



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

41 - Manatee

Dr. Jason Wysong, Superintendent
, Southwest Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	16
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Implementation Timeline	45
Professional Development Plan to Support Goals	48
Technical Assistance Plan to Support Goals	50
Budget to Support Goals	51

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

Manatee County Public Schools will be an exemplary student-focused school system that develops lifelong learners to be globally competitive.

b. District Vision Statement

Manatee County Public Schools will educate and develop all students today for their success tomorrow.

c. Link to the district's strategic plan (optional).

<http://bit.ly/2c8Kvoq>

2. Supports for School Improvement

a. Alignment of Resources

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.

Under the leadership of our Superintendent, Manatee County is committed to promoting excellence for all students in order to improve student achievement and maximize student outcomes and opportunities for post graduation.

The Deputy Superintendent of Business Services and Operations supports schools through management of buildings, busing, human resources, and services and oversees Pre-K through 12. The Deputy Superintendent of Curriculum works with the Executive Directors of Elementary and Secondary Schools, the Executive Director of Curriculum and Professional Learning, Director of Exceptional Student Education, Director Federal Programs and Grants, Director Assessment and Research, Director of Adult, Career, and Technical Education, and the Director of School Improvement to establish a three-tiered system of support for all schools. Multiple data sources are analyzed throughout the year to determine the level of support for each school. Several student data points are included in the analysis (i.e., longitudinal data on Florida Standards Assessments, attendance rates, discipline data, progress monitoring assessments) along with school climate data, principal data, and other data impacting student achievement. Data is collected and monitored monthly. Support for individual schools is differentiated based on school need.

As a means of aligning instruction to the Florida Standards, the District purchased new K-5 English Language Arts and mathematics and 6-8 English Language Arts curricula in 2014-15, and new 6-8 mathematics and 9-12 English Language Arts curricula in 2015-16. The District obtained a new assessment and dashboard platform to improve data collection and analysis of student progress in as well as a system for collecting and analyzing early warning systems data in 2015-16. The District has developed and continues to revise and update curriculum maps aligned with state standards for all K-12 core content areas yearly. Professional Development is provided throughout the year for all stakeholders.

The Executive Directors of Elementary and Secondary Schools provide support for leadership development and management. They are responsible for meeting with school leadership teams monthly to review school data and oversee implementation of action plans to address student needs and changes in instruction necessary to improve student achievement. They supervise Instructional Specialists who are assigned to schools to provide additional support based on school needs as determined by a review of school data. Each school is required to use the Floridacims online School Improvement Plan template and develop a yearly School Improvement Plan (SIP) to address the needs of their students. The Executive Directors work closely with school administrators to develop the SIPs. School administrators monitor instruction using the district adopted Danielson Framework for Teaching. Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams (TCTs) to regularly review school data and modify instruction and support as necessary.

The Executive Director of Curriculum and Professional Learning supervises the Directors of Elementary and Secondary Curriculum and Director of Assessment and Research to provide support with staff and leadership development and assessments for both FSA and progress monitoring. She oversees the Curriculum Department and Curriculum Specialists who are tasked with developing district curriculum and assessments aligned with Florida Standards. She coordinates district and school-based support to ensure fidelity of implementation of district curricula. She also supervises professional development opportunities for all stakeholders.

The Director of School Improvement reports directly to the Deputy Superintendent of Instruction and is charged with providing support to all Differentiated Accountability (DA) and Turnaround Option Plan (TOP) schools and elementary schools identified as part of the "Lowest 300" schools, as well as other assigned schools identified through the district evaluation system as needing additional support. The Director of School Improvement collaborates with the Executive Directors of Elementary and Secondary Schools to review the SIPs for DA and TOP schools and provide support in the areas of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity. The Director of School Improvement supervises School Improvement Specialists who are assigned to identified schools to provide site-based support to implement SIP goals. The School Improvement Team conducts quarterly observations and instructional reviews and attends the monthly ILT meetings for assigned schools. The Director of School Improvement provides monthly reports to the Executive Directors of Elementary and Secondary Schools on assigned schools. Additionally, the Director of School Improvement meets with the Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and the Directors of Federal Programs and Grants, Exceptional Student Education, Alternative Education, Assessment and Research, and Student Services to coordinate alignment of resources necessary to achieve District goals.

The Director of Federal Programs and Grants works closely with the Director of School Improvement and district and school administrators to identify student needs and ensure equitable distribution of funds to support district and school initiatives for our Title I schools. All Federal Grants funds are reviewed to ensure funds support our most needy areas and meet the federal requirements for supplementing and not supplanting.

b. School Allocation Process

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.

Beginning in the spring of each year, the Deputy Superintendent of Instruction meets with Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and Directors of School Improvement, Professional Learning, Federal Programs and

Grants, Exceptional Student Education, Alternative Education, Assessment and Research, and Student Services to review current budgets and begin planning for the next year's budget. Decisions for allocating resources are based on analysis of district and school data to identify the most "at risk" schools.

The Deputy Superintendent of Instruction meets weekly with Executive Directors of Elementary and Secondary Schools to monitor the needs and capacity of each school, and the Executive Directors of Elementary and Secondary Schools meet weekly with their Instructional Specialists. Based on performance data, classroom visits, and team meetings, decisions are made to provide differentiated levels of support to schools.

The Deputy Superintendent of Instruction meets with the Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and Directors of School Improvement, Professional Learning, Federal Programs and Grants, Exceptional Student Education, Alternative Education, Assessment and Research, and Student Services every two weeks to monitor progress towards achieving District goals. Decisions for ongoing support are made based on reports from each department.

The Director of School Improvement collaborates with the Deputy Superintendent of Instruction and the Executive Directors of Elementary and Secondary schools, and the Executive Director of Curriculum and Professional Learning to identify specific needs for each school. She meets with the School Improvement Specialists to monitor support provided to schools implementing Turnaround Option Plans (TOP schools), all DA schools and all schools identified as part of the L300 elementary school in reading and to determine progress towards achieving school and district goals. Modifications to site-based support are based on analysis of performance data, classroom visits, and team meetings. Additionally, the School Improvement Team facilitates initial instructional reviews that include classroom observations followed by problem solving conversations to review current data, results from classroom observations, School Improvement Plans, and resources available. The goal is to define an action plan to support each school. The Director of School Improvement and School Improvement Specialists attend the monthly ILT meetings to collaborate with the Executive Directors and school-based administrators to develop site-based decisions for modifying the action plans.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams (TCTs) to regularly review school data and modify instruction and support as necessary. Action plans are reviewed at each ILT meeting and modified as necessary. Executive Directors of Elementary and Secondary Schools meet with site-based administrators to review ILT minutes and action plans and provide guidance for necessary changes and additional support.

Executive Directors of Elementary and Secondary schools assign Instructional Specialists to support school based on need. They collaborate with school leadership teams to implement SIPs and action plans and ensure all programs are implemented with fidelity.

Director of School Improvement coordinates with Executive Directors of Elementary and Secondary Schools to conduct observations for all DA and TOP Schools. Observation reports are submitted to the Executive Directors and site-based administrators for use within the Instructional Leadership Team to identify progress towards meeting goals outlined in the School Improvement Plans. The Director of School Improvement assigns School Improvement Specialists to provide weekly support

for DA, TOP, and schools on the L300 list. The specialists work closely with site-based administrators to build instructional capacity, collect and analyze data, and ensure fidelity of program implementation.

District Managed Turnaround (DMT) 2: Additional policies and practices have been implemented for all TOP schools.

School Improvement Specialists are assigned to TOP schools to provide weekly support during collaborative lesson planning to develop lessons aligned with Standards and district curriculum maps and to provide instructional coaching support aligned with the SIP. School Improvement Specialists also coordinate with site-based Instructional Leadership Teams (ILTs) in the areas of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity. They serve as liaisons between the schools and the district to identify areas of concern and ensure additional support and materials are provided to our highest needs schools.

The Director of School Improvement collaborates with the Executive Directors to conduct monthly classroom observations for all TOP schools and provides a monthly report to the Principal, Executive Director, and Deputy Superintendent of Instructional Services documenting progress towards achieving goals outlined in the SIP. She coordinates support to the Priority and TOP Schools and ensures they have the support, materials, and equipment necessary to meet the needs of students.

All TOP school administrators are required to present quarterly "State of the School" reports to senior leadership. Senior leadership member provide guidance and determine any necessary changes in the level of support as a result of these presentations. A member from the senior leadership team is assigned to each principal at TOP schools to provide principal mentoring.

d. Operational Flexibility

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.

Principals are provided flexibility to utilize Title I resources based on analysis of their school-wide data. Each year the Director of Federal Programs and Grants provides a "Title I Conference" to bring Title I principals together to learn of the available resources and meet with departments to determine the type of and level of support needed for the coming year. School teams work closely with district staff to identify specific needs for programs, instructional staffing, district support, and supplemental materials and resources. They submit their plans to the Director of Federal Programs and Grants who then uses this information to develop a district plan.

The Director of School Improvement works closely with DA school and TOP school principals to establish the SIP and provide professional learning opportunities to implement necessary changes. School Improvement Specialists work collaboratively with the principals to define support at the school sites. Unified School Improvement Grants (UniSIG) funds are provided to state-identified schools to support SIP initiatives. Principals collaborate with the Director of School Improvement to identify needs and ensure funds are utilized to support the SIP.

Senior Leadership works closely with school principals to review the curriculum and make modifications to the master schedule and curriculum resources based on analysis of student assessments. Principals collaborate with the Director of School Improvement, Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and Deputy Superintendent of Instructional Services to identify needs in curriculum, instruction, materials, staffing, and master schedule necessary to support students.

DMT Item 4: DMT schools are provided funding through the general fund, Title I funds, SIG4, and UniSIG funds, as well as other applicable funds to fully implement their SIP. Principals work closely with their Executive Directors and Directors of School Improvement and Federal Programs and Grants to ensure appropriate funding and to identify staffing needs and to establish routines, procedures, and systems to implement a comprehensive approach to improving student achievement.

Executive Directors of Elementary and Secondary Schools and Director of School Improvement work closely with principals to determine class schedules and ensure students receive the necessary core and remedial support as determined through analysis of data. All TOP Schools have elected to modify their schedule to include a third grade academy to address the needs of third grade retainees with modified curriculum to address reading and mathematics achievement.

3. Sustainability of Improvement

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

The District has implemented a three-tiered system of support based on individual school needs. This support is provided primarily through assignment of Instructional Specialists, School Improvement Specialists, Curriculum Specialists, and Title I Specialists. The goal of the specialists is to build capacity within the school for ongoing progress monitoring and to develop strategic systems to maintain and improve student achievement once a school is no longer designated a DA school. Schools that exit from a designation of DA are provided additional instructional specialist support for the following year. Instructional Specialists work directly with school-based administrators to support the ILTs and data teams. School Improvement Specialists work more closely with instructional and coaching staff to build capacity for analyzing data and making necessary instructional changes.

Tier 2 support is provided to all schools with the majority of their students not demonstrating sufficient gains. All schools in Tier 2 are required to complete the School Improvement Plan (SIP) using Floridacims online template and 8-step problem solving process and to include strategies to support district expectations. They receive bi-monthly Instructional Specialist support and are required to hold monthly Instructional Leadership Team (ILT) meetings to review benchmark assessment data and early warning system data. Each administrator is required to provide documentation of a year-long professional development plan aligned with the SIP. All DA schools and schools receive quarterly instructional reviews facilitated by the Director of School Improvement in collaboration with the Executive Director. Additional differentiated support is provided upon request.

Tier 3 schools, those schools implementing Turnaround Option Plans and all DA schools, are required to complete the School Improvement Plan (SIP) using Floridacims online template and 8-step problem solving process to include strategies to support district expectations. They receive weekly School Improvement Specialist support and are required to hold monthly Instructional Leadership Team (ILT) meetings to review benchmark assessment data and early warning system data. The Director of School Improvement in collaboration with the Executive Director conducts quarterly instructional reviews and monthly observations. Tier 3 school administrators present a quarterly "State of the School" presentation to Senior Leadership and are required to provide documentation of a year-long professional development plan aligned with the SIP. They receive principal mentoring from a member of the Senior Leadership Team. Additional differentiated support is provided upon request or as indicated from quarterly reviews.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

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

Parental involvement participation is measured by an annual parent survey. Each school is also responsible for encouraging parent involvement at various school-based workshops, meetings, and events. The district redesigned the parent survey for the 2014-15 school year to reflect the 5 Essential Elements of School Improvement (Leadership, Collaborative Teachers, Ambitious Instruction, Supportive Environment, and Engaged Families). Additionally, 3 schools participating in the School Improvement Grant Cohort 4 participated in the 2017 5Essentials survey through the University of Chicago.

The district engages families through stakeholder surveys, monthly communications, a new "app" for cell phones, district sponsored forums, and collaboration with district and community based programs. These activities include, but are not limited to, quarterly technical assistance meetings with school-based family involvement teams, web-based resources for teachers and families, and multiple opportunities for family input at the school, district, and community level.

The Parent Task Force (PTF) is comprised of active, engaged parents and community representatives from elementary, middle, high, and charter schools and consists of five core members who agree to serve for two years, facilitate the PTF meetings, and coordinate small committees to address concerns raised by parents and community members. The PTF meets approximately once every two months with the Director of School Improvement and hosts district SAC Chair meetings 2-4 times a year to gather information from school sites and share district initiatives. The goal is to improve communication between district and community and gather feedback to inform district planning. The public is invited to attend all meetings.

3. Engagement of School Leadership

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

Director of School Improvement works closely with Executive Directors of Elementary and Secondary schools and school principals to provide professional development and support utilizing the online Floridacims platform and implementing a problem-solving process to analyze data and make informed decisions. Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams to regularly review school data and develop strategic plans to address student needs. Instructional Specialists (IS) will work directly with assigned schools to provide professional development and support to analyze student data and adjust instruction as indicated. Results from these meetings are used to make informed decisions relating to school-level interventions as well as turnaround plans.

Senior leadership meets bi-weekly to review school data and discuss school needs. After reviewing available student and school-based data, a multi-tiered system for support was implemented. All TOP school administrators meet with the Director of School Improvement and Executive Director to collaborate and develop systems for sustainable change necessary for the individual schools.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Craig, Pamela, craigp@manateeschools.net

b. Employee's Title

Director

c. Employee's Phone Number

(941) 751-6550

d. Employee's Phone Extension

2075

e. Supervisor's Name

Cynthia Saunders

f. Supervisor's Title

Assistant Superintendent

g. Employee's Role and Responsibilities

Collaborate with Deputy Superintendent of Instructional Services and Executive Directors of Elementary and Secondary schools to provide direct support to DA, TOP, SIG Cohort 4 (SIG4), and L300 schools..

Serve as a liaison between district and office of Differentiated Accountability.

Coordinate quarterly instructional reviews for all DA, TOP, and SIG4 schools. Collaborate with Executive Directors to conduct quarterly instructional reviews and provide written reports to Deputy Superintendent and Executive Directors summarizing progress made towards achieving SIP goals and analyzing instructional coaching support.

Participate in monthly ILT meetings at TOP and SIG4 schools to identify areas of concern and specific support necessary to support initiatives.

Supervise weekly School Improvement Specialist support for DA, TOP, and SIG4 schools in collaboration with the principals.

Collaborate with DA and TOP school principals to develop their SIP and review mid-year reflections.

Collaborate with Title I to ensure funding and resources are aligned with TOPs.

Meet monthly with DOE Regional Executive Director to ensure collaboration and support with the Department of Education.

Collaborate with senior leadership to establish and monitor implementation of a strategic plan for effective implementation of the extended reading hour for schools identified as the Lowest 300 in the State.

Evaluate effectiveness of instructional materials provided during the extended hour.

Review online School Improvement Plans for DA, SIG4, and TOP Schools and provide feedback to Principals.

Establish a system for monitoring and supporting schools identified as DA, SIG4, and TOP by the Department of Education.

Build rapport with principals and school staff to collaborate for ongoing, sustainable improvement in student achievement.

2. District Leadership Team:

Rio, Mike, riom@manateeschools.net	
Title	Director
Phone	(941) 708-8770
Supervisor's Name	Cynthia Saunders
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director of elementary schools
Codelia, Annette, codeliaa@manateeschools.net	
Title	Director
Phone	(941) 708-8770
Supervisor's Name	Cynthia Saunders
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director of elementary schools
Craig, Pamela, craigp@manateeschools.net	
Title	Director
Phone	941-70-8770
Supervisor's Name	Cynthia Saunders
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director School Improvement
Garcia, Elena, garcia3e@manateeschools.net	
Title	Director
Phone	941-751-6550
Supervisor's Name	Cynthia Saunders
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Federal Programs and Grants

Herring-Cayasso, Wylene, herring-cayassow@manateeschools.net

Title	Director
Phone	(941) 751-6550
Supervisor's Name	Cynthia Saunders
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Exceptional Student Education

Pauley, Jim, pauleyj@manateeschools.net

Title	Director
Phone	(941) 708-8770
Supervisor's Name	Cynthia Saunders
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director of Secondary Schools

Saunders, Cynthia (Cindy), saundersc@manateeschools.net

Title	Assistant Superintendent
Phone	941-708-8770
Supervisor's Name	Diana Greene
Supervisor's Title	Superintendent
Role and Responsibilities	Oversees K-12 Instructional Services

Organeck, Kimberly, organekk@manateeschools.net

Title	Director
Phone	941-751-6550
Supervisor's Name	Cynthia Saunders
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director of Curriculum and Professional Development

Gibson, Shirin, gibsons@manateeschools.net

Title	Director
Phone	
Supervisor's Name	Kimberly Organic
Supervisor's Title	Director
Role and Responsibilities	Director of Assessment and Research

3. Educator Quality

a. School Leadership Teams

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.

Every effort has been made to ensure that school leaders meet the standard of highest quality. School-based administrators are regularly reviewed and reassigned in an effort to ensure that the more experienced principals are serving the schools of greatest need. Additional district level administrators have been added to provide support for school-based administrators. Schools are required to have an active Instructional Leadership Team (ILT) that meets monthly to analyze student achievement and modify instruction. Executive Directors for Elementary and Secondary Schools attend ILT meetings and provide feedback and support.

Retention or replacement of the leadership team members is determined through analysis of student progress monitoring data, student performance on Florida Standards Assessments, collection of survey feedback from parents and teachers, and regular observation of instruction and leadership.

b. Instructional Staff

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.

DMT 5 & 6: Decisions to retain or replace members of the teaching staff are based on input from the school-based administrators who conduct ongoing data chats with teachers and complete observations using the District Teacher Evaluation system approved by the Department of Education. All experienced teachers assigned to DA, SIG4, and TOP schools are designated effective or highly effective. Beginning teachers and/or teachers new to the district are provided mentoring support. It is a priority in the district to develop a quality instructional staff. Teachers in TOP schools with an Unsatisfactory/Needs Improvement rating per State's VAM Scores will not be retained at these schools.

Teachers are provided opportunities for professional growth throughout the school year through curriculum specialists, Title I specialists, ESOL specialists, instructional coaches, instructional specialists, and school improvement specialists. Principals encourage teacher teams to plan and work together to share strategies.

Student performance data is collected quarterly through district assessments. Classroom observations are conducted quarterly for all focus and priority schools and monthly for all TOP schools. Data collected during classroom observations are shared with administrators and Executive Director to guide staffing decisions. Staffing decisions are based on analysis of both student and observational data.

D. Professional Capacity**1. Common Planning Time**

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 collected and reviewed by the School Improvement Office and Executive Directors in order to ensure that every effort has been made to provide common planning times where appropriate. Teams of teachers also meet regularly in Teacher Collaboration Teams to plan together.

2. Instructional Coaches

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.

Since many of the DA schools are Title I schools, the Title I Office encourages schools to use money to purchase coaches based on the needs of the student served.

School Improvement Specialists provide site-based instructional coaching for reading, mathematics, and science at all Priority Schools.

A coaching, established in 2016-17, ensures coaches meet the minimum requirements for coaching. All coaches attend monthly coaching meetings conducted through the Curriculum department.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

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

Yes

District Reading Plans

https://www.floridacims.org/districts/manatee?current_tab=reading

b. Writing

1. Description of Programs

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

Top Score Writing - Elementary

Program Type Supplemental

School Type Elementary School

Description Top Score Writing provides support for K-5. The program is used to support the development of appropriate structures for a variety of writing activities.

Write Score

Program Type Supplemental

School Type Middle School, High School

Description Write Score is used across 6-10 to progress monitor student writing and for targeted supplementary lessons.

c. Mathematics

1. Description of Programs

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

K-5 Go Math/Think Central
6-8 Sun Bay Math Grant
6-12 McGraw-Hill Mathematics Textbook

Program Type	Core
School Type	Elementary School, Middle School, High School
Description	Core instructional materials

Acaletics

Program Type	Supplemental, Intensive Intervention
School Type	Elementary School
Description	Acaletics provide support for filling academic deficits for math instruction.

iReady

Program Type	Supplemental, Intensive Intervention
School Type	Elementary School
Description	Online program to provide academic support in reading and math

SuccessMaker; Odesseyware

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School, High School
Description	SuccessMaker - 6-12 Odesseyware - 6-12

d. Science

1. Description of Programs

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

Glencoe, Pearson, CPO

Program Type	Core
School Type	High School
Description	

Glencoe, Pearson

Program Type	
School Type	Middle School
Description	

National Geographic**Program Type**

Core

School Type

Elementary School

Description**2. Instructional Alignment and Pacing****a. Program Monitoring**

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.

Instructional Specialists are assigned to each school. Their role is to ensure fidelity to all district programs. They are actively engaged on school-based leadership teams and data teams. They conduct ongoing classroom observations and walkthroughs. As members of data teams, Specialists are responsible for assisting schools in analyzing data and making subsequent decisions to intervene where needed.

Data Reports are also reviewed as a regular part of the district level leadership team in order to determine where additional support may be needed. Data points may include, but will not be limited to

- % of students meeting with success in the core areas
- %/# of students with discipline records
- %/# of students missing more than 5 days of schools without cause
- # of teachers/staff missing
- %/# of students requiring intense interventions
- Teacher experience, education
- %/# of proficient students

Curriculum Specialists develop Curriculum Maps and Unit Plans to align district-purchased curriculum with Florida Standards Assessments. These are published on the district website. Additionally, Curriculum Specialists provide professional development to school administrators, instructional coaches, and teachers to effectively implement the district curriculum.

School Improvement Specialists are assigned to provide coaching support for DA, SIG4, L300, and TOP schools to ensure effective implementation of district curriculum. School Improvement Specialists work closely with school administrators to analyze progress monitoring data and provide support to teachers to implement necessary instructional changes to address student needs.

b. Supports for Student Transitions

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

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

Yes

a. Link to Student Progression Plan

http://www.manateeschools.net/pages/SDMC/Departments/School_Board/Board_Meetings/Policies_and_Procedures

b. Provide the page numbers of the plan that address this question.

page 3

c. Alignment of Pacing Guides to Florida Standards

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

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

ELA:

- Fifty-six percent of elementary schools report fewer than 50 percent of students are scoring at Level 3 or above on FSA ELA. Additionally, approximately half of the schools report more than 25 percent of students are scoring at Level 1 (third and fifth grade - 50 percent; fourth grade - 53 percent).
- Sixty percent of middle schools report fewer than 50 percent of students are scoring at Level 3 or above on FSA ELA. Additionally, 50 percent or more of middle schools report more than 25 percent of students are scoring at Level 1 (sixth grade - 50 percent, seventh grade - 70 percent, and eighth grade - 60 percent).

These data suggest core reading instruction is not meeting the needs of a majority of our students and a majority of our students lack the necessary foundational skills.

MATH:

- Fifty-six percent of elementary schools report fewer than 50 percent of students are scoring at Level 3 or above on FSA Mathematics. Additionally, approximately half of the schools report more than 25 percent of students are scoring at Level 1 (third grade 44 percent, fourth grade 53 percent, and fifth grade - 50 percent).
- Sixty percent of middle schools report fewer than 50 percent of students are scoring at Level 3 or above on FSA Mathematics. Additionally, approximately 50 percent or more of middle schools report more than 25 percent of students are scoring at Level 1 (sixth and seventh grades - 50 percent, and eighth grade - 40 percent).

These data suggest core mathematics instruction is not meeting the needs of a majority of our students and a majority of our students lack the necessary foundational skills in grades six and seven.

SCIENCE

- Fifty-nine percent of elementary schools report fewer than 50 percent of students are scoring at Level 3 or above on FSA Science. Additionally, approximately half of the schools report more than 25 percent of

students are scoring at Level 1.

- Sixty percent of middle schools report fewer than 50 percent of students are scoring at Level 3 or above on FSA Mathematics. Additionally, approximately 59 percent or more of middle schools report more than 25 percent of students are scoring at Level 1.

These data suggest core science instruction is not meeting the needs of a majority of our students and a majority of our students lack the necessary foundational skills.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Students lack foundational skills in reading, mathematics, and science.

Science: Based on analysis of FSA Data and District Benchmarks, it became apparent that the science benchmark assessments were not reflective of grades 3 and 4 tested benchmarks, which led to under identifying needs in elementary. Science benchmark assessments have been revised and additional science resource materials have been identified for schools.

Reading: i-Ready data suggest students struggle in foundational skills K-5 for reading. SRA Corrective Reading (grades 3-5) and SRA Reading Mastery (grades K-2) curriculum have been purchased and professional development provided to support K-5 reading foundational skills. Ready LAFS materials, which focus on comprehension of grade level materials, have been purchased to support reading comprehension. Additionally, classroom observations suggest teachers lack the necessary instructional practice skills to support teaching foundational skills. Additional professional development and coaching support have been added to improve instruction.

Mathematics: i-Ready data suggest students struggle in both computational and conceptual skills for mathematics. Acaletics has been purchased and professional development provided to support 3-5 computational skills. Ready MAFS has been purchased to support conceptual skill development. Additionally, classroom observations suggest teachers lack the necessary instructional practice skills to support teaching foundational skills. Additional professional development and coaching support have been added to improve instruction.

Lesson Planning and Implementation: Planning for standards-based instruction appears to be lacking in a majority of our most need schools. Studies have confirmed the strategic importance and role that instructional planning has on student learning and achievement. How and when teachers plan is one of the biggest differences between highly successful schools vs. average and below average schools. The LEARNING-FOCUSED Instructional Framework is structured around leadership planning and teacher planning. Based on research on planning, the district is collaborating with Learning Focused to provide administrative support for implementing strategic systems to support standards based instruction through collaborative planning and teacher support through coaching and mentoring. Additionally, the district has adopted an instructional focus on analyzing text structures to build comprehension. These units will be added to the middle school core curriculum in reading, social studies, and science.

Instructional Practices: Classroom observations suggest the majority of instruction is direct, teacher led with limited opportunities for students to engage in learning activities. Each school will develop a plan to engage students in collaborative, small group, differentiated instruction. Technology will be purchased to engage students in learning activities.

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.** District-wide student achievement will improve when administrators are provided strategic support to build leadership capacity.

- G7.** Student achievement will improve in all core content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps and site-based decisions are based on analysis of student data.

- G8.** Early Learning Initiative: Increase attendance at all prekindergarten sites by: 1. launching a public campaign with a focus on the importance of attendance 2. increasing student engagement during the instructional day with the continued implementation of 4 science-based units of inquiry

- G9.** When parents understand the impact of absences on student performances, the percent of students with ten or more absences in grades K-12 will decrease.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G6. District-wide student achievement will improve when administrators are provided strategic support to build leadership capacity. 1a

G078594

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	60.0
District-Wide	FSA Mathematics Achievement	2017-18	60.0
District-Wide	Statewide Science Assessment Achievement	2017-18	60.0
District-Wide	U.S. History EOC Pass	2017-18	70.0
District-Wide	Civics EOC Pass	2017-18	70.0
District-Wide	Algebra I EOC Pass Rate	2017-18	70.0

Targeted Barriers to Achieving the Goal 3

- Principals need additional support to develop systems for implementation and monitoring of effective instructional practices aligned with State Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Newly established department of curriculum and professional learning
- School Improvement Team
- School Improvement Grant 4

Plan to Monitor Progress Toward G6. 8

Student achievement on district quarterly assessments will increase

Person Responsible

Pamela Craig

Schedule

Quarterly, from 8/1/2017 to 7/31/2018

Evidence of Completion

Reported on Quarterly Instructional Review Reports

G7. Student achievement will improve in all core content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps and site-based decisions are based on analysis of student data. 1a

G068087

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	60.0
District-Wide	FSA Mathematics Achievement	2017-18	60.0
District-Wide	FCAT 2.0 Science Proficiency	2017-18	60.0
District-Wide	Civics EOC Pass	2017-18	70.0
District-Wide	U.S. History EOC Pass	2017-18	70.0
District-Wide	Algebra I EOC Pass Rate	2017-18	70.0

Targeted Barriers to Achieving the Goal 3

- Longitudinal and current FSA data indicate students are not performing at grade level standards.
- Effective analysis of student data to make informed decisions impacting instruction is not regularly occurring.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning Focused Instructional Support
- School Improvement Specialists
- School City
- BrightBytes

Plan to Monitor Progress Toward G7. 8

Student achievement will increase on quarterly district assessments.

Person Responsible

Cynthia (Cindy) Saunders

Schedule

Quarterly, from 8/1/2017 to 7/31/2018

Evidence of Completion

Data from quarterly assessments - Reported in Quarterly Instructional Reviews

G8. Early Learning Initiative: Increase attendance at all prekindergarten sites by: 1. launching a public campaign with a focus on the importance of attendance 2. increasing student engagement during the instructional day with the continued implementation of 4 science-based units of inquiry **1a**

 G068086

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	Attendance rate	2017-18	97.0

Targeted Barriers to Achieving the Goal **3**

- The public's perception that attendance is voluntary, since the program is called Voluntary Prekindergarten (VPK).

Resources Available to Help Reduce or Eliminate the Barriers **2**

- We have a good relationship with the Early Learning Coalition and Manatee Community Action Agency. We have formed an Early Learning Community Task Force and launched a public campaign in which we make it common knowledge that attendance is not voluntary. We are going to continue our work to increase public awareness about the impact of good attendance on achievement. We are in the process of working together to establish universal student numbers that are issued prior to entering the public school system.

Plan to Monitor Progress Toward G8. **8**

Attendance data will be gathered quarterly

Person Responsible

Robin Thompson

Schedule

Quarterly, from 8/1/2017 to 6/29/2018

Evidence of Completion

attendance data

G9. When parents understand the impact of absences on student performances, the percent of students with ten or more absences in grades K-12 will decrease. **1a**

 G050210

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	Attendance rate	2017-18	97.0

Targeted Barriers to Achieving the Goal **3**

- Parents and Students are unaware of the impact of absences on student achievement. Parents and students lack resources and/or strategies to reduce barriers that impact school attendance.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Graduation Enhancement Technicians

Plan to Monitor Progress Toward G9. **8**

Percent of students with 10 or more absences will decrease to 10 less than percent for the district. Progress monitoring of the attendance data will occur monthly. Tier reports and excessive absence reports are used to monitor at-risk students and drive interventions.

Person Responsible

Elena Garcia

Schedule

Monthly, from 8/4/2017 to 6/29/2018

Evidence of Completion

Attendance Data

District Action Plan for Improvement

Problem Solving Key

G = Goal B =
Barrier S = Strategy

1 = Problem Solving Step S123456 = Quick Key

G6. District-wide student achievement will improve when administrators are provided strategic support to build leadership capacity. **1**

 G078594

G6.B2 Principals need additional support to develop systems for implementation and monitoring of effective instructional practices aligned with State Standards. **2**

 B206661

G6.B2.S1 Build Administrator Capacity to establish routines and procedures necessary to improve student achievement **4**

 S218321

Strategy Rationale

Administrators need additional support on implementing strategies and structures to ensure instruction is aligned with state standards

Action Step 1 **5**

Principals will attend professional development on standards-based instruction.

Person Responsible

Cynthia (Cindy) Saunders

Schedule

Monthly, from 6/7/2017 to 6/29/2018

Evidence of Completion

Agenda from Professional Development; attendance at PD

Action Step 2 **5**

Principals and assistant principals will participate in a year-long series of book studies.

Person Responsible

Anthony (Tony) Losada

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Completion of online book study

Action Step 3 5

Principals and school leaders will attend the Commissioner's Leadership Academy required for SIG4 schools

Person Responsible

Pamela Craig

Schedule

Monthly, from 8/1/2017 to 7/31/2018

Evidence of Completion

Attendance at meetings

Action Step 4 5

Coaching and mentoring support will be provided for Oneco Elementary and Daughtrey Elementary

Person Responsible

Pamela Craig

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Learning Focused will conduct walk-throughs and consult with principals at these schools to establish systems for implementing standards-based instruction across all grades and content areas.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Attendance and participation at professional development opportunities

Person Responsible

Anthony (Tony) Losada

Schedule

Monthly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Attendance will be recorded in the MyPGP system

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Executive Directors will meet with school administrators and observe classrooms.

Person Responsible

Cynthia (Cindy) Saunders


Schedule

Monthly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Site-based observations of instructional changes

G7. Student achievement will improve in all core content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps and site-based decisions are based on analysis of student data. 1

 G068087

G7.B1 Longitudinal and current FSA data indicate students are not performing at grade level standards. 2

 B176375

G7.B1.S1 Extended hour of reading instruction at elementary schools 4

 S187649

Strategy Rationale

Literacy is a significant factor in our low-performing schools. 12 Schools have been identified to receive an additional hour of reading instruction to support literacy development.

Action Step 1 5

Extra hour of reading instruction will be provided at the following elementary schools: Ballard, Prine, Daughtrey, Tillman, Oneco, Samoset, Manatee, Rogers, Blackburn, Palm View, Bayshore.

Person Responsible

Cynthia (Cindy) Saunders

Schedule

Daily, from 7/5/2017 to 6/29/2018

Evidence of Completion

Master Schedules

Action Step 2 5

Identify the specific curriculum to be used for the extended hour

Person Responsible

Pamela Craig

Schedule

On 7/31/2017

Evidence of Completion

Materials will be purchased and delivered to schools

Action Step 3 5

Provide professional development and coaching support for implementing identified core curriculum.

Person Responsible

Pamela Craig

Schedule

Weekly, from 8/1/2017 to 7/31/2018

Evidence of Completion**Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

Classroom observations

Person Responsible

Pamela Craig

Schedule

Weekly, from 8/1/2017 to 7/31/2018

Evidence of Completion

School Improvement Specialist Logs

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Quarterly Instructional Reviews

Person Responsible

Pamela Craig

Schedule

Quarterly, from 8/1/2017 to 10/31/2018

Evidence of Completion

Quarterly Instructional Review Reports

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Quarterly Instructional Reviews

Person Responsible

Pamela Craig

Schedule

Quarterly, from 11/1/2017 to 1/31/2019

Evidence of Completion

Quarterly Instructional Review Reports

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Quarterly Instructional Reviews

Person Responsible

Pamela Craig

Schedule

Quarterly, from 2/1/2018 to 4/30/2018

Evidence of Completion

Quarterly Instructional Review Reports

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Quarterly Instructional Reviews

Person Responsible

Pamela Craig

Schedule

Quarterly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Quarterly Instructional Review Reports

G7.B1.S2 Learning Focused Instructional Framework 4

S221338

Strategy Rationale

In order to improve student achievement at these sites, Learning Focused has been hired to provide professional development support for standards-based, backwards planning instructional framework.

Action Step 1 5

Learning Focused PD: The High Performance Learning-Focused Lesson

Person Responsible

Pamela Craig

Schedule

Daily, from 8/1/2017 to 8/2/2017

Evidence of Completion

Attendance at PD

Action Step 2 5

Teaching with Higher Order Thinking and Rigor in Mind PD

Person Responsible

Pamela Craig

Schedule

On 1/5/2018

Evidence of Completion

Attendance at PD

Action Step 3 5

Learning Focused PD: Accelerating Learning for All Students

Person Responsible

Pamela Craig

Schedule

Daily, from 6/1/2018 to 6/1/2018

Evidence of Completion

Attendance

Action Step 4 5

Learning Focused PD: Coaching and Instructional Support for teachers

Person Responsible

Pamela Craig

Schedule

Quarterly, from 8/1/2017 to 6/29/2018

Evidence of Completion

Observation notes and debriefing

Action Step 5 5

Learning Focused PD: Professional development materials, publications, and handouts will be provided

Person Responsible

Pamela Craig

Schedule

Monthly, from 7/18/2017 to 6/29/2018

Evidence of Completion

Learning Focused materials will be ordered and delivered

Action Step 6 5

School Improvement Specialist support to implement Learning Focused Instructional Framework with fidelity

Person Responsible

Pamela Craig

Schedule

Weekly, from 8/1/2017 to 7/31/2018

Evidence of Completion

Specialist Logs

Action Step 7 5

Learning Focused PD: Teaching in High Poverty Schools

Person Responsible

Pamela Craig

Schedule

On 6/8/2018

Evidence of Completion

Attendance

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Teachers will develop and deliver instruction using the Learning Focused Instructional Framework

Person Responsible

Pamela Craig

Schedule

Quarterly, from 8/1/2017 to 7/31/2018

Evidence of Completion

Increase in the number of teachers utilizing Learning Focused Instructional Framework with fidelity reported on Quarterly Instructional Reviews

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Student work aligned with grade level standards

Person Responsible

Pamela Craig

Schedule

Quarterly, from 8/1/2017 to 10/31/2017

Evidence of Completion

Quarterly Instructional Reviews

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Student work aligned with grade level standards

Person Responsible

Pamela Craig

Schedule

Quarterly, from 11/1/2017 to 1/31/2018

Evidence of Completion

Quarterly Instructional Reviews

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Student work aligned with grade level standards

Person Responsible

Pamela Craig

Schedule

Quarterly, from 2/1/2018 to 4/30/2018

Evidence of Completion

Quarterly Instructional Reviews

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Quarterly Instructional Reviews

Person Responsible

Pamela Craig


Schedule

Quarterly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Quarterly Instructional Reviews

G7.B1.S4 Strategic support for teachers to develop and implement instruction aligned with grade level standards. 4

 S248084

Strategy Rationale

Student achievement will improve when teachers provide rigorous tasks and activities to engage students in active learning opportunities.

Action Step 1 5

Curriculum specialists will provide professional development for core instructional staff and site-based coaches to implement rigorous instruction aligned with Standards.

Person Responsible

Kimberly Organek

Schedule

Monthly, from 7/5/2017 to 7/31/2018

Evidence of Completion

Specialist Logs

Action Step 2 5

Administrators will collaborate with Executive Directors to ensure teachers are provided collaborative planning time and support to implement standards based instruction.

Person Responsible

Cynthia (Cindy) Saunders

Schedule

Monthly, from 7/5/2017 to 7/31/2018

Evidence of Completion

Master Schedule

Action Step 3 5

Substitutes for SIG4 teachers to engage in facilitated lesson planning during the school day one day each quarter

Person Responsible

Pamela Craig

Schedule

Quarterly, from 8/1/2017 to 7/31/2018

Evidence of Completion

lesson plans and attendance sheets from facilitated planning

Action Step 4 5

Five days of facilitated lesson planning outside the school year for SIG4 Staff

Person Responsible

Pamela Craig

Schedule

Annually, from 8/1/2017 to 7/31/2018

Evidence of Completion

Lesson Plans and attendance sheets

Action Step 5 5

Specialist support based on a multi-tiered system of support for identified schools.

Person Responsible

Cynthia (Cindy) Saunders

Schedule

Weekly, from 8/1/2017 to 7/31/2018

Evidence of Completion

Specialist Logs

Action Step 6 5

Specialists will attend "Train the Trainer" professional development to be able to provide ongoing Learning Focused Instructional Framework support beyond the grant.

Person Responsible

Pamela Craig

Schedule

On 7/31/2018

Evidence of Completion

Attend training

Plan to Monitor Fidelity of Implementation of G7.B1.S4 6

Specialist Logs

Person Responsible

Pamela Craig

Schedule

Weekly, from 8/1/2017 to 7/31/2018

Evidence of Completion

School Improvement Specialists will keep weekly logs documenting school support.

Plan to Monitor Effectiveness of Implementation of G7.B1.S4 7

Quarterly Instructional Reviews

Person Responsible

Pamela Craig

Schedule

Quarterly, from 8/1/2017 to 10/31/2017

Evidence of Completion

Quarterly Instructional Review Report

Plan to Monitor Effectiveness of Implementation of G7.B1.S4 7

Quarterly Instructional Reviews

Person Responsible

Pamela Craig

Schedule

Quarterly, from 11/1/2017 to 1/31/2018

Evidence of Completion

Quarterly Instructional Review Report

Plan to Monitor Effectiveness of Implementation of G7.B1.S4 7

Quarterly Instructional Reviews

Person Responsible

Pamela Craig

Schedule

Quarterly, from 2/1/2018 to 4/30/2018

Evidence of Completion

Quarterly Instructional Review Report

Plan to Monitor Effectiveness of Implementation of G7.B1.S4 7

Quarterly Instructional Reviews

Person Responsible

Pamela Craig

Schedule

Quarterly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Quarterly Instructional Review Report

G7.B2 Effective analysis of student data to make informed decisions impacting instruction is not regularly occurring. **2**

 B197697

G7.B2.S1 Provide support to administrators to develop strategic plans for accessing and analyzing data to inform instruction and address barriers to student learning. **4**

 S209392

Strategy Rationale

The district has acquired many new resources for accessing student data and administrators need support to implement effective analysis at their schools.

Action Step 1 **5**

Professional development on the different platforms and how to utilize data appropriately will be provided.

Person Responsible

Kimberly Organeck

Schedule

Monthly, from 7/6/2016 to 6/29/2018

Evidence of Completion

Attendance at district professional development opportunities

Action Step 2 **5**

Specialists will be assigned to support schools to analyze data and make informed decisions

Person Responsible

Cynthia (Cindy) Saunders

Schedule

Weekly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Minutes from Instructional Leadership Team meetings

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Minutes from Instructional Leadership Team meetings

Person Responsible

Cynthia (Cindy) Saunders

Schedule

Monthly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Monthly meeting minutes

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Data will be analyzed during Instructional Leadership Team (ILT) meetings at each school site

Person Responsible

Cynthia (Cindy) Saunders


Schedule

Monthly, from 7/5/2017 to 6/29/2018


Evidence of Completion

Spreadsheets

G8. Early Learning Initiative: Increase attendance at all prekindergarten sites by: 1. launching a public campaign with a focus on the importance of attendance 2. increasing student engagement during the instructional day with the continued implementation of 4 science-based units of inquiry **1**

 G068086

G8.B1 The public's perception that attendance is voluntary, since the program is called Voluntary Prekindergarten (VPK). **2**

 B176373

G8.B1.S1 Work with our partners to develop a public awareness campaign, supported by posters posted in every classroom stating the impacts of good attendance, and its link to increased achievement. **4**

 S188754

Strategy Rationale

Research shows that good attendance contributes to higher achievement. Patterns formed in young children continue throughout their school careers.

Action Step 1 **5**

Meet with the Early Learning Coalition and the Manatee Community Action Agency to develop action plan, legislative changes, and community expectations. Create the Early Learning Community Task Force to include all early learning providers and community advocates. Participate on the Attendance Task Force for the district to examine and revise attendance procedures and policies.

Person Responsible

Robin Thompson

Schedule

Every 6 Weeks, from 9/1/2017 to 6/29/2018

Evidence of Completion

Agendas of the meetings, along with minutes will be used to document progress.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Report out to the Attendance Task Force, partner with other agencies to monitor and discuss progress, success, and difficulties. Continue to partner on the attendance task force to get additional clarification, explicit expectations, and establish consistent policies, etc.

Person Responsible

Robin Thompson

Schedule

Quarterly, from 8/1/2017 to 6/29/2018

Evidence of Completion

agendas, notes, increased attendance

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Consider progress using attendance rates and discussing strategies for improving attendance with the Early Learning Community Task Force.

Person Responsible

Robin Thompson

Schedule

Quarterly, from 8/1/2017 to 6/29/2018


Evidence of Completion

attendance records; collaborative presentations with the Early Learning Community Task Force

G9. When parents understand the impact of absences on student performances, the percent of students with ten or more absences in grades K-12 will decrease. **1**

 G050210

G9.B1 Parents and Students are unaware of the impact of absences on student achievement. Parents and students lack resources and/or strategies to reduce barriers that impact school attendance. **2**

 B176368

G9.B1.S1 All Title I Schools will receive funding for a Graduation Enhancement Technician. **4**

 S187643

Strategy Rationale

When we provide strategic support to monitor student absences and counsel students and parents about attendance, student attendance will improve.

Action Step 1 **5**

Graduation Enhancement Technicians will receive ongoing professional development support.

Person Responsible

Elena Garcia

Schedule

Monthly, from 7/10/2017 to 6/29/2018

Evidence of Completion

Attendance sheets from professional development opportunities. Observations of implementation of the targeted practices, strategies, and programs.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 **6**

Graduation Enhancement Technicians will report attendance progress at monthly MTSS, Instructional Support Meetings and/or Instructional Leadership Team Meetings.

Person Responsible

Elena Garcia

Schedule

Monthly, from 8/4/2017 to 6/29/2018

Evidence of Completion

Minutes from Instructional Leadership Team Meetings

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

The percent of students with 10 or more absences at each school will decrease to less than 10 percent. Each principal will interview and hire a Graduation Enhancement Technician to meet the needs of school. The funding is secured to ensure each school has a Graduation Enhancement Technician.

Person Responsible

Elena Garcia

Schedule

Monthly, from 8/4/2017 to 6/29/2018











Evidence of Completion

Personnel records will verify that each school has been equipped with a GET.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G7.B1.S1.A2 A323520	Identify the specific curriculum to be used for the extended hour	Craig, Pamela	7/5/2017	Materials will be purchased and delivered to schools	7/31/2017 one-time
G7.B1.S2.A1 A278965	Learning Focused PD: The High Performance Learning-Focused Lesson	Craig, Pamela	8/1/2017	Attendance at PD	8/2/2017 daily
G7.B1.S2.MA1 M276104	Student work aligned with grade level standards	Craig, Pamela	8/1/2017	Quarterly Instructional Reviews	10/31/2017 quarterly
G7.B1.S4.MA1 M337032	Quarterly Instructional Reviews	Craig, Pamela	8/1/2017	Quarterly Instructional Review Report	10/31/2017 quarterly
G7.B1.S2.A2 A323380	Teaching with Higher Order Thinking and Rigor in Mind PD	Craig, Pamela	1/5/2018	Attendance at PD	1/5/2018 one-time
G7.B1.S2.MA3 M337051	Student work aligned with grade level standards	Craig, Pamela	11/1/2017	Quarterly Instructional Reviews	1/31/2018 quarterly
G7.B1.S4.MA3 M337033	Quarterly Instructional Reviews	Craig, Pamela	11/1/2017	Quarterly Instructional Review Report	1/31/2018 quarterly
G7.B1.S1.MA7 M251202	Quarterly Instructional Reviews	Craig, Pamela	2/1/2018	Quarterly Instructional Review Reports	4/30/2018 quarterly
G7.B1.S2.MA4 M337052	Student work aligned with grade level standards	Craig, Pamela	2/1/2018	Quarterly Instructional Reviews	4/30/2018 quarterly
G7.B1.S4.MA4 M337034	Quarterly Instructional Reviews	Craig, Pamela	2/1/2018	Quarterly Instructional Review Report	4/30/2018 quarterly
G7.B1.S2.A3 A323381	Learning Focused PD: Accelerating Learning for All Students	Craig, Pamela	6/1/2018	Attendance	6/1/2018 daily
G7.B1.S2.A7 A323556	Learning Focused PD: Teaching in High Poverty Schools	Craig, Pamela	6/4/2018	Attendance	6/8/2018 one-time
G8.MA1 M205944	Attendance data will be gathered quarterly	Thompson, Robin	8/1/2017	attendance data	6/29/2018 quarterly
G9.MA1 M095033	Percent of students with 10 or more absences will decrease to 10 less than percent for the...	Garcia, Elena	8/4/2017	Attendance Data	6/29/2018 monthly
G9.B1.S1.MA1 M203428	The percent of students with 10 or more absences at each school will decrease to less than 10...	Garcia, Elena	8/4/2017	Personnel records will verify that each school has been equipped with a GET.	6/29/2018 monthly
G9.B1.S1.MA1 M203427	Graduation Enhancement Technicians will report attendance progress at monthly MTSS, Instructional...	Garcia, Elena	8/4/2017	Minutes from Instructional Leadership Team Meetings	6/29/2018 monthly
G9.B1.S1.A1 A227004	Graduation Enhancement Technicians will receive ongoing professional development support.	Garcia, Elena	7/10/2017	Attendance sheets from professional development opportunities. Observations of implementation of the targeted practices, strategies, and programs.	6/29/2018 monthly
G7.B1.S1.A1 A323519	Extra hour of reading instruction will be provided at the following elementary schools: Ballard,...	Saunders, Cynthia (Cindy)	7/5/2017	Master Schedules	6/29/2018 daily
G8.B1.S1.MA1 M205943	Consider progress using attendance rates and discussing strategies for improving attendance with...	Thompson, Robin	8/1/2017	attendance records; collaborative presentations with the Early Learning Community Task Force	6/29/2018 quarterly
G8.B1.S1.MA1 M205942	Report out to the Attendance Task Force, partner with other agencies to monitor and discuss...	Thompson, Robin	8/1/2017	agendas, notes, increased attendance	6/29/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B1.S1.A1 A229010	Meet with the Early Learning Coalition and the Manatee Community Action Agency to develop action...	Thompson, Robin	9/1/2017	Agendas of the meetings, along with minutes will be used to document progress.	6/29/2018 every-6-weeks
G7.B2.S1.MA1 M251204	Data will be analyzed during Instructional Leadership Team (ILT) meetings at each school site	Saunders, Cynthia (Cindy)	7/5/2017	Spreadsheets	6/29/2018 monthly
G7.B2.S1.MA1 M251203	Minutes from Instructional Leadership Team meetings	Saunders, Cynthia (Cindy)	7/5/2017	Monthly meeting minutes	6/29/2018 monthly
G7.B2.S1.A1 A260702	Professional development on the different platforms and how to utilize data appropriately will be...	Organeck, Kimberly	7/6/2016	Attendance at district professional development opportunities	6/29/2018 monthly
G7.B2.S1.A2 A323549	Specialists will be assigned to support schools to analyze data and make informed decisions	Saunders, Cynthia (Cindy)	7/5/2017	Minutes from Instructional Leadership Team meetings	6/29/2018 weekly
G6.B2.S1.MA1 M269705	Executive Directors will meet with school administrators and observe classrooms.	Saunders, Cynthia (Cindy)	7/5/2017	Site-based observations of instructional changes	6/29/2018 monthly
G6.B2.S1.MA1 M269704	Attendance and participation at professional development opportunities	Losada, Anthony (Tony)	7/5/2017	Attendance will be recorded in the MyPGP system	6/29/2018 monthly
G6.B2.S1.A1 A274175	Principals will attend professional development on standards-based instruction.	Saunders, Cynthia (Cindy)	6/7/2017	Agenda from Professional Development; attendance at PD	6/29/2018 monthly
G6.B2.S1.A2 A274177	Principals and assistant principals will participate in a year-long series of book studies.	Losada, Anthony (Tony)	7/3/2017	Completion of online book study	6/29/2018 quarterly
G7.B1.S2.A4 A323382	Learning Focused PD: Coaching and Instructional Support for teachers	Craig, Pamela	8/1/2017	Observation notes and debriefing	6/29/2018 quarterly
G7.B1.S2.A5 A323414	Learning Focused PD: Professional development materials, publications, and handouts will be provided	Craig, Pamela	7/18/2017	Learning Focused materials will be ordered and delivered	6/29/2018 monthly
G6.MA1 M269707	Student achievement on district quarterly assessments will increase	Craig, Pamela	8/1/2017	Reported on Quarterly Instructional Review Reports	7/31/2018 quarterly
G7.MA1 M203444	Student achievement will increase on quarterly district assessments.	Saunders, Cynthia (Cindy)	8/1/2017	Data from quarterly assessments - Reported in Quarterly Instructional Reviews	7/31/2018 quarterly
G7.B1.S1.MA8 M337043	Quarterly Instructional Reviews	Craig, Pamela	5/1/2018	Quarterly Instructional Review Reports	7/31/2018 quarterly
G7.B1.S1.MA1 M203442	Classroom observations	Craig, Pamela	8/1/2017	School Improvement Specialist Logs	7/31/2018 weekly
G7.B1.S1.A3 A323544	Provide professional development and coaching support for implementing identified core curriculum.	Craig, Pamela	8/1/2017		7/31/2018 weekly
G6.B2.S1.A3 A330248	Principals and school leaders will attend the Commissioner's Leadership Academy required for SIG4...	Craig, Pamela	8/1/2017	Attendance at meetings	7/31/2018 monthly
G7.B1.S2.MA5 M337053	Quarterly Instructional Reviews	Craig, Pamela	5/1/2018	Quarterly Instructional Reviews	7/31/2018 quarterly
G7.B1.S2.MA1 M276100	Teachers will develop and deliver instruction using the Learning Focused Instructional Framework	Craig, Pamela	8/1/2017	Increase in the number of teachers utilizing Learning Focused Instructional Framework with fidelity reported on Quarterly Instructional Reviews	7/31/2018 quarterly
G7.B1.S2.A6 A323546	School Improvement Specialist support to implement Learning Focused Instructional Framework with...	Craig, Pamela	8/1/2017	Specialist Logs	7/31/2018 weekly
G7.B1.S4.MA5 M337035	Quarterly Instructional Reviews	Craig, Pamela	5/1/2018	Quarterly Instructional Review Report	7/31/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S4.MA1  M337031	Specialist Logs	Craig, Pamela	8/1/2017	School Improvement Specialists will keep weekly logs documenting school support.	7/31/2018 weekly
G7.B1.S4.A1  A323507	Curriculum specialists will provide professional development for core instructional staff and...	Organek, Kimberly	7/5/2017	Specialist Logs	7/31/2018 monthly
G7.B1.S4.A2  A323508	Administrators will collaborate with Executive Directors to ensure teachers are provided...	Saunders, Cynthia (Cindy)	7/5/2017	Master Schedule	7/31/2018 monthly
G7.B1.S4.A3  A323509	Substitutes for SIG4 teachers to engage in facilitated lesson planning during the school day one...	Craig, Pamela	8/1/2017	lesson plans and attendance sheets from facilitated planning	7/31/2018 quarterly
G7.B1.S4.A4  A323512	Five days of facilitated lesson planning outside the school year for SIG4 Staff	Craig, Pamela	8/1/2017	Lesson Plans and attendance sheets	7/31/2018 annually
G7.B1.S4.A5  A323521	Specialist support based on a multi-tiered system of support for identified schools.	Saunders, Cynthia (Cindy)	8/1/2017	Specialist Logs	7/31/2018 weekly
G7.B1.S4.A6  A323562	Specialists will attend "Train the Trainer" professional development to be able to provide ongoing...	Craig, Pamela	8/1/2017	Attend training	7/31/2018 one-time
G6.B2.S1.A4  A349359	Coaching and mentoring support will be provided for Oneco Elementary and Daughtrey Elementary	Craig, Pamela	9/1/2017	Learning Focused will conduct walk-throughs and consult with principals at these schools to establish systems for implementing standards-based instruction across all grades and content areas.	8/31/2018 monthly
G7.B1.S1.MA1  M203443	Quarterly Instructional Reviews	Craig, Pamela	8/1/2017	Quarterly Instructional Review Reports	10/31/2018 quarterly
G7.B1.S1.MA6  M251201	Quarterly Instructional Reviews	Craig, Pamela	11/1/2017	Quarterly Instructional Review Reports	1/31/2019 quarterly

V. Professional Development Opportunities

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

G7. Student achievement will improve in all core content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps and site-based decisions are based on analysis of student data.

G7.B1 Longitudinal and current FSA data indicate students are not performing at grade level standards.

G7.B1.S4 Strategic support for teachers to develop and implement instruction aligned with grade level standards.

PD Opportunity 1

Curriculum specialists will provide professional development for core instructional staff and site-based coaches to implement rigorous instruction aligned with Standards.

Facilitator

Curriculum Specialists

Participants

Teachers

Schedule

Monthly, from 7/5/2017 to 7/31/2018

PD Opportunity 2

Substitutes for SIG4 teachers to engage in facilitated lesson planning during the school day one day each quarter

Facilitator

School Improvement Specialists

Participants

teachers

Schedule

Quarterly, from 8/1/2017 to 7/31/2018

PD Opportunity 3

Specialists will attend "Train the Trainer" professional development to be able to provide ongoing Learning Focused Instructional Framework support beyond the grant.

Facilitator

Learning Focused staff

Participants

Specialists and Director of School Improvement

Schedule

On 7/31/2018

VI. Technical Assistance Items

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

G7. Student achievement will improve in all core content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps and site-based decisions are based on analysis of student data.

G7.B1 Longitudinal and current FSA data indicate students are not performing at grade level standards.

G7.B1.S4 Strategic support for teachers to develop and implement instruction aligned with grade level standards.

TA Opportunity 1

Five days of facilitated lesson planning outside the school year for SIG4 Staff

Facilitator

School Improvement Specialists

Participants

SIG4 School Staff

Schedule

Annually, from 8/1/2017 to 7/31/2018

TA Opportunity 2

Specialist support based on a multi-tiered system of support for identified schools.

Facilitator

Specialists

Participants

Instructional staff and site-based coaches

Schedule

Weekly, from 8/1/2017 to 7/31/2018

G8. Early Learning Initiative: Increase attendance at all prekindergarten sites by: 1. launching a public campaign with a focus on the importance of attendance 2. increasing student engagement during the instructional day with the continued implementation of 4 science-based units of inquiry

G8.B1 The public's perception that attendance is voluntary, since the program is called Voluntary Prekindergarten (VPK).

G8.B1.S1 Work with our partners to develop a public awareness campaign, supported by posters posted in every classroom stating the impacts of good attendance, and its link to increased achievement.

TA Opportunity 1

Meet with the Early Learning Coalition and the Manatee Community Action Agency to develop action plan, legislative changes, and community expectations. Create the Early Learning Community Task Force to include all early learning providers and community advocates. Participate on the Attendance Task Force for the district to examine and revise attendance procedures and policies.

Facilitator

Participants

Schedule

Every 6 Weeks, from 9/1/2017 to 6/29/2018

VII. Budget

1	G6.B2.S1.A1	Principals will attend professional development on standards-based instruction.	\$0.00
2	G6.B2.S1.A2	Principals and assistant principals will participate in a year-long series of book studies.	\$0.00
3	G6.B2.S1.A3	Principals and school leaders will attend the Commissioner's Leadership Academy required for SIG4 schools	\$0.00
4	G6.B2.S1.A4	Coaching and mentoring support will be provided for Oneco Elementary and Daughtrey Elementary	\$0.00
5	G7.B1.S1.A1	Extra hour of reading instruction will be provided at the following elementary schools: Ballard, Prine, Daughtrey, Tillman, Oneco, Samoset, Manatee, Rogers, Blackburn, Palm View, Bayshore.	\$0.00
6	G7.B1.S1.A2	Identify the specific curriculum to be used for the extended hour	\$0.00
7	G7.B1.S1.A3	Provide professional development and coaching support for implementing identified core curriculum.	\$0.00
8	G7.B1.S2.A1	Learning Focused PD: The High Performance Learning-Focused Lesson	\$0.00
9	G7.B1.S2.A2	Teaching with Higher Order Thinking and Rigor in Mind PD	\$0.00
10	G7.B1.S2.A3	Learning Focused PD: Accelerating Learning for All Students	\$0.00
11	G7.B1.S2.A4	Learning Focused PD: Coaching and Instructional Support for teachers	\$0.00

12	G7.B1.S2.A5	Learning Focused PD: Professional development materials, publications, and handouts will be provided	\$0.00
13	G7.B1.S2.A6	School Improvement Specialist support to implement Learning Focused Instructional Framework with fidelity	\$0.00
14	G7.B1.S2.A7	Learning Focused PD: Teaching in High Poverty Schools	\$0.00
15	G7.B1.S4.A1	Curriculum specialists will provide professional development for core instructional staff and site-based coaches to implement rigorous instruction aligned with Standards.	\$0.00
16	G7.B1.S4.A2	Administrators will collaborate with Executive Directors to ensure teachers are provided collaborative planning time and support to implement standards based instruction.	\$0.00
17	G7.B1.S4.A3	Substitutes for SIG4 teachers to engage in facilitated lesson planning during the school day one day each quarter	\$0.00
18	G7.B1.S4.A4	Five days of facilitated lesson planning outside the school year for SIG4 Staff	\$0.00
19	G7.B1.S4.A5	Specialist support based on a multi-tiered system of support for identified schools.	\$0.00
20	G7.B1.S4.A6	Specialists will attend "Train the Trainer" professional development to be able to provide ongoing Learning Focused Instructional Framework support beyond the grant.	\$0.00
21	G7.B2.S1.A1	Professional development on the different platforms and how to utilize data appropriately will be provided.	\$0.00
22	G7.B2.S1.A2	Specialists will be assigned to support schools to analyze data and make informed decisions	\$0.00
23	G8.B1.S1.A1	Meet with the Early Learning Coalition and the Manatee Community Action Agency to develop action plan, legislative changes, and community expectations. Create the Early Learning Community Task Force to include all early learning providers and community advocates. Participate on the Attendance Task Force for the district to examine and revise attendance procedures and policies.	\$0.00
24	G9.B1.S1.A1	Graduation Enhancement Technicians will receive ongoing professional development support.	\$0.00
Total:			\$0.00