to positively impact student achievement.
- DCPS is committed to sustaining reforms by leveraging categorical and operational funding to support critical activities. DCPS has demonstrated its dedication to the improvement of its lowest performing schools as demonstrated by the district's Turnaround activities and will continue to do so. Duval County has implemented a robust Coaching Academy, Teacher Academy, Leadership Professional Development opportunities, and a district strategic plan and will continue to implement innovative strategies that will guide the work for the new school year.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131428>

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

DCPS has collected and analyzed information regarding the school's parent and community needs, including teacher, student, parent and community member perspectives. Using the qualitative and quantitative data available, the district has identified and prioritized qualities of strong parental and community engagement essential to addressing the specific needs of the school.

Focus group discussions revealed that stakeholders want the school to be a warm and welcoming place for students, parents, teachers, and the community. Stakeholders want the entire community to contribute to the success of students. Stakeholders have expressed through surveys and focus groups that they want to be a part of the vision and mission creation process. They want teachers and school staff to receive professional development on the best ways to effectively communicate with parents and the community using a variety of methods. Stakeholders want to trust teachers and school leadership with the educational process. Stakeholders want a range of accessible opportunities for parents and community members to be involved in the continuous improvement process. Community members want to know about news and what's going on at the school before it is in the news and before students come home talking about what's going on. Parents want to feel valued and they want to feel empowered and a sense of ownership. Duval County has taken stakeholder feedback and disaggregated the data with leadership groups and formed action plans to enhance the engagement of families and the community in school improvement efforts.

In addition to stakeholder feedback in the form of interviews, surveys, school meetings, and focus groups, the Community and Family Engagement Office presented current learning opportunities to parents. Some stakeholders weren't aware of the new initiatives that were launched last school year and the vast amount of parent resources available both face to face and online. It was important for parents to understand what opportunities were available to them in the school community and in the community at large. during the 2014-15 school year, a strategic focus of the superintendent is marketing to ensure

parents know what's available to them in the form of involvement and development.

Duval County Public Schools works to ensure that all stakeholders are engaged in the annual review, evaluation and revision to the Districts' stated purpose. Following his appointment as Superintendent, Dr. Vitti quickly engaged the various stakeholder groups and identified a need to not only address the various disparities that existed across the District. Based upon these meetings, Dr. Vitti understood that there needed to be a larger process established to capture concerns and to promote a process through which stakeholders were involved in the process of identification, strategy development and goal setting. Traditional methods of parental involvement such as PTSA, SAC, and school family nights are enhanced with Parent Academy activities, city-wide parent and student focused events, and partner supported events to engage families in the learning and growing process.

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

Principals facilitate the development of school plans with their staff and stakeholders. The process is facilitated by district leadership including instructional teams and the Region Superintendent in the form of coaching, instructional reviews, data conversations, implementation checks, monitoring, and evaluation. Once plans are developed, multiple district teams assist the schools with the review process providing researched based best practices to assist with the development and implementation of the plan(s).

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

Davis, Addison, davisa2@duvalschools.org

Employee's Title

Assistant Superintendent

Employee's Phone Number

(904) 390-2377

Employee's Phone Extension

Supervisor's Name

Dr. Nikolai Vitti

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

To facilitate the turnaround process, the Duval Transformation Office (DTO) office will be implemented to support the work of targeted schools. The office will have a Regional Chief and other support staff (e.g., instructional coaches) to support the work of principals in the most challenged schools. Leadership and support within the DTO will have a proven track record success and extensive years of experience as principals, district administrators, and leaders as well as expertise in increasing student achievement. To ensure the necessary components for increased student achievement, the district will implement a streamlined system that defines and effectively communicates how services and resources to schools will be provided to meet the academic needs of students in targeted schools efficiently and timely.

There are targeted district-level activities designed to support implementation of the selected intervention models in the turnaround schools. District and school instructional coaches that support the school will participate in a rigorous and robust professional development program during the summer and throughout the year. Teachers will have an opportunity to attend a teacher academy to prepare them for the school year. Training will be followed up by job-embedded support and collaborative coaching cycles. All coaches the schools will receive job-embedded support from District Reading, Mathematics and Science specialists. Reading, Mathematics, and Science Directors will monitor goals and strategies outlined in the SIP and SIG grant to support the school in meeting its goals. Instructional reviews will be held to monitor the implementation of goals outlined in the DIAP and SIP.

Components that will be included in DTO schools include but are not limited to: (1) Ensuring Highly Qualified and Effective Teachers and Coaches, (2) Extended Learning Time, (3) Professional Development and Common Planning, (4) Implementation of the Florida Continuous Improvement Model (FCIM), (5) Multi-Tiered Support Systems, (6) Site-based Coaches in Reading, Mathematics, and Science, and (7) Enhanced Instructional Technology.

District Leadership Team

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

Vitti, Nikolai, vittin@duvalschools.org	
Title	Superintendent
Phone	(904) 390-2115
Supervisor's Name	
Supervisor's Title	Board Member
Role and Responsibilities	<p>Dr. Nikolai P. Vitti was selected as Superintendent of Duval County Public Schools (DCPS) in September of 2012. He comes to Jacksonville with the goal of moving the district from "good" to "great" by increasing the achievement of all students.</p> <p>Dr. Vitti's primary focus is to take the district from good to great by:</p> <ul style="list-style-type: none"> Expanding early childhood education; Increasing the graduation rate; Developing instructional leaders; Improving teacher quality and morale; Streamlining the efficiency of business and operations; and Strengthening parent and community involvement.
LeHockey, Wendy, lehockeyw@duvalschools.org	
Title	Assistant Superintendent
Phone	904-390-2115
Supervisor's Name	Dr. Nikolai P. Vitti
Supervisor's Title	Superintendent
Role and Responsibilities	Chief of Staff

Davis, Addison, davis2@duvalschools.org

Title	Assistant Superintendent
Phone	904-390-2377
Supervisor's Name	Dr. Nikolai Vitti
Supervisor's Title	Superintendent
Role and Responsibilities	Chief of Schools

Davis, Mason, davisw2@duvalschools.org

Title	Assistant Superintendent
Phone	904-390-2010
Supervisor's Name	Dr. Nikolai Vitti
Supervisor's Title	Superintendent
Role and Responsibilities	The mission of Academic Services is to provide support for the implementation of high quality educational opportunities for children. This mission is in line with the District Strategic Plan.

Post, Andrew, posta@duvalschools.org

Title	Assistant Superintendent
Phone	904-390-2976
Supervisor's Name	Dr. Nikolai Vitti
Supervisor's Title	Superintendent
Role and Responsibilities	<p>The Assessment and Accountability unit is the statistical hub of Duval County Public Schools. Under the direction of the Superintendent, the department supports the data needs of the Superintendent, the Duval County School Board, the Chief Officer of Academics, the schools, and outside agencies.</p> <p>The Assessment and Accountability department administers all state and district-mandated tests, monitors scholastic performance and trends that chart the academic progress of Duval County students. The department disseminates the results of surveys conducted within the district and administers the provisions of the Florida School Accountability Program. All of this is done in support of the Strategic Plan.</p>

Edwards, Latrell, edwardsl5@duvalschools.org**Title** Assistant Superintendent**Phone** 904-390-2097**Supervisor's Name** Dr. Nikolai Vitti**Supervisor's Title** Superintendent

Role and Responsibilities The mission of Business Services is to provide high quality fiscal services in a customer oriented environment to schools, departments and the public while providing accountability and compliance with federal, state and other regulatory agencies to facilitate a successful educational experience for students.

Oliver, Marsha, oliverm@duvalschools.org**Title** Assistant Superintendent**Phone** (904) 390-2126**Supervisor's Name** Dr. Nikolai Vitti**Supervisor's Title** Superintendent

Role and Responsibilities The mission of Business Services is to provide high quality fiscal services in a customer oriented environment to schools, departments and the public while providing accountability and compliance with federal, state and other regulatory agencies to facilitate a successful educational experience for students.

Young, Sonita, youngs1@duvalschools.org**Title** Assistant Superintendent**Phone** (904) 390-2936**Supervisor's Name** Dr. Nikolai Vitti**Supervisor's Title** Superintendent

Role and Responsibilities It is the goal of Human Resource Services to support the school district in its mission to provide high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.

The mission of Human Resource Services is to employ, retain and support professionals to create high performing organizations dedicated to improving student achievement.

Educator Quality

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team

1. The Superintendent and Chief of Schools will conduct a comprehensive review of data as it relates to principal performance to determine the effectiveness of current principals. If it is determined that a principal replacement is required, a comprehensive search for principal leaders with a proven track record of turning around low performing schools will be carried out.
 2. Assistant principal performance will be reviewed by the Chief of Schools, Region Superintendents, and or principal. Assistant principal assignments will be based on a record of increased student achievement, knowledge of the school improvement and differentiated accountability process, and other pertinent data to determine needed changes.
 3. Instructional coach performance will be evaluated to determine current coaches that should be replaced. All school based instructional coaches will be required to undergo an extensive district screening process and successfully complete the DCPS Coach Academy. Candidates with a highly effective performance record, principal recommendation, and the necessary skillset to work in a turnaround setting will be hired.
- Evaluation instruments, observation data, and other data points will be considered when decisions are made.

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

A comprehensive assessment of relevant faculty and staff will be conducted to complete a three year review of teacher performance once FSA, FCAT and EOC results are received. Classroom observation data, evaluation data, and other formative data sources will be considered when making decisions to replace instructional staff. Highly qualified, effective reading, mathematics, and science teachers will receive additional support as the district has committed to providing fully released coaches for each site.

Public and Collaborative Teaching

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

The master schedule is reflective of common planning in all focus and priority schools through a Memorandum of Understanding (MOU) with Duval Teachers United (DTU). The common planning is reflected in the master schedule at each school.

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

DCPS provides focus and priority schools with a reading and math coach and a reading interventionist through various funding sources. These staff members lead the common planning sessions and utilize data to determine the appropriate level of support for teachers. This data is analyzed and the staff members identified who need assistance through the intensive coaching cycle.

Ambitious Instruction and Learning

Instructional Programs

Reading

Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan

Yes

Writing

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

Write to Learn, Achieve300, and iLit

Program Type

Core

School Type

Elementary School, Middle School, High School

Description

These blended learning platforms provide students the opportunity to practice their writing skills and work on any deficiencies while moving towards mastery of the standards. The platforms are utilized in daily classroom instruction.

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:

Math Investigations, Math EnVisions, iReady, Pearson DIGITS, and Carnegie Learning

Program Type

Core, Supplemental, Intensive Intervention

School Type

Elementary School, Middle School

Description

These programs and instructional materials are utilized to provide core instruction, remediation, and enrichment for students in mathematics.

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 Investigations, Fusion Science, and Gizmos

Program Type

Core, Supplemental, Intensive Intervention

School Type

Elementary School, Middle School, High School

Description

These programs and curriculum materials are utilized to provide core instruction, remediation, and enrichment to all students during science instruction.

Instructional Alignment and Pacing

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

The tiered system of support ensures that monitoring of implementation occurs at every level. From the district content area directors to the stem program specialists to the coaches at the school level who are in charge of implementation. School-based administrators will be trained on the program content in order to ensure effective monitoring at the classroom level on a daily basis. The use of the support logs will allow for constant ongoing communication to occur between the district and the school.

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.duvalschools.org/Page/10013>

Provide the page numbers of the plan that addresses this question

throughout the document; pages 5-6

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	64%	53%	No	68%
American Indian	78%	73%	No	80%
Asian	78%	72%	No	80%
Black/African American	52%	38%	No	57%
Hispanic	63%	53%	No	67%
White	75%	68%	No	78%
English language learners	42%	23%	No	48%
Students with disabilities	46%	30%	No	52%
Economically disadvantaged	54%	41%	No	59%

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%	56%	No	67%
American Indian	75%	70%	No	77%
Asian	81%	80%	No	83%
Black/African American	53%	42%	No	58%
Hispanic	63%	57%	No	67%
White	73%	68%	No	76%
English language learners	48%	38%	No	54%
Students with disabilities	48%	34%	No	53%
Economically disadvantaged	55%	45%	No	60%

Step Zero

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G6.** The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2015-16

- G20.** Address the needs of all students with multiple opportunities for intervention and enrichment by increasing the amount of time in the day and offering Saturday School to improve Reading, Math and Science student achievement.

- G32.** Improve the overall district math proficiency for grades 3-8 as evidenced by attaining a level 3 or higher on the FCAT statewide assessment from 36% to 40%

- G33.** Improve district reading proficiency at each tested grade level as follows: Description 2013 2014-Target Level 1 to Level 2+ 36 40 Level 2 to Level 3+ 26 28 Level 3 to Level 4+ 24 26 Level 4 to Level 5 19 21 Level 5 to Level 5 56 62

- G34.** Increase the overall district reading proficiency from 53% to 57% of students attaining a level of proficiency as indicated by a score of 3 or higher on the FCAT statewide assessment.

- G35.** Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs.

- G36.** Develop Great Teachers and Leaders

- G38.** Recruit, employ and retain high quality instructional leaders

- G39.** Provide ongoing training and support to develop teachers, instructional leaders, and staff

- G40.** Unpack mathematical standards to develop teacher understanding of the mathematical concepts.


- G41.** Plan lessons in writing with consideration to the developmental level of the writer; and the task, purpose, and audience of the writing.

- G42.** Utilize the Gradual Release of Responsibility Model when planning and delivering lessons to increase conceptual understanding, comprehension, and active engagement.

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

G6. The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2015-16 **1a**

 G030327

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide			

Resources Available to Support the Goal **2**

- Title I Title II SAI SIG General JRF/Instructional Materials

Targeted Barriers to Achieving the Goal **3**

- In 2012-13 overall District writing scores declined as a result of the State's transition to new cut scores and proficiency threshold.

Plan to Monitor Progress Toward G6. **8**

The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2014-15.

Person Responsible

Schedule

Evidence of Completion

Results of Florida Writes assessment

G20. Address the needs of all students with multiple opportunities for intervention and enrichment by increasing the amount of time in the day and offering Saturday School to improve Reading, Math and Science student achievement. **1a**

 G030341

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide			

Resources Available to Support the Goal **2**

- Facilities, staff, resources

Targeted Barriers to Achieving the Goal **3**

- Strategic curriculum for extended learning opportunities

Plan to Monitor Progress Toward G20. **8**

Establish a comprehensive assessment system that supports progress monitoring with data.

DCPS incorporated an integrated assessment system designed to monitor students' attainment of the STEM curriculum benchmarks outlined in Next Generation Sunshine State Standards (NGSSS) and the new Florida Standards. This system supports a continuous progress monitoring initiative and consists of the following components:

- Diagnostic Assessment, administered to all students in mathematics and reading
- District Baseline Benchmark Assessments administered in the beginning of the school year
- District Curriculum Guide Assessments administered at the conclusion of each quarter
- Benchmark/Standards Assessment Item Banks, provided to classroom teachers for their use in creating classroom assessments

Person Responsible

Andrew Post

Schedule

Quarterly, from 8/18/2014 to 6/1/2017

Evidence of Completion

District and teacher-made assessments, data reports, and data binders.

G32. Improve the overall district math proficiency for grades 3-8 as evidenced by attaining a level 3 or higher on the FCAT statewide assessment from 36% to 40% **1a**

 G030353

Targets Supported **1b**

Focus	Indicator	Year	Target
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District-Wide

Resources Available to Support the Goal **2**

- Aligned Curriculum Guides Aligned Curriculum Guide Assessments Fully Released Math Coaches at schools with less than 50% proficiency District Support from Directors and Specialists that is tailored to the needs of each school Addition of clearly defined Tier I and Tier II interventions Common Planning time in all secondary schools Software supplemental resources including I-Ready (elementary), SuccessMaker (middle school), and Carnegie (high school) Use of the baseline assessments to identify individual student needs pertaining to math proficiency Coaches Academy to support the alignment of resources, interventions, instructional practice and adult learning theory

Targeted Barriers to Achieving the Goal **3**

- School based math coaching was inconsistent and there was minimal training to support the coaching cycle.

Plan to Monitor Progress Toward G32. **8**

By September 30, 2013 100% of all schools will be staffed with a reading coach.

Person Responsible

Schedule

Evidence of Completion

School staffing roster HR vacancy reports

G33. Improve district reading proficiency at each tested grade level as follows: Description 2013
 2014-Target Level 1 to Level 2+ 36 40 Level 2 to Level 3+ 26 28 Level 3 to Level 4+ 24 26 Level 4 to Level
 5 19 21 Level 5 to Level 5 56 62 1a

 G030354

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide			

Resources Available to Support the Goal 2

- Aligned Curriculum Guides Aligned Curriculum Guide Assessments Reading coaches at all schools District support from Directors and Specialists that is tailored to the needs of each school Addition of clearly defined Tier I and Tier II interventions Common Planning time in all secondary schools Software supplemental resources including I-Ready (elementary), SuccessMaker (middle school), and ILit (high school) Use of baseline assessments to identify individual student needs pertaining to reading proficiency Coaches Academy to support the alignment of resources, interventions, instructional practice and adult learning theory

Targeted Barriers to Achieving the Goal 3

- The district master scheduling guidelines did not adequately identify students for proper academic placement

Plan to Monitor Progress Toward G33. 8

By September 30, 2013 all schools will use the Master Schedule Guidelines to place students within the appropriate reading enrichment course.


Person Responsible

Schedule

Evidence of Completion

Student Schedules

G34. Increase the overall district reading proficiency from 53% to 57% of students attaining a level of proficiency as indicated by a score of 3 or higher on the FCAT statewide assessment. 1a

 G030355

Targets Supported 1b

Focus	Indicator	Year	Target
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District-Wide

Resources Available to Support the Goal 2

- Aligned Curriculum Guides Aligned Curriculum Guide Assessments Fully Released Reading Coaches at all schools District Support from Directors and Specialists that is tailored to the needs of each school Addition of clearly defined Tier I and Tier II interventions Common Planning time in all secondary schools Software supplemental resources including I-Ready (elementary), SuccessMaker (middle school), and I Lit (high school) Use of the DAR and IOWA reading assessments to identify individual student needs pertaining to literacy Coaches Academy to support the alignment of resources, interventions, instructional practice and adult learning theory

Targeted Barriers to Achieving the Goal 3

- School based literacy coaching was inconsistent and there was minimal training to support the coaching cycle.

Plan to Monitor Progress Toward G34. 8

By September 30, 2013 100% of all schools will be staffed with a reading coach.

Person Responsible

Schedule

Evidence of Completion

School staffing roster HR vacancy reports

G35. Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs. 1a

G030356

Targets Supported 1b

Focus	Indicator	Year	Target
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District-Wide

Resources Available to Support the Goal 2

- SAI, Reading First Funding, Title I, Title II, General, and Instructional Materials Funds SharePoint (online hosting system) Core Curriculum Materials Supplemental Resources Commons Core State Standards Curriculum Directors and Specialists Assessment and Accountability Staff

Targeted Barriers to Achieving the Goal 3

- The district lacked a curriculum guide that was aligned to the Common Core State Standards
- In 2013-14 the district will select a new core math series that is aligned to the Common Core State Standards

Plan to Monitor Progress Toward G35. 8

Once the adoption process is completed the district will work to ensure the timely placement of orders and delivery to schools.

Person Responsible

Schedule

Evidence of Completion

Board Approval of procurement (March 2014) Issuance of PO Receipt of delivered materials

G36. Develop Great Teachers and Leaders 1a

G030357

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide			

Resources Available to Support the Goal 2

- Title I, Title II, SAI, SIG, RTTT, and other funding sources
-

Targeted Barriers to Achieving the Goal 3

- The existing professional development process was not aligned to the specific needs of teachers and/or students within their respective schools.

Plan to Monitor Progress Toward G36. 8

The district will develop a process in which to survey instructional staff, coaches, and administrators regarding the professional development process and outcomes

Person Responsible**Schedule*****Evidence of Completion***

Completed Surveys

G38. Recruit, employ and retain high quality instructional leaders 1a

G030359

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide			
District-Wide			

Resources Available to Support the Goal 2

- Partnership with the Schultz center for Teaching and Learning to support the APA and ALA programs for Assistant Principal and Principal certification process
- Budget resources allocated to support mentor principals and job embedded internships
- FTLP partnership
- KIPP Leadership Academy training for CAO and CHR

Targeted Barriers to Achieving the Goal 3

- Lack of existing internship program beyond 10 day placement

Plan to Monitor Progress Toward G38. 8

Establish mid point and exit interview process for mentors

Person Responsible**Schedule*****Evidence of Completion***

surveys and summary feedback

G39. Provide ongoing training and support to develop teachers, instructional leaders, and staff 1a

G030360

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide			

Resources Available to Support the Goal 2

- Use Title II funds to support professional development
- District Curriculum Specialists, School based coaches (reading and mathematics), Region Chiefs
- Instructional resource alignment
- Teachers academy
- Coaches academy
- School schedule provides for early release days twice each month for teachers to attend professional development
- Common planning time exists in all secondary schools
- Use of both face to face and virtual professional development modules to support ongoing trainings and endorsement needs
- Established technology systems to track and monitor professional development points and registration system (ERO)

Targeted Barriers to Achieving the Goal 3

- Lack of common planning time at the elementary school level

Plan to Monitor Progress Toward G39. 8

Successful implementation of Common Planning time

Person Responsible**Schedule*****Evidence of Completion***

Signed MOU

G40. Unpack mathematical standards to develop teacher understanding of the mathematical concepts. 1a**Targets Supported** 1b

G030361

Focus	Indicator	Year	Target
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District-Wide

Resources Available to Support the Goal 2

- School Based Math Coaches, District math Specialists, District Curriculum Directors, and Region Chiefs
- Common planning time in all secondary schools that will support job embedded professional development
- Early release days to be used to support PLC's and professional development initiatives
- Newly aligned curriculum guides and assessments that address standards based instruction and CCSS
- Week long teacher and Coaches academy to focus on coaching cycle and support for academic intervention
- Clearly defined curriculum supplements that support Tier I, II, and III students

Targeted Barriers to Achieving the Goal 3

- Lack of common planning time in elementary schools

Plan to Monitor Progress Toward G40. 8

Evaluate the progress towards improving the incorporation of mathematical concepts into daily instruction

Person Responsible**Schedule*****Evidence of Completion***

Observation feedback , coaches logs, feedback forms, Instructional Rounds documentation

G41. Plan lessons in writing with consideration to the developmental level of the writer; and the task, purpose, and audience of the writing. 1a

G030362

Targets Supported 1b

Focus	Indicator	Year	Target
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District-Wide

Resources Available to Support the Goal 2

- School based reading coaches, district specialists, and district curriculum directors
- District implemented writing prompts and training to support the evaluation of student writing.
- Professional development regarding the scoring of student writing samples

Targeted Barriers to Achieving the Goal 3

- Lack of training for teachers on the scoring of students writing prompts and revision.

Plan to Monitor Progress Toward G41. 8

Review students writing journals for evidence of ongoing writing, feedback, and revision


Person Responsible

Schedule

Evidence of Completion

Student writing prompts results and student writing journals

G42. Utilize the Gradual Release of Responsibility Model when planning and delivering lessons to increase conceptual understanding, comprehension, and active engagement. 1a

 G030363

Targets Supported 1b

Focus	Indicator	Year	Target
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District-Wide

Resources Available to Support the Goal 2

- School based coaches, district curriculum specialists, and district curriculum directors
- Newly aligned Curriculum Guides
- Curriculum Guide Assessments aligned to the standards and pacing guide to inform instruction and allow for differentiated support (both intervention and acceleration)
- Newly aligned core supplements to support Tier I and Tier II interventions.
- ESE support model that provides support for Tier III students
- Common planning time at secondary level
- Newly aligned master schedule guidelines that ensures adequate time for core instruction and interventions

Targeted Barriers to Achieving the Goal 3

- Professional development

Plan to Monitor Progress Toward G42. 8

Evaluate the increase of specific strategies within the lesson plan that support increased conceptual understanding, comprehension, and active engagement.

Person Responsible

Schedule

Evidence of Completion

Observation notes and lesson plan submissions.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G6. The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2015-16

1

 **G030327**

G6.B1 In 2012-13 overall District writing scores declined as a result of the State's transition to new cut scores and proficiency threshold. **2**

 **B070679**

G6.B1.S1 The District will provide technical assistance and support to embed writing across the content areas and to further reinforce writing strategies to include elaboration, appropriate use of transition, addressing grammatical errors, providing feedback and revision of writing to a satisfactory level of proficiency. **4**

 **S079264**

Strategy Rationale

Action Step 1 **5**

The District will provide support and explicit guidelines and training regarding the writing process in ELA, Creative writing and other content areas.

Person Responsible

Schedule

Evidence of Completion

Agendas Presentation Materials Inclusion in the Master Schedule Guidleines

Plan to Monitor Fidelity of Implementation of G6.B1.S1 **6**

The District will monitor the fidelity in which the writing strategies and plans are implemented.

Person Responsible

Schedule

Evidence of Completion

Walk through documentation Student work samples demonstrating growth

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

The District will monitor the integration of research based writing strategies in ELA and Writing classes at all grade levels.

Person Responsible

Mason Davis

Schedule***Evidence of Completion***

Writing plans Writing prompts Writing journals Classroom Observations

G20. Address the needs of all students with multiple opportunities for intervention and enrichment by increasing the amount of time in the day and offering Saturday School to improve Reading, Math and Science student achievement. 1

 G030341

G20.B1 Strategic curriculum for extended learning opportunities 2

 B083652

G20.B1.S1 Develop and implement a strategic plan for extending the learning day and providing Saturday School for intervention and enrichment across subject areas in select elementary, all middle and all high schools 4

 S094445

Strategy Rationale

Additional time is needed during the school day for academic interventions, enrichment, professional development opportunities for teachers via professional learning communities and collaborative planning

Action Step 1 5

Implement MOU with teacher bargaining unit with options for teachers

Person Responsible

Fred Heid

Schedule

On 5/31/2013

Evidence of Completion

Memorandum of Understanding

Action Step 2 5

Notify stakeholders of new school hours for the upcoming school year

Person Responsible

Fred Heid

Schedule

On 8/18/2013

Evidence of Completion

Parent link phone calls, parent newsletters, parent mailers, updated district website, updated school websites

Action Step 3 5

Develop and implement professional learning opportunities for teachers

Person Responsible

Daniela Simic

Schedule

On 6/30/2017

Evidence of Completion

Instructional design plans, professional learning plans, coaching calendars

Action Step 4 5

Develop a student transportation plan for Saturday School

Person Responsible

Fred Heid

Schedule

On 10/31/2013

Evidence of Completion

Transportation Plan for Saturday School Sites

Action Step 5 5

Develop a Saturday School curriculum

Person Responsible

Daniela Simic

Schedule

On 1/10/2014

Evidence of Completion

Saturday School Curriculum posted in the online curriculum portal

Plan to Monitor Fidelity of Implementation of G20.B1.S1 6

Provide in-depth training for all Instructional Coaches

The Instructional Science Coaches will be trained on how to analyze data and develop interventions and programs according to student needs. The coaches will provide support to teachers, assist with organizing instructional materials for tutorial programs as well as in house intervention programs, and facilitate data analysis within their departments. A week long Teachers' Academy will take place over the Summer for all new science teachers during which participants will learn the essential components of an effective classroom. In addition to the Teachers' Academy, DCPS will offer seven weeks of reoccurring professional development for current science teachers and coaches to enhance their specific content knowledge by grade level, enhance their pedagogy knowledge and skills in the science classroom, and manipulate data to effectively drive instruction.

School site administrators will be trained to guide the work of the coach to provide a balance between accountability and support; therefore, administrators are an integral part of the Coaching Continuum. The process begins with the Principal, Assistant Principal, and Instructional Coaches meeting to discuss assessment and walkthrough data in order to determine which teachers need the greatest amount of support. Instructional Science Coaches then provide individualized support to the identified teachers following the coaching cycle format (pre-conference, modeled lesson, observation, post-conference). During the cycle, Instructional Coaches meet regularly with administration to debrief on their progress with the targeted teachers. In turn, administrators monitor classroom instruction and assessment data to ensure the coached skills are being implemented.

In addition, all Instructional Coaches will be required to submit daily online logs that reflect their work in the STEM classrooms. Logs will be reviewed by Principals, Assistant Principals, and the STEM Program Specialists. Completed logs with reflections and follow-ups are posted on the online system and reviewed for evidence of support in STEM classrooms .

Person Responsible

Daniela Simic

Schedule

Monthly, from 5/1/2014 to 6/30/2014

Evidence of Completion

Review of Data Binders, Data Chat Forms, Common Planning, and instructional observations.

Plan to Monitor Fidelity of Implementation of G20.B1.S1 6

Provide ongoing Monthly Coach Meetings for all Instructional Coaches

Person Responsible

Daniela Simic

Schedule

Monthly, from 5/1/2014 to 6/30/2017

Evidence of Completion

Agendas, Evaluation forms and attendance sheets

Plan to Monitor Fidelity of Implementation of G20.B1.S1 6

Coaches submit online support logs weekly to their Assistant Principals, Principals, and District Support Specialists describing activities of PLCs

Person Responsible

Daniela Simic

Schedule

On 6/30/2017

Evidence of Completion

Completed logs with reflections and follow-ups are posted on the online system and reviewed by Assistant Principals, Principals, and District Support Specialists for evidence of support in STEM classrooms.

Plan to Monitor Effectiveness of Implementation of G20.B1.S1 7

Use of data to evaluate the effectiveness of each Instructional Coach.

The DCPS team will conduct a minimum of two Instructional Reviews (Initial and End of Year) with the guidance of the Chief of Curriculum and Instruction for each of the selected schools each year to identify areas of need and to create strategies to address needs. Throughout the course of the year, the Region Chiefs will monitor the schools' use of funds and instructional strategies through regular reviews and unannounced visits in addition to frequent visits conducted by DCPS Executive Directors and Content Area Directors where they will conduct reviews of Data Binders, Data Chat Forms, Common Planning Forms, and conduct instructional observations. DCPS staff and school leadership teams work to identify the instructional strengths and weaknesses of each school, design intervention and enrichment programs that support the individual learner, determine any necessary adjustments to the STEM curriculum, and monitor the implementation of the action plan strategies .

Person Responsible

Fred Heid

Schedule

On 6/2/2017

Evidence of Completion

Review of Data Binders, Data Chat Forms, Common Planning, and instructional observations.

Plan to Monitor Effectiveness of Implementation of G20.B1.S1 7

District directors will visit Saturday School sites to monitor implementation

Person Responsible

Daniela Simic

Schedule

On 5/20/2017


Evidence of Completion

Online system with reflection logs and next steps

G32. Improve the overall district math proficiency for grades 3-8 as evidenced by attaining a level 3 or higher on the FCAT statewide assessment from 36% to 40% **1**

 G030353

G32.B1 School based math coaching was inconsistent and there was minimal training to support the coaching cycle. **2**

 B070705

G32.B1.S1 The district will host a week long coaches academy. In order to be eligible for a school based math coach position an applicant must have successfully completed the academy. The academy focused on the overall understanding of the curriculum guides, resources alignment, coaching cycle, baseline assessments, and adult learning theory. **4**

 S079265

Strategy Rationale

Action Step 1 **5**

Host the summer Coaches Academy

Person Responsible

Schedule

Evidence of Completion

Sign In Sheets Eligible Applicant List provided to schools Presentation Materials Daily Agendas

Plan to Monitor Fidelity of Implementation of G32.B1.S1 **6**

Schools will only hire math Coaches from the approved applicant list

Person Responsible

Schedule

Evidence of Completion

HR Staffing Roster Interview Schedules


Plan to Monitor Effectiveness of Implementation of G32.B1.S1 7

Ensure that the math coach position remains staffed


Person Responsible**Schedule****Evidence of Completion**

School staffing rosters/vacancy reports


G33. Improve district reading proficiency at each tested grade level as follows: Description 2013 2014-Target
Level 1 to Level 2+ 36 40 Level 2 to Level 3+ 26 28 Level 3 to Level 4+ 24 26 Level 4 to Level 5 19 21 Level 5
to Level 5 56 62 1

 G030354

G33.B3 The district master scheduling guidelines did not adequately identify students for proper academic placement 2

 B070708

G33.B3.S2 The district provided training and support relating to the Master Scheduling Guidelines during the budgeting and master schedule development process. 4

 S079267
Strategy Rationale**Action Step 1** 5

The district provided training and support for school administrators (principals, assistant principals, and curriculum resource teachers) to ensure the proper placement of students within the reading enrichment curriculum.

Person Responsible**Schedule****Evidence of Completion**

Schedule of master schedule review meetings Student schedules

Plan to Monitor Fidelity of Implementation of G33.B3.S2 6

Ensure that students are scheduled into math courses based upon established criteria.

Person Responsible

Schedule

Evidence of Completion

Master Schedule Guideline template Student Schedules

Plan to Monitor Effectiveness of Implementation of G33.B3.S2 7

Ensure that master schedule guidelines are adhered to to assist with student scheduling


Person Responsible

Schedule


Evidence of Completion

Meeting Schedule Correspondence with Administrators Student Schedules

G34. Increase the overall district reading proficiency from 53% to 57% of students attaining a level of proficiency as indicated by a score of 3 or higher on the FCAT statewide assessment. **1**

 G030355

G34.B1 School based literacy coaching was inconsistent and there was minimal training to support the coaching cycle. **2**

 B070709

G34.B1.S1 The district will host a week long coaches academy. In order to be eligible for a school based literacy coach position an applicant must have successfully completed the academy. The academy focused on the overall understanding of the curriculum guides, resources alignment, coaching cycle, baseline assessments (DAR and IOWA), and adult learning theory. **4**

 S079268

Strategy Rationale

Action Step 1 **5**

Host the summer Coaches Academy

Person Responsible

Schedule

Evidence of Completion

Sign In Sheets Eligible Applicant List provided to schools Presentation Materials Daily Agendas

Plan to Monitor Fidelity of Implementation of G34.B1.S1 **6**

Schools will only hire Reading Coaches from the approved applicant list

Person Responsible

Schedule

Evidence of Completion

HR Staffing Roster Interview Schedules

Plan to Monitor Effectiveness of Implementation of G34.B1.S1 7

Ensure that the reading coach position remains staffed


Person Responsible**Schedule*****Evidence of Completion***

School staffing rosters/vacancy reports

G35. Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs. 1

 G030356

G35.B1 The district lacked a curriculum guide that was aligned to the Common Core State Standards 2

 B070712

G35.B1.S1 The district will work to revise all existing learning guides to incorporate CCSS, align to core resources, align to supplemental resources, and to align to the curriculum assessments. 4

 S079269
Strategy Rationale**Action Step 1** 5

The district will collaborate with Duval Teachers United to support the curriculum writing teams. Teams will be comprised of district curriculum directors, specialists, lead teachers and school based administrators

Person Responsible**Schedule*****Evidence of Completion***

Memorandum of Understanding Sign In Sheets Completed Curriculum Guides

Plan to Monitor Fidelity of Implementation of G35.B1.S1 6

For 2013-14 the use of Curriculum Guides remained optional to allow for additional time to train and support their integration. In order to support the integration and provide the requisite training the district hosted the Teachers Academy during the summer. Each Academy provided grade level and content area specificity on their use to inform instructional delivery and pacing. During the summer, the district trained over 6000 teachers.

Person Responsible**Schedule*****Evidence of Completion***

Agendas Training Materials Sign In Sheets


Plan to Monitor Effectiveness of Implementation of G35.B1.S1 7

Monitor the implementation of the newly revised curriculum guides

Person Responsible**Schedule*****Evidence of Completion***

Coaches Logs Instructional Reviews Daily Rounding

G35.B3 In 2013-14 the district will select a new core math series that is aligned to the Common Core State Standards **2**

 B070714

G35.B3.S1 The district will follow policy regarding the adoption of a new core curriculum series which includes the formulation of an adoption committee and allowing stakeholders to view available resources

4

 S079270

Strategy Rationale

Action Step 1 **5**

Schedule the textbook adoption process and communicate with various stakeholders regarding the process and timeline for review, input and final selection

Person Responsible

Schedule

Evidence of Completion

Meeting schedule Agendas Selection materials

Plan to Monitor Fidelity of Implementation of G35.B3.S1 **6**

The material adoption process will follow established procedures and comply with state requirements.

Person Responsible

Schedule

Evidence of Completion

Meeting schedule Agendas Selection materials Input Documents

Plan to Monitor Effectiveness of Implementation of G35.B3.S1 7

The review and selection committee will conduct a survey to review the process and determine the need for future revision

Person Responsible

Schedule

Evidence of Completion

Collected Surveys

G36. Develop Great Teachers and Leaders 1

G030357

G36.B2 The existing professional development process was not aligned to the specific needs of teachers and/or students within their respective schools. 2

B070716

G36.B2.S1 in 2013-14 the district transitioned to a job embedded professional development process. District wide training and supports continue as it relates to endorsements in the areas of Reading, Gifted and ESOL. However, the priority shift to job embedded professional development better aligns to the needs of students and teachers within each respective school site. In addition, the process also allows for better alignment of PLCs and Lesson study to promote the fidelity in which strategies are implemented. 4

S079272

Strategy Rationale**Action Step 1** 5

Elementary schools will work with their Shared Decision Making Team (SDM) to identify the frequency in which teachers will meet during their common resource time to participate in professional development opportunities including PLCs. Lesson Study, and Data chats. In addition, the school will establish a professional development calendar that aligns to their School Improvement Plan and/or Instructional Review (D, F, and Historically fragile schools only).

Secondary schools will utilize common planning time to provide school directed professional development opportunities a minimum of once each week. The SDM team may opt to expand this requirement but this remains a school level decision in accordance with our collective bargaining agreement. In addition, the school will establish a professional development calendar that aligns to their School Improvement Plan and/or Instructional Review (D, F, and Historically fragile schools only).

Person Responsible**Schedule****Evidence of Completion**

School PD plans Agendas Sign In Sheets Coaching Logs

Plan to Monitor Fidelity of Implementation of G36.B2.S1 6

The region chiefs will work with their respective schools to monitor the professional development plans and the fidelity in which they are followed. In addition, the region chief will ensure that the appropriate district staff (i.e. Content Area Directors, Specialists, and Professional Development Staff) are included in the plans development, approval and implementation.

Person Responsible**Schedule*****Evidence of Completion***

School PD plans Coaching Logs Direct Observation Agendas

Plan to Monitor Effectiveness of Implementation of G36.B2.S1 7

The district will work with schools to review instructional delivery to determine the extent to which initiatives are being implemented and impacting student outcomes.

Person Responsible**Schedule*****Evidence of Completion***

Coaches Logs Feedback forms Agendas Presentation materials Work samples (where appropriate)

G38. Recruit, employ and retain high quality instructional leaders 1

G030359

G38.B1 Lack of existing internship program beyond 10 day placement 2

B070720

G38.B1.S2 Identify school leadership to serve as mentors 4

S079274

Strategy Rationale**Action Step 1** 5

Select 8-10 high performing mentor principals

Person Responsible**Schedule*****Evidence of Completion***

Meeting invitation (email), agenda, HR contract

Plan to Monitor Fidelity of Implementation of G38.B1.S2 6

Monthly meetings and submission of coaching logs by mentor principals

Person Responsible**Schedule*****Evidence of Completion***

Submission of monthly logs and tracking of mentee performance on established leadership indicators (action research projects)


Plan to Monitor Effectiveness of Implementation of G38.B1.S2 7

Monthly meetings with Mentors to review progress, address barriers and evaluate the existing performance plans for mentees to inform possible revisions


Person Responsible**Schedule*****Evidence of Completion***

Logs, meeting invitations, webinar schedule

G39. Provide ongoing training and support to develop teachers, instructional leaders, and staff 1

 G030360

G39.B1 Lack of common planning time at the elementary school level 2

 B070722

G39.B1.S1 Negotiate with Duval Teachers United (DTU) to establish common planning time in elementary schedule. 4

 S079276

Strategy Rationale**Action Step 1** 5

Meet with DTU to negotiate the inclusion of common planning time in elementary schools

Person Responsible**Schedule*****Evidence of Completion***

Calendar of meetings with agendas

Plan to Monitor Fidelity of Implementation of G39.B1.S1 6

Monitor progress towards the successful inclusion of common planning time for 2014-15

Person Responsible

Schedule

Evidence of Completion

Drafts of proposal that reflect negotiated language and proposal

Plan to Monitor Effectiveness of Implementation of G39.B1.S1 7

na

Person Responsible

Schedule


Evidence of Completion

na

G40. Unpack mathematical standards to develop teacher understanding of the mathematical concepts. 1


 G030361

G40.B1 Lack of common planning time in elementary schools 2

 B070725

G40.B1.S1 Ensure the effective use and alignment of professional development on early release days

4

 S079278

Strategy Rationale

Action Step 1 5

Have schools submit their professional development calendar that is aligned to the school improvement plan and Instructional Review focus areas

Person Responsible

Schedule

Evidence of Completion

Calendars

Plan to Monitor Fidelity of Implementation of G40.B1.S1 6

Review the submitted professional development plans to ensure alignment to identified needs

Person Responsible

Schedule

Evidence of Completion

Records including sign in sheets, agendas, training materials

Plan to Monitor Effectiveness of Implementation of G40.B1.S1 7

Observe instruction for evidence of improved alignment and use of mathematical concepts


Person Responsible**Schedule*****Evidence of Completion***

Walk through observation data, IR observation, Coaches logs

G41. Plan lessons in writing with consideration to the developmental level of the writer; and the task, purpose, and audience of the writing. 1

 G030362

G41.B1 Lack of training for teachers on the scoring of students writing prompts and revision. 2

 B070726

G41.B1.S2 Provide Professional Development on examining the developmental level of writers using writing rubrics, anchor papers, the continuum of writing, and state rubrics. 4

 S079281
Strategy Rationale**Action Step 1** 5

Provide professional development through PLC, Common Planning time, and Early release days to ensure that teachers understand the scoring process and implications for follow up instruction.

Person Responsible**Schedule*****Evidence of Completion***

Agaendas, training materials, sign in sheets

Plan to Monitor Fidelity of Implementation of G41.B1.S2 6

Review student writing journals for evidence of teacher support for short and extended writing

Person Responsible

Schedule

Evidence of Completion

student writing samples, journals, evidence in lesson plans

Plan to Monitor Effectiveness of Implementation of G41.B1.S2 7

Monitor the effectiveness of the inclusion of explicit writing instruction within the daily/weekly lesson plan


Person Responsible

Schedule


Evidence of Completion

Student improvement in writing from baseline as indicated in the District writing simulations.
Embedded writing instruction within the lesson plans.


G42. Utilize the Gradual Release of Responsibility Model when planning and delivering lessons to increase conceptual understanding, comprehension, and active engagement. 1

 G030363

G42.B1 Professional development 2

 B070727

G42.B1.S1 Provide professional development and follow-up support on aligning the standards, lesson plans, and instructional delivery as evidenced by student work. Professional development will focus on utilizing district curriculum guides to unpack standards to determine the content, knowledge, and abilities expected at each grade level. 4

 S079283

Strategy Rationale

Action Step 1 5

Provide professional development and follow up support on increasing the rigor of instruction and instructional tempo through modeling on the connection of benchmark instruction and test expectations for each grade level.

Person Responsible

Schedule

Evidence of Completion

The use of gradual release will be noted through direct observation as noted in classroom observations and coaches visits.

Plan to Monitor Fidelity of Implementation of G42.B1.S1 6

Monitor the fidelity in which lessons support improved understanding, comprehension, and engagement

Person Responsible

Schedule

Evidence of Completion

Increased frequency of observable strategy implementation

Plan to Monitor Effectiveness of Implementation of G42.B1.S1 7

Monitor the effectiveness in which lessons increase conceptual understanding, comprehension, and active engagement.

Person Responsible

Schedule

Evidence of Completion

Increased frequency of observable behavior as evidenced by direct observation and review of lesson plans

Implementation Timeline

Professional Development

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

G6. The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2015-16

G6.B1 In 2012-13 overall District writing scores declined as a result of the State's transition to new cut scores and proficiency threshold.

G6.B1.S1 The District will provide technical assistance and support to embed writing across the content areas and to further reinforce writing strategies to include elaboration, appropriate use of transition, addressing grammatical errors, providing feedback and revision of writing to a satisfactory level of proficiency.

PD Opportunity 1

The District will provide support and explicit guidelines and training regarding the writing process in ELA, Creative writing and other content areas.

Facilitator

Katie Moeller, K-2 ELA/Reading Director Cheryle Ferlita, 3-5 ELA/Reading Director Julie Mceachin, 6-8 ELA/Reading Director Minika Jenkins, 9-12 ELA/Reading District Reading Specialists School based Reading Coaches

Participants

Principals Assistant Principals Reading Coaches School Based Coaches

Schedule

G20. Address the needs of all students with multiple opportunities for intervention and enrichment by increasing the amount of time in the day and offering Saturday School to improve Reading, Math and Science student achievement.

G20.B1 Strategic curriculum for extended learning opportunities

G20.B1.S1 Develop and implement a strategic plan for extending the learning day and providing Saturday School for intervention and enrichment across subject areas in select elementary, all middle and all high schools

PD Opportunity 1

Develop and implement professional learning opportunities for teachers

Facilitator

District Academic Directors, District Specialists, School Instructional Coaches

Participants

Classroom Teachers

Schedule

On 6/30/2017

G32. Improve the overall district math proficiency for grades 3-8 as evidenced by attaining a level 3 or higher on the FCAT statewide assessment from 36% to 40%

G32.B1 School based math coaching was inconsistent and there was minimal training to support the coaching cycle.

G32.B1.S1 The district will host a week long coaches academy. In order to be eligible for a school based math coach position an applicant must have successfully completed the academy. The academy focused on the overall understanding of the curriculum guides, resources alignment, coaching cycle, baseline assessments, and adult learning theory.

PD Opportunity 1

Host the summer Coaches Academy

Facilitator

Academic Services staff including: Daniela Simic, Chief Curriculum and Instruction Wayne Van Doren, Elementary Math Director Jamie Griffin, Middle School Math Director Vernachelle Walton, High School Math Director Math Specialists

Participants

Instructional Staff who met the criteria for mathematics

Schedule

G34. Increase the overall district reading proficiency from 53% to 57% of students attaining a level of proficiency as indicated by a score of 3 or higher on the FCAT statewide assessment.

G34.B1 School based literacy coaching was inconsistent and there was minimal training to support the coaching cycle.

G34.B1.S1 The district will host a week long coaches academy. In order to be eligible for a school based literacy coach position an applicant must have successfully completed the academy. The academy focused on the overall understanding of the curriculum guides, resources alignment, coaching cycle, baseline assessments (DAR and IOWA), and adult learning theory.

PD Opportunity 1

Host the summer Coaches Academy

Facilitator

Academic Services staff including: Daniela Simic, Chief Curriculum and Instruction Katie Moeller, K-2 Reading Director Cheryle Ferlita, 3-5 Reading Director Julie Mceachin, 6-8 Reading Director Minika Jenkins, 9-12 Reading Director Reading Specialists

Participants

Instructional Staff who met the criteria for Reading Endorsement and ELA

Schedule

G41. Plan lessons in writing with consideration to the developmental level of the writer; and the task, purpose, and audience of the writing.

G41.B1 Lack of training for teachers on the scoring of students writing prompts and revision.

G41.B1.S2 Provide Professional Development on examining the developmental level of writers using writing rubrics, anchor papers, the continuum of writing, and state rubrics.

PD Opportunity 1

Provide professional development through PLC, Common Planning time, and Early release days to ensure that teachers understand the scoring process and implications for follow up instruction.

Facilitator

School based coach, district specialist

Participants

Teachers

Schedule

G42. Utilize the Gradual Release of Responsibility Model when planning and delivering lessons to increase conceptual understanding, comprehension, and active engagement.

G42.B1 Professional development

G42.B1.S1 Provide professional development and follow-up support on aligning the standards, lesson plans, and instructional delivery as evidenced by student work. Professional development will focus on utilizing district curriculum guides to unpack standards to determine the content, knowledge, and abilities expected at each grade level.

PD Opportunity 1

Provide professional development and follow up support on increasing the rigor of instruction and instructional tempo through modeling on the connection of benchmark instruction and test expectations for each grade level.

Facilitator

School- based Reading Coach District Reading Specialists Assistant Principal

Participants

Core Teachers

Schedule

Technical Assistance

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

Budget Rollup

Summary	
Description	Total
Goal 6: The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2015-16	0
Goal 20: Address the needs of all students with multiple opportunities for intervention and enrichment by increasing the amount of time in the day and offering Saturday School to improve Reading, Math and Science student achievement.	131,000
Goal 32: Improve the overall district math proficiency for grades 3-8 as evidenced by attaining a level 3 or higher on the FCAT statewide assessment from 36% to 40%	0
Goal 33: Improve district reading proficiency at each tested grade level as follows: Description 2013 2014-Target Level 1 to Level 2+ 36 40 Level 2 to Level 3+ 26 28 Level 3 to Level 4+ 24 26 Level 4 to Level 5 19 21 Level 5 to Level 5 56 62	0
Goal 34: Increase the overall district reading proficiency from 53% to 57% of students attaining a level of proficiency as indicated by a score of 3 or higher on the FCAT statewide assessment.	0
Goal 35: Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs.	0
Goal 36: Develop Great Teachers and Leaders	0
Goal 38: Recruit, employ and retain high quality instructional leaders	0
Goal 39: Provide ongoing training and support to develop teachers, instructional leaders, and staff	0
Goal 40: Unpack mathematical standards to develop teacher understanding of the mathematical concepts.	0
Goal 41: Plan lessons in writing with consideration to the developmental level of the writer; and the task, purpose, and audience of the writing.	0
Goal 42: Utilize the Gradual Release of Responsibility Model when planning and delivering lessons to increase conceptual understanding, comprehension, and active engagement.	0
Grand Total	131,000

Goal 6: The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2015-16

Description	Source	Total
B1.S1.A1		0
Total Goal 6		0

Goal 20: Address the needs of all students with multiple opportunities for intervention and enrichment by increasing the amount of time in the day and offering Saturday School to improve Reading, Math and Science student achievement.

Description	Source	Total
B1.S1.A1	General Fund	80,000
B1.S1.A2	General Fund	0
B1.S1.A2	General Fund	1,000
B1.S1.A3		0
B1.S1.A4		0

Goal 20: Address the needs of all students with multiple opportunities for intervention and enrichment by increasing the amount of time in the day and offering Saturday School to improve Reading, Math and Science student achievement.

Description	Source	Total
B1.S1.A4		50,000
B1.S1.A5		0
Total Goal 20		131,000

Goal 32: Improve the overall district math proficiency for grades 3-8 as evidenced by attaining a level 3 or higher on the FCAT statewide assessment from 36% to 40%

Description	Source	Total
B1.S1.A1		0
Total Goal 32		0

Goal 33: Improve district reading proficiency at each tested grade level as follows: Description 2013 2014-Target Level 1 to Level 2+ 36 40 Level 2 to Level 3+ 26 28 Level 3 to Level 4+ 24 26 Level 4 to Level 5 19 21 Level 5 to Level 5 56 62

Description	Source	Total
B3.S2.A1		0
Total Goal 33		0

Goal 34: Increase the overall district reading proficiency from 53% to 57% of students attaining a level of proficiency as indicated by a score of 3 or higher on the FCAT statewide assessment.

Description	Source	Total
B1.S1.A1		0
Total Goal 34		0

Goal 35: Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs.

Description	Source	Total
B1.S1.A1		0
B3.S1.A1		0
Total Goal 35		0

Goal 36: Develop Great Teachers and Leaders

Description	Source	Total
B2.S1.A1		0
Total Goal 36		0

Goal 38: Recruit, employ and retain high quality instructional leaders

Description	Source	Total
B1.S2.A1		0
Total Goal 38		0

Goal 39: Provide ongoing training and support to develop teachers, instructional leaders, and staff		
Description	Source	Total
B1.S1.A1		0
Total Goal 39		0

Goal 40: Unpack mathematical standards to develop teacher understanding of the mathematical concepts.		
Description	Source	Total
B1.S1.A1		0
Total Goal 40		0

Goal 41: Plan lessons in writing with consideration to the developmental level of the writer; and the task, purpose, and audience of the writing.		
Description	Source	Total
B1.S2.A1		0
Total Goal 41		0

Goal 42: Utilize the Gradual Release of Responsibility Model when planning and delivering lessons to increase conceptual understanding, comprehension, and active engagement.		
Description	Source	Total
B1.S1.A1		0
Total Goal 42		0