2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

56 - St. Lucie

Dr. John Prince, Superintendent
Lucinda Thompson, Central Executive Director

Table of Contents

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement
Our mission is to ensure all students graduate from safe and caring schools, equipped with knowledge, skills, and the desire to succeed.

b. District Vision Statement
St. Lucie County School District in partnership with parents and community will become premier centers of knowledge that are organized around students and the work provided to them. St. Lucie County School District's name will be synonymous with continuously improving student achievement and the success of each individual. Our school district's promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for each student, every day. This is the St. Lucie Way!

c. Link to the district's strategic plan (optional).
No strategic plan link stored

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.

The Office of Teaching and Learning utilizes a data driven approach to provide tiered resources and levels of support to schools based on performance and need. The supports are provided by the Office of Teaching and Learning, including School Renewal and are inclusive of district funds, Title I, Title II. Based on Focus and Priority school status, Title I and Title II funds are used to provide additional support and resources that are district driven. The utilization of these resources is adjusted throughout the year based on data analysis. The District Problem Solving Team convenes a minimum of quarterly and when new data (e.g. unit assessments and other results from progress monitoring) become available. This ensures that the provision of resources meets student need and has direct impact on the cycle of instruction. The person(s) responsible is the Chief Academic Officer with a team including the Executive Directors of Schools and the Directors of Curriculum, Federal Programs, School Renewal, and Talent Development.

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.

The Office of Teaching and Learning provides a service delivery model to meet the needs of all schools, prioritized by specific criteria within a rubric. Data from the Risk Factor Analysis will contribute to the rubric, which will allow for differentiation of resources to schools. The delivery model is collected and monitored through an online survey and reporting features. The District Problem Solving Team convenes a minimum of quarterly and when new data (e.g. unit assessments and other

results from progress monitoring) become available. Available data is used to drive the district allocations from the district level to schools.

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.

SLPS is modifying the previous tiered levels of support in which schools were assigned a tier in order to receive additional resources, funding and monitoring. It was determined that expertise could be utilized more efficiently, if there was a system in place to target specific services based on need as reflected in current data. Under the service delivery model, a Risk Factor Analysis process will be employed for district level identification of school needs and priorities. Furthermore, all schools use the online service request form to outline need for additional resources or support to better strengthen supports given to all schools and to support the goals and strategies within their SIPs. The Office of Teaching and Learning team will use a rubric to review school requests frequently to match resources to meet school needs. Available data is used to drive the district allocations from the district level to schools. There are two components of the online service request form that address implementation and follow-up: "PD to Practice" and "Evaluation and Sustainability". Principals answer questions within these two sections that address 1) How long will participants have to practice the new skill following the PD; 2) What support structures will be provided; 3) Who will be responsible for the provided support; 4) When and how will you monitor effective implementation; and 5) What is your plan to sustain this professional learning and talent development?

d. Operational Flexibility
Provide the district's definition of "operational flexibility"Ã*ƒ*â€šÃ‚Â? 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.

School-based management and School Improvement planning will utilize data-driven problem solving and will be reviewed quarterly by the District Problem Solving Team as well as the District Cabinet. The District Cabinet will review data weekly. Principals who are placed in a "Turn-around School" will have autonomy to utilize funds after problem solving and budget meetings. Principals have the autonomy to develop schedules and place staff based on data analysis. The District staff supports scheduling changes and removes barriers as needed.

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.

As schools work to improve in the DA model, the expectation is to build school-based capacity to replicate the deliberate practice and close monitoring of instruction that is supported by district level staff during DA. Progress Monitoring tools as well as additional supports through PD and SIG(a) participation are extended throughout the one year exit-out. The strategies they may participate in include, but are not limited to: Service Request Delivery Model, SLPS School Improvement Summer Institute, deliberate practice, collaborative planning processes, and monitoring of instructional delivery that is supported by district-level staff. The District Problem Solving Team will review data to determine if the school is in need of a higher tiered intervention. In addition, the Departments of

School Renewal, Professional Development and Curriculum will coordinator frequent classroom walk-throughs to monitor instruction and adjust supports if needed.

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.

The Plan has been uploaded and may be found @
https://app1.fldoe.org/bsa/ParentInvolvementPlan/MainMenu.aspx

The district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (s. 1008.345, F.S.) to review school performance data, determine the cause for low performance, and advise the district on its District Improvement and Assistance Plan (DIAP).

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.

The District Needs Assessment for each school in turn around included an on-going analysis of data and progress monitoring. Data from district and state facilitated walk-throughs of the classroom and school environments were utilized to provide adjustments throughout the year. A teacher and staff survey was conducted by the Superintendent and included a comprehensive inquiry into perceptions regarding effective leadership, especially in the area of supporting instruction and a safe school environment. Student achievement data, including both state results (FSA and EOC) as well as local results on comprehensives, running records and iReady diagnostics of reading and math were reviewed to identify strengths, areas in need of improvement and provide interventions. Based on the needs assessment, SLPS plans to continue Turn Around Option One with changes and request additional time to implement the plan.

Principals contributed to the development and implementation of the turnaround plan and other school-level interventions by participating in summer TOP meetings held in collaboration with the Principal, CAO,and School Renewal to answer TOP questions related to the implementation of resources. Follow-up interviews with the principals were conducted during their budget meetings with the district leadership team. Principals shared their input on needed resources and professional development. Three times per year Focus (D) and Priority (F) schools have Instructional Reviews that involves the Executive Director, Office of School Renewal, and the Instructional Partners, and school leadership team. During this time, progress is monitored and strategies and action plans are discussed, including next steps are made to achieve rapid improvement.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address
Wild, Helen, helen.wild@stlucieschools.org

b. Employee's Title
Other

c. Employee's Phone Number

(772) 429-3600

d. Employee's Phone Extension

(772)429-3913

e. Supervisor's Name

E. Wayne Gent

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

The Chief Academic Officer for St. Lucie Public Schools supervises the Office of Teaching and Learning. School Renewal is located within the Office of Teaching and Learning. The Coordinator of School Renewal, collaborates with the Chief Academic Officer to coordinate the Differentiated Accountability efforts in the District. The CAO also oversees the Curriculum and Talent Development Departments as well as Federal Programs which allows for a coordinated allocation of all resources to support the Turn Around Process.

The Coordinator of School Renewal leads the Instructional Partner Team in the Differentiated Accountability expectations. The Coordinator of School Renewal oversees the School Improvement Plan process for schools categorized as Focus, Priority, and/or TOP schools. This year, School Renewal will focus on building capacity for long-term sustainability and will take a more prescriptive approach to guiding and supporting sustainable change. The focus of support to schools categorized as Focus, Priority, and/or TOP schools will be more direct will include, but will not be limited to, the following:

1. Focused and frequent progress monitoring using valid measures: a) diagnostic results; b) unit assessment analysis; c) leveled literacy intervention (LLI) reading running records and benchmark results; d) DA CWT data; e) Teacher Evaluation System data; f) PD impact data; g) ROI data, regarding approved expenditures, etc.

2. Select, support, and monitor the implementation of the reading intervention program.

3. Side-by-side coaching and administrator feedback on needed adjustments.

4. Instructional Coach Coaching through collaboration with Instructional Partners and monitoring by administration

5. Proportionate coaching attention on beginning or out-of-field teachers as required by Differentiated Accountability rules

6. Advising Principals on use of Title I funds with increased flexibility for Principal autonomy

7. Required action planning accountability presentations from administrative team to district team outlining timely instructional adjustments, intervention monitoring, and needed support.

2. District Leadership Team:

Martin, Lydia, lydia.martin@stlucieschools.org

Title	Other
Phone	
Supervisor's Name	Dr. Jonathan Prince, Deputy Superintendent
Supervisor's Title	Other
Role and Responsibilities	As Executive Director of Schools, Lydia Martin supports and supervises Principals. She plays an active role in data analysis and monitoring best instructional practices. She is involved in all instructional reviews and problem solving team meetings and serves as a Mentor to Principals.

Prince, Jonathan, jonathan.prince@stlucieschools.org

Title	Other
Phone	772-429-3600
Supervisor's Name	Wayne Gent, Superintendent
Supervisor's Title	Superintendent
Role and Responsibilities	Dr. Prince serves at the Deputy Superintendent of Schools, supervising Assessment, Human Resources, Student Assignment and the Executive Directors of Schools. He leads data analysis processes and closely monitors data and interventions.

Gent, Wayne, wayne.gent@stlucieschools.org

Title	Superintendent
Phone	(772) 429-3600
Supervisor's Name	School Board
Supervisor's Title	Board Member
Role and Responsibilities	The district school superintendent exercises all powers and performs all duties pursuant to Florida Statute 1001.51, provided that, in so doing, he shall advise and counsel with the district school board. The district school superintendent performs all tasks necessary to make sound recommendations, nominations, proposals, and reports required by law to be acted upon by the district school board. All such recommendations, nominations, proposals, and reports by the district school superintendent shall be either recorded in the minutes or shall be made in writing, noted in the minutes, and filed in the public records of the district school board. It shall be presumed that, in the absence of the record required in this section, the recommendations, nominations, and proposals required of the district school superintendent were not contrary to the action taken by the district school board in such matters.

Martin, Cecilia, cecilia.martin@stlucieschools.org

Title	Administrator
Phone	(772) 429-3600
Supervisor's Name	Dr. Helen Wild, Chief Academic Officer
Supervisor's Title	Other
Role and Responsibilities	As Coordinator of School Renewal, Cecilia supports the School Improvement Process at our DA schools. In addition, she supervises the Instructional Partners who provide direct support to the teachers at DA schools through planning, coaching, modeling and data analysis.

Frank, Daniel, daniel.frank@stlucieschools.org

Title	Other
Phone	
Supervisor's Name	Dr. Jonathan Prince, Deputy Superintendent
Supervisor's Title	Other
Role and Responsibilities	As Executive Director of Schools, Dan Frank supports and supervises Principals. He plays an active role in data analysis and monitoring best instructional practices. He is involved in all instructional reviews and problem solving team meetings and serves as a Mentor to Principals.

Natta, Roderick, roderick.natta@stlucieschools.org

Title	Director
Phone	
Supervisor's Name	Dr. Helen Wild, Chief Academic Officer
Supervisor's Title	Other
Role and Responsibilities	Director of Federal Programs

Rodriguez, Denise, denise.rodriguez@stlucieschools.org

Title	Director
Phone	
Supervisor's Name	Dr. Helen Wild, Chief Academic Officer
Supervisor's Title	Other
Role and Responsibilities	Director of Talent Development

Duskin, Clarrisa, clarissa.duskin@stlucieschools.org

Title	Other
Phone	
Supervisor's Name	Dr. Helen Wild, Chief Academic Officer
Supervisor's Title	Other
Role and Responsibilities	ESOL/Title III Program Management

Sanchez, Jr., Rafael, rafael.sanchez@stlucieschools.org

Title	Other
Phone	
Supervisor's Name	Mr. Gent, Superintendent
Supervisor's Title	Superintendent
Role and Responsibilities	Executive Director of Human Resources

Jay, Kimberly, kimberly.jay@stlucieschools.org

Title	Director
Phone	772-429-3600
Supervisor's Name	Dr Helen Wild
Supervisor's Title	Other
Role and Responsibilities	As Director of Curriculum, Kimberly oversees the development and evaluation of all Curriculum Resources in grades VPK through 12. Her Department provides resources and tools to support Standards-Based Tier One instruction as well as intervention programs for MTSS.

Title

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

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.

Each year Principal performance is discussed by the District Leadership team and changes in personnel are determined at that time. Student achievement and the effectiveness of the the instructional staff are two of the major components considered when evaluating a principal's

effectiveness.

When placing Principals, their track record for improving student performance is a key data point as well as their experience in like schools and their teacher, student and parent survey data. Succession planning is an on-going process and a priority of the Superintendent. St Lucie is a Wallace Grant recipient to work on a Leadership Tracking System to help inform these decision.

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.

Teacher progress is monitored throughout the year using the SLPS Framework for Quality Instruction. Teachers are provided feedback through formal and informal evaluations and with their mid-year and end of year evaluation. VAM scores are part of the evaluation. Principals have data chats with their teachers regarding their students' progress on district assessments and discipline reports. Principals work with the district Human Resource department to replace teachers that are not highly qualified at the end of the year and make all attempts to attract highly qualified candidates. Principals in the DA schools replace members of the teaching staff who are unwilling to work collaboratively, to be data driven or have poor attendance (for undocumented reasons). The district reviews teacher effectiveness data and works with the Principal to ensure that teachers rated as unsatisfactory are not assigned to Focus and Priority schools.

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.

It has been the major focus of the Office of School Renewal to support collaborative planning. All Schools utilize a Collaborative Planning Model at least once weekly. Focus and Priority schools plan three or more times weekly collaboratively and have a fourth day in which they analyze data and focus on MTSS.

All schools may access the district's prescribed daily CP protocol to create and sustain a process for CP. This model includes a suggested routine aligned to the SLPS district "Learning Environment Triangle" encompassing key areas of planning, instruction, and delivery and reflection.

In addition to the daily CP model, the district has in place a Collaborative Facilitation model in which larger chunks of time, i.e. during an Early Release day, or paid supplemental time, that a unit-based approach (10 days) is planned for (and may include teacher-developed and/or district-developed common assessment) with "backwards design" in mind. The unit-based CP model also encompasses the process of using our SLPS Framework for Quality Instruction to help teachers use scientifically based pedagogy.

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.

Each of the Focus and Priority schools have been afforded 2-3 coaches through their Title I funds. St. Lucie County Schools utilize an "Instructional Coach" model. Most schools have designated each as a Reading, Mathematics, Instructional and/or Science lead.

Also, the Office of School Renewal has ensured that each of the Focus and Priority Schools has a District Level Coach, which is classified as an Instructional Partner, in 2-3 of the content areas of Reading, Math, Science, Civics, and/or U.S. History.

The District Level Coaches support the school-based coaches through problem-solving together and schedules are planned to support collaborative planning, progress-monitoring, classroom support the coaching and modeling, and monitoring of district-based initiatives.

How will the district monitor the daily activities of the coaches and their impact on instruction? At the school level, calendars and logs will be monitored by principals in conjunction with student achievement data and progress monitoring data, when available. A District-level team—comprised of the Executive Directors of Schools, the Coordinator of School Renewal, the Chief Academic Officer, and the Deputy Superintendent—will monitor data that Executive Directors collect from Principals.

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/st-lucie?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:

Write from the Beginning and Beyond: Response to Text

Program Type	Core
School Type	Elementary School, Middle School
Description	"Write from the Beginning and Beyond: Response to Text" provides instruction in responding to literary or informational text enables students to understand how different types of discourse are "put together" and provides a scaffold that empowers them to construct more effective compositions. Response to Text requires the comprehension of a piece of literary or informational discourse, and therefore, educators are made aware of exactly what is involved in this skill of comprehension including what is actually written in the text as well as what is implied "between the lines." Educators must also examine the text with critical eye including effectively utilizing rubrics for assessing student proficiency, the development of lesson plans, and the creation of step-by-step directions for formal response to literacy and Informational text K-8 Supports - Grades 4–5: Opinion Grades 4–5: Informative/Explanatory Grades 6–8: Informative/Explanatory Grades 6-8: Argumentation

Write for the Future

Program Type	Core
School Type	Middle School, High School
Description	Within this program, teachers are provided resources to teach writing which encourages students to write in response to a text with purpose and structure. Teachers are provided with a binder of resources when they attend the training for the program.

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:

GoMath! (Elementary Grades)

Program Type   Core

School Type   Elementary School

Description   Go Math! provides student consumable books and standard practice books focused on the Math Florida Standards. As a component of this program, teachers of grades K-5 have access to hands-on and digital resources within the ThinkCentral platform to help engage students in their learning. Within the online platform, students have access to iTools, interactive games and activities, as well as leveled readers that support mathematical thinking. Teachers are provided with materials to support student learning through the development of online assessments, Smart/Activ Lessons, and professional development resources.

Soar to Success

Program Type   Supplemental, Intensive Intervention

School Type   Elementary School

Description   Soar to Success provides adaptive targeted instructional practice in key math concepts. Students are placed within the program based on individual needs. As the students progress, the program adapts to the student needs by moving forward to the next sequenced skill, providing additional practice on the current skill or revisiting a prerequisite skill for the concept.

Destination Math

Program Type   Supplemental, Intensive Intervention

School Type   Elementary School, Middle School, High School

Description   Destination Math is used in grades K-8 and Algebra 1 to provide targeted computer-aided instruction to students. The content is standards-driven and focuses on building conceptual understanding of key math concepts. Students are provided feedback through the system as they progress.

i-Ready

Program Type	Supplemental
School Type	Elementary School, Middle School

Description

The i-Ready Diagnostic (K-12) and Instruction (K-8) answers "why?" and delivers "what's next?". Altogether, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product.

Specifically, the K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

The Teacher-Led Instruction provides rigorous, on-grade-level instruction and practice with Ready® and additional downloadable lessons to help meet individual student or small group needs.

The Student Instruction & Practice provides personalized student instruction targeted to students' unique areas of needs and mobile apps to boost achievement.

And, the Reports feature with easy-to-use reporting and ongoing progress monitoring provide educators with real-time insights for each student at the class, school, and district level.

Think Through Math

Program Type	Supplemental, Intensive Intervention
School Type	Middle School

Description Think Through Math is an intervention program that is designed to provide personalized instruction that deepens students' conceptual knowledge, procedural fluency, and rigor of the standards.

GoMath! (Middle Grades)

Program Type	Core
School Type	Middle School

Description Go Math! provides student consumable books and standard practice books focused on the Math Florida Standards. As a component of this program, teachers of grades K-5 have access to hands-on and digital resources within the my.hrw platform to help engage students in their learning. Within the online platform, students have access to iTools, interactive games and activities, as well as leveled readers that support mathematical thinking. Teachers are provided with materials to support student learning through the development of online assessments, Smart/Activ Lessons, and professional development resources.

HMH Core Connections (High School)

Program Type Core

School Type High School

Description High school students are required to take Algebra I and Geometry and two additional math courses for graduation requirements. Courses such as Algebra I, Geometry, and Algebra II use HMH texts for these courses. Students have access to online texts and assessments to support their learning within these courses. For course above Algebra II, teachers have access to programs through my.hrw to support student learning. The my.hrw site is an online platform for that supplies digital resources for mathematics 6-12.

Pearson and MyMathLab by Pearson

Program Type Supplemental

School Type High School

Description Pearson supplies online resources for high school math courses from Algebra 2 and beyond. Teachers may access the materials through MyMathLab.

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:

Science FUSION

Program Type Core

School Type Elementary School, Middle School

Description K-8 Science program consists of Science FUSION which consists of a print, hands-on, and digital curriculum. Student books are write -in consumable books. K-5 also have leveled readers that align with the NGSSS and the text. The program includes Inquiry Lessons and Inquiry Flip Charts for K-5, Lab Manuals for 6-8 and virtual labs, digital lessons and online access to both teacher and student editions for K-8. Teachers are also provided with access to Examview which allows teachers to create assessments for students.

Pearson	
Program Type	Core
School Type	High School
Description	High school students are required to take Biology and two equally rigorous courses which may include Environmental Science, Physical Science, Physics, and/or Chemistry. Each high school has a slightly different program for science based on the needs of the student population which may include AP, IB, AICE, Advanced, and or Honors science courses.

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.

To support district-wide implementation, alignment and pacing of standards-based instructional programs, SLPS provides instructional routines for math and literacy; pacing guides (scope and sequence documents) for math, science, and social studies; ELA Integrated and Literacy Units of Study (ELA, Science and Social Studies integration); Instructional Sequence Calendars (ISC); and ELA and Math toolkits. Focus and Priority schools have access to the ELA unwrapped standards spiral.

School-based administrators and their supervisors (Executive Directors of Schools) routinely examine the implementation and maintenance of standards-based programs (core instructional and intervention) from planning to instructional delivery through lesson plan checks and classroom observations. Fidelity and effectiveness is monitored and documented with standards-relevant trend data ratings in BloomBoard and on the classroom walkthrough tool used with Focus and Priority schools.

Moreover, District-created progress monitoring assessments (Comprehensives, Informatives, Science and Social Studies) aid in the awareness of effective instruction and mastery of content. SLPS recently moved to implement I-Ready as a tool to gather student data aligned to standards at DA schools and Title 1.

Whenever there is evidence of poor implementation, school-based and district leadership teams provide feedback that a given strategy is failing to reduce barriers to school improvement plan goals.

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?
No

a. Link to Student Progression Plan

http://www.stlucie.k12.fl.us/pdf/StudentProgressionPlanElementary.pdf

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

The availability of trend data stored in the SLPS data warehouse system allows for the data of a student to be transferred along with the student when transitioning from one school to another. This data serves as an instructional guidance tool that supports the individual's differentiated learning needs. In addition, the adoption of district-wide resource materials and progress monitoring tools as well as access to district-wide curriculum modules available through the District's learning management system allow for a smoother transition when students transfer.

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.

No

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.

N/A

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.

N/A

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

G2.   If School Renewal and school-based administrators work collaboratively to develop school leaders, assure school-wide systems of operation, offer job-embedded professional development, and monitor the implementation of the School Improvement Plan, then schools will 1) operate as professional learning communities, 2) build capacity, and 3) engage in data-driven, standards-based decision making—all of which will help teachers to differentiate instruction and enable all students to learn.

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.

G2. If School Renewal and school-based administrators work collaboratively to develop school leaders, assure school-wide systems of operation, offer job-embedded professional development, and monitor the implementation of the School Improvement Plan, then schools will 1) operate as professional learning communities, 2) build capacity, and 3) engage in data-driven, standards-based decision making—all of which will help teachers to differentiate instruction and enable all students to learn. `1a`

🔍 G044267

Targets Supported `1b`

Focus	Indicator	Year	Target
All D Schools	FSA ELA Achievement	2017-18	30.0
All D Schools	FSA Mathematics Achievement	2016-17	35.0
All D Schools	Math Gains	2016-17	50.0
All D Schools	ELA/Reading Gains	2016-17	50.0
All D Schools	Math Lowest 25% Gains	2016-17	50.0
All D Schools	ELA/Reading Lowest 25% Gains	2016-17	50.0
All D Schools	FCAT 2.0 Science Proficiency	2016-17	35.0
All DA Monitoring Schools	Civics EOC Pass	2016-17	60.0
District-Wide	U.S. History EOC Pass	2016-17	60.0
All D Schools	Algebra I EOC Pass Rate	2016-17	95.0
District-Wide	Certified in Field	2016-17	85.0
District-Wide	Highly Qualified Teachers	2016-17	85.0

District-Wide

Targeted Barriers to Achieving the Goal `3`

- Barrier #1: Students are not demonstrating "mastery of" or "proficiency with" the full intent and rigor of the standards in significant quantities or percentages.

- Barrier #2: There are student achievement gaps in Literacy as evidenced by struggling readers who are reading below appropriate grade level and are not able to access grade level standards in ELA, Math, Science, and Social Studies (secondary).

- Barrier #3: It is a challenge to recruit and retain highly qualified teachers and instructional coaches with proven records of increasing learning gains to lower performing schools.

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

- Instructional Sequence Calendars that outline standards-driven instruction.

- Planning tools and Toolboxes that help the teacher understand the standard, how to teach it, and the student actions that should be exhibited to determine mastery.

- Curriculum and Instructional specialists providing on-site support at targeted schools.

- Canvas/Scope and Sequences

- Test Specs

- SLPS Framework for Quality Instruction

- School Based Coaches

- Monthly subject area Coaches Meetings

- Implementation of I-Ready.

- Unify for online assessments
- Toolboxes for Reading Literature/Reading Informational Standards
- Toolboxes for Mathematics Standards
- Leveled Literacy Intervention Program
- Financial Incentives and grants

Plan to Monitor Progress Toward G2. `8`

District unit assessment, iReady, and other District-determined assessment data will be collected to review cluster data to note trends. Data chats will be conducted between 1) district administration and school administration; 2) school administration and teachers; and 3) teachers and students following progress monitoring assessments. The following personnel will arrange data chats following progress monitoring assessments: 1) Deputy Superintendent oversees data chats between district and school administration; 2) Principal oversees data chats between school administration and teachers; and 3) Teachers oversee data chats between teachers and students.

Person Responsible
Helen Wild

Schedule
Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion
Attendance Rosters and/or Action Plans;

Plan to Monitor Progress Toward G2. `8`

Growth Target: By June 2018, schools identified in DA categories —Focus (D) or Priority (F)—will increase their performance significantly in ELA, Mathematics, Science, Social Studies, and/or Acceleration Success in order to exit their DA statuses as evidenced by earning a C or better (41%-53% or more of the points available for the various school grade components). All other schools should aim to increase a letter grade by obtaining a school grade of A (62%-100%) or B (54%-61%).

Person Responsible
Cecilia Martin

Schedule
On 5/25/2018

Evidence of Completion
2017-2018 School grades

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G2. If School Renewal and school-based administrators work collaboratively to develop school leaders, assure school-wide systems of operation, offer job-embedded professional development, and monitor the implementation of the School Improvement Plan, then schools will 1) operate as professional learning communities, 2) build capacity, and 3) engage in data-driven, standards-based decision making—all of which will help teachers to differentiate instruction and enable all students to learn. `1`

🔑 G044267

G2.B1 Barrier #1: Students are not demonstrating "mastery of" or "proficiency with" the full intent and rigor of the standards in significant quantities or percentages. `2`

🔑 B198716

G2.B1.S1 Strategy #1: Prepare all students to meet or exceed appropriate grade level proficiency by implementing the instructional core with fidelity. I) Literacy Routine (reading and writing) A) Incorporate Literacy Components 1) Phonemic Awareness 2) Decoding 3) Fluency 4) Vocabulary 5) Comprehension 6) Implement the Core B) 90-Minute Block 1) Whole Group a) "On Grade" Level b) Standards-based c) Complex Text (RI & RL) 2) Small Group a) Meet individual student needs b) Data-Driven i) Plethora of Data Resources ii) Reading Running Records iii) NLC (older resources) iv) i-Ready v) Leveled Reading Instruction vi) District Text Sets C) 60-Minute Block 1) Writing a) Process Writing (45 minutes) i) Text-Based ii) Same text from Whole Group: Already Marked, Already Analyzed iii) Plan, Revise, Edit, Publish iv) Reserve "Cold Read" text for assessment prompts b) Language Standards (15 minutes) i) Grammar, Conventions of Language D) 30-Minute Block 1) Content: Science/Social Studies a) Same Complex Text from RI Whole Group b) Experiment; Hypothesize II) Daily Enrichment/Intervention (30-Minute Block) III) Read Aloud/Independent Reading (15-Minute Block) IV) Mathematics Routine (60-Minute Block) V) Professional Learning Community/Lesson Study 1) Collaborative Planning Reflection: 2) Protocol for Continuous Improvement through Data Analysis `4`

🔑 S210344

Strategy Rationale

Implement the instructional core (Tier 1 and Tier 1 Supplemental) with fidelity in order to prepare all students to meet or exceed appropriate grade level proficiency.

Action Step 1 `5`

Form a professional learning community/lesson study; conduct collaborative planning reflections; use a continuous improvement data protocol to analyze student data in order to improve teaching and learning.

Person Responsible

Helen Wild

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Attendance roster; reflections; and/or data-based decision logs indicating targeted teaching and learning behavior for improvement

Action Step 2 5

Collaboratively plan quality lessons and "checks for understanding tasks" that meet the full intent of grade level content standards: ELA, Math, Science, Social Studies.

Person Responsible

Cecilia Martin

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Attendance roster; lesson plans with incorporated tasks

Action Step 3 5

Transfer, deliver, and provide quality instruction and student-centered tasks that meet the full intent of grade level content standards: ELA, Math, Science, Social Studies. FEEDBACK TO STUDENTS IS CRITICAL

Person Responsible

Cecilia Martin

Schedule

Daily, from 8/28/2017 to 5/25/2018

Evidence of Completion

Attendance roster; School-based, District-based, and State-based classroom walkthrough data and observation reports/logs.

Action Step 4 5

Teachers will pose high quality higher order thinking questions and problems designed to promote critical, independent, and creative thinking aligned to the Higher Order Thinking Questions of the content standards. FEEDBACK TO STUDENTS IS CRITICAL

Person Responsible

Cecilia Martin

Schedule

Daily, from 8/28/2017 to 5/25/2018

Evidence of Completion

School-based, District-based, and State-based classroom walkthrough data and observation reports/logs.

Action Step 5 5

Teachers will check for understanding throughout the lesson using informal, deliberate methods to determine students' progression of mastery towards the standard. FEEDBACK TO STUDENTS IS CRITICAL

Person Responsible

Cecilia Martin

Schedule

Daily, from 8/28/2017 to 5/25/2018

Evidence of Completion

School-based, District-based, and State-based classroom walkthrough data and observation reports/logs.

Action Step 6 5

Teachers will orchestrate conversation and implement tasks that incorporate student accountable talk to show, tell, explain, and prove reasoning regarding understanding of the targeted standard.

Person Responsible

Cecilia Martin

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

School-based, District-based, and State-based classroom walkthrough data and observation reports/logs.

Action Step 7 5

Teachers will differentiate instruction (content, process, or product) based on student needs in progression towards mastery of the standard.

Person Responsible

Cecilia Martin

Schedule

Daily, from 8/28/2017 to 5/25/2018

Evidence of Completion

School-based, District-based, and State-based classroom walkthrough data and observation reports/logs.

Action Step 8 5

For District progress monitoring purposes, administer the common unit assessments.

Person Responsible

Michelle Herrington

Schedule

Every 3 Weeks, from 8/28/2017 to 5/25/2018

Evidence of Completion

Performance Matters report

Action Step 9 5

Following progress monitoring assessments, conduct data chats between district administration and school administration

Person Responsible

Helen Wild

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Attendance Roster, Action Plan

Action Step 10 5

Following progress monitoring assessments, conduct data chats between school administration and teachers.

Person Responsible

Cecilia Martin

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Attendance Roster, Action Plan, Evidence of data-based differentiation

Action Step 11 5

Following progress monitoring assessments, conduct data chats between teachers and students.

Person Responsible

Michelle Herrington

Schedule

Quarterly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Evidence of "data tracking", data chats, and student-teacher data conferencing

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

Instructional Reviews: School Renewal will collaborate with school-based administrators to review each school's action plan and/or visual SIP

Person Responsible

Cecilia Martin

Schedule

Triannually, from 8/28/2017 to 5/25/2018

Evidence of Completion

Instructional Review Summaries

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

Instructional Reviews: review classroom walk-through rating data to monitor for effectiveness of the action plan

Person Responsible

Cecilia Martin

Schedule

Triannually, from 8/28/2017 to 5/25/2018

Evidence of Completion

Instructional Review Summaries; classroom walk-through data

G2.B2 Barrier #2: There are student achievement gaps in Literacy as evidenced by struggling readers who are reading below appropriate grade level and are not able to access grade level standards in ELA, Math, Science, and Social Studies (secondary). `2`

🔑 B180867

G2.B2.S1 Strategy #1: Use a data protocol to identify academic needs of individual student and meet the identified needs using a Multi-Tiered System of Supports (MTSS) and implement: 1) during the Daily Enrichment/Intervention Block (30 minutes) and 2) during small group instruction. Frequently monitor "remediatied" areas of student deficiencies as documented by student achievement data. For literacy deficiencies, implement a K-2 Literacy Intervention—a long-term investment that should see returns in grades 3-5 (school may start with reading running records contained in Journeys). Also, use research-based strategies to remediate Math, Science, Social Studies deficiencies. `4`

🔑 S210345

Strategy Rationale

Rationale: Implement Interventions for Tier 2 and Tier 3 instruction (MTSS, Small Group Instruction, etc.) with fidelity. In order to efficiently improve teaching and learning in all content areas, teachers must administer frequent formative assessments, deliver timely feedback to students, and make adjustments to instruction accordingly between district unit assessments. Formative assessments include checks for understanding (standards-based tasks such as exit slips, graphic organizers, think-pair share, reciprocal teaching, quizzes, math fluency skills checks, etc.), high quality higher order thinking questions, and may incorporate student accountable talk.

Action Step 1 `5`

Implement the Florida's Continuous Improvement Model (FCIM), or another comprehensive, data-based, problem-solving framework, in Priority and Focus schools, to identify the academic needs of individual students and meet the identified needs using a Multi-Tiered System of Supports (MTSS).

Person Responsible

Cecilia Martin

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Performance Matters reports; PLC and lesson study attendance rosters, coach observation logs; MTSS plan with district- and school-level protocols; District data review process and calendar; District and school data chat process, forms, and calendars; Revised district pacing guides; Revised school focus calendars

Action Step 2 5

Administer diagnostic assessments: iReady, reading running records, etc.

Person Responsible

Cecilia Martin

Schedule

Triannually, from 8/28/2017 to 5/25/2018

Evidence of Completion

iReady reports, reading running records

Action Step 3 5

Use assessment data to form intervention groups.

Person Responsible

Michelle Herrington

Schedule

On 5/25/2018

Evidence of Completion

Anecdotal notes and data based rationale for group formations; iReady reports; reading running records

Action Step 4 5

Provided differentiated instruction to each group: guiding reading instruction using a reading intervention curriculum

Person Responsible

Michelle Herrington

Schedule

Daily, from 8/28/2017 to 5/25/2018

Evidence of Completion

Evidence of Completion: Formal/Informal observations; School-based, District-based, and State-based classroom walkthrough data and observation reports/logs.

Action Step 5 `5`

Progress monitor for response to intervention and growth

Person Responsible

Cecilia Martin

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Student performance data: teacher-developed, district-developed, reading running records, math fluency checks

Action Step 6 `5`

Repeat steps 1-5, when growth is detected. Otherwise, problem-solve to create and implement new action steps.

Person Responsible

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Attendance roster

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

Instructional Reviews: School Renewal will collaborate with school-based administrators to review each school's action plan and/or visual SIP

Person Responsible

Cecilia Martin

Schedule

Triannually, from 9/26/2016 to 5/22/2017

Evidence of Completion

Instructional Review Summaries

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

Instructional Reviews: review classroom walk-through rating data

Person Responsible

Cecilia Martin

Schedule

Triannually, from 9/26/2016 to 5/22/2017

Evidence of Completion

Instructional Review Summaries; Classroom Walk-Through data ratings

G2.B3 Barrier #3: It is a challenge to recruit and retain highly qualified teachers and instructional coaches with proven records of increasing learning gains to lower performing schools. [2]

🔑 B198717

G2.B3.S1 Strategy #1: The district shall create and maintain a pool of highly qualified reading, mathematics, and science teachers and instructional coaches to serve in Differentiated Accountability schools. [4]

🔑 S210346

Strategy Rationale

No justification needed

Action Step 1 [5]

The district shall not assign to Focus or Priority schools a higher percentage than the school district average of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers, pursuant to section 1012.2315(2)(a), Florida Statutes.

Person Responsible

Schedule

Semiannually, from 8/15/2016 to 1/16/2017

Evidence of Completion

Position control document for each vacant position; Data comparing percentage of temporarily certified, "needs improvement," or out-of-field teachers at Focus or Priority schools to district averages

Action Step 2 [5]

The district shall develop a plan to encourage teachers and instructional coaches with a record of increasing learning gains to remain at or transfer to lower performing schools.

Person Responsible

Schedule

Semiannually, from 7/15/2016 to 12/15/2016

Evidence of Completion

List of recruitment efforts

Action Step 3 [5]

The district shall ensure the school is fully staffed by the first day of school.

Person Responsible

Schedule

On 8/16/2016

Evidence of Completion

Position control document for each vacant position;Plan for filling the position(s) in a timely manner; List of highly-qualified candidates in pool

Action Step 4 [5]

The district shall ensure mid-year vacancies are filled.

Person Responsible

Schedule

On 12/16/2016

Evidence of Completion

Position control document for each vacant position; Plan for filling the position(s) in a timely manner; List of highly-qualified candidates in pool

Plan to Monitor Fidelity of Implementation of G2.B3.S1 [6]

Monthly District and Region III Collaboration Meetings

Person Responsible

Helen Wild

Schedule

Monthly, from 9/22/2016 to 4/20/2017

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Monthly District and Region III Collaboration Meetings

Person Responsible

Helen Wild

Schedule

Monthly, from 9/22/2016 to 4/20/2017

Evidence of Completion

Instructional Roster of Teachers and Coaches indicating status: certified, full-time, substitute, etc.

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					
G2.B3.S1.A3 🔍 A262153	The district shall ensure the school is fully staffed by the first day of school.		8/15/2016	Position control document for each vacant position;Plan for filling the position(s) in a timely manner; List of highly-qualified candidates in pool	8/16/2016 one-time
G2.B3.S1.A2 🔍 A262152	The district shall develop a plan to encourage teachers and instructional coaches with a record of...		7/15/2016	List of recruitment efforts	12/15/2016 semiannually
G2.B3.S1.A4 🔍 A262154	The district shall ensure mid-year vacancies are filled.		12/15/2016	Position control document for each vacant position; Plan for filling the position(s) in a timely manner; List of highly-qualified candidates in pool	12/16/2016 one-time
G2.B3.S1.A1 🔍 A262151	The district shall not assign to Focus or Priority schools a higher percentage than the school...		8/15/2016	Position control document for each vacant position; Data comparing percentage of temporarily certified, "needs improvement," or out-of-field teachers at Focus or Priority schools to district averages	1/16/2017 semiannually
G2.B3.S1.MA1 🔍 M253193	Monthly District and Region III Collaboration Meetings	Wild, Helen	9/22/2016	Instructional Roster of Teachers and Coaches indicating status: certified, full-time, substitute, etc.	4/20/2017 monthly
G2.B3.S1.MA1 🔍 M253190	Monthly District and Region III Collaboration Meetings	Wild, Helen	9/22/2016	Meeting minutes	4/20/2017 monthly
G2.B1.S1.A11 🔍 A262143	Following progress monitoring assessments, conduct data chats between teachers and students.	Herrington, Michelle	9/5/2016	Evidence of "data tracking", data chats, and student-teacher data conferencing	5/19/2017 quarterly
G2.B2.S1.MA1 🔍 M253192	Instructional Reviews: review classroom walk-through rating data	Martin, Cecilia	9/26/2016	Instructional Review Summaries; Classroom Walk-Through data ratings	5/22/2017 triannually
G2.B2.S1.MA1 🔍 M253189	Instructional Reviews: School Renewal will collaborate with school-based administrators to review...	Martin, Cecilia	9/26/2016	Instructional Review Summaries	5/22/2017 triannually
G2.MA1 🔍 M099194	District unit assessment, iReady, and other District-determined assessment data will be collected...	Wild, Helen	8/28/2017	Attendance Rosters and/or Action Plans;	5/25/2018 monthly
G2.MA2 🔍 M099247	Growth Target: By June 2018, schools identified in DA categories —Focus (D) or Priority (F)—will...	Martin, Cecilia	8/28/2017	2017-2018 School grades	5/25/2018 one-time
G2.B1.S1.MA1 🔍 M253191	Instructional Reviews: review classroom walk-through rating data to monitor for effectiveness of...	Martin, Cecilia	8/28/2017	Instructional Review Summaries; classroom walk-through data	5/25/2018 triannually
G2.B1.S1.MA1 🔍 M253187	Instructional Reviews: School Renewal will collaborate with school-based administrators to review...	Martin, Cecilia	8/28/2017	Instructional Review Summaries	5/25/2018 triannually
G2.B1.S1.A1 🔍 A262133	Form a professional learning community/lesson study; conduct collaborative planning reflections;...	Wild, Helen	8/28/2017	Attendance roster; reflections; and/or data-based decision logs indicating targeted teaching and learning behavior for improvement	5/25/2018 monthly
G2.B1.S1.A2 🔍 A262134	Collaboratively plan quality lessons and "checks for understanding tasks" that meet the full intent...	Martin, Cecilia	8/28/2017	Attendance roster; lesson plans with incorporated tasks	5/25/2018 weekly
G2.B1.S1.A3 🔍 A262135	Transfer, deliver, and provide quality instruction and student-centered tasks that meet the full...	Martin, Cecilia	8/28/2017	Attendance roster; School-based, District-based, and State-based classroom walkthrough data and observation reports/logs.	5/25/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A4 A262136	Teachers will pose high quality higher order thinking questions and problems designed to promote...	Martin, Cecilia	8/28/2017	School-based, District-based, and State-based classroom walkthrough data and observation reports/logs.	5/25/2018 daily
G2.B1.S1.A5 A262137	Teachers will check for understanding throughout the lesson using informal, deliberate methods to...	Martin, Cecilia	8/28/2017	School-based, District-based, and State-based classroom walkthrough data and observation reports/logs.	5/25/2018 daily
G2.B1.S1.A6 A262138	Teachers will orchestrate conversation and implement tasks that incorporate student accountable...	Martin, Cecilia	8/28/2017	School-based, District-based, and State-based classroom walkthrough data and observation reports/logs.	5/25/2018 weekly
G2.B1.S1.A7 A262139	Teachers will differentiate instruction (content, process, or product) based on student needs in...	Martin, Cecilia	8/28/2017	School-based, District-based, and State-based classroom walkthrough data and observation reports/logs.	5/25/2018 daily
G2.B1.S1.A8 A262140	For District progress monitoring purposes, administer the common unit assessments.	Herrington, Michelle	8/28/2017	Performance Matters report	5/25/2018 every-3-weeks
G2.B1.S1.A10 A262142	Following progress monitoring assessments, conduct data chats between school administration and...	Martin, Cecilia	8/28/2017	Attendance Roster, Action Plan, Evidence of data-based differentiation	5/25/2018 quarterly
G2.B2.S1.A1 A262145	Implement the Florida's Continuous Improvement Model (FCIM), or another comprehensive, data-based,...	Martin, Cecilia	8/28/2017	Performance Matters reports; PLC and lesson study attendance rosters, coach observation logs; MTSS plan with district- and school-level protocols; District data review process and calendar; District and school data chat process, forms, and calendars; Revised district pacing guides; Revised school focus calendars	5/25/2018 quarterly
G2.B2.S1.A2 A262146	Administer diagnostic assessments: iReady, reading running records, etc.	Martin, Cecilia	8/28/2017	iReady reports, reading running records	5/25/2018 triannually
G2.B2.S1.A3 A262147	Use assessment data to form intervention groups.	Herrington, Michelle	8/28/2017	Anecdotal notes and data based rationale for group formations; iReady reports; reading running records	5/25/2018 one-time
G2.B2.S1.A4 A262148	Provided differentiated instruction to each group: guiding reading instruction using a reading...	Herrington, Michelle	8/28/2017	Evidence of Completion: Formal/ Informal observations; School-based, District-based, and State-based classroom walkthrough data and observation reports/logs.	5/25/2018 daily
G2.B2.S1.A5 A262149	Progress monitor for response to intervention and growth	Martin, Cecilia	8/28/2017	Student performance data: teacher-developed, district-developed, reading running records, math fluency checks	5/25/2018 monthly
G2.B2.S1.A6 A262150	Repeat steps 1-5, when growth is detected. Otherwise, problem-solve to create and implement new...		8/28/2017	Attendance roster	5/25/2018 quarterly
G2.B1.S1.A9 A262141	Following progress monitoring assessments, conduct data chats between district administration and...	Wild, Helen	9/5/2017	Attendance Roster, Action Plan	6/1/2018 quarterly

V. Professional Development Opportuntities

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

G2. If School Renewal and school-based administrators work collaboratively to develop school leaders, assure school-wide systems of operation, offer job-embedded professional development, and monitor the implementation of the School Improvement Plan, then schools will 1) operate as professional learning communities, 2) build capacity, and 3) engage in data-driven, standards-based decision making—all of which will help teachers to differentiate instruction and enable all students to learn.

G2.B1 Barrier #1: Students are not demonstrating "mastery of" or "proficiency with" the full intent and rigor of the standards in significant quantities or percentages.

G2.B1.S1 Strategy #1: Prepare all students to meet or exceed appropriate grade level proficiency by implementing the instructional core with fidelity. I) Literacy Routine (reading and writing) A) Incorporate Literacy Components 1) Phonemic Awareness 2) Decoding 3) Fluency 4) Vocabulary 5) Comprehension 6) Implement the Core B) 90-Minute Block 1) Whole Group a) "On Grade" Level b) Standards-based c) Complex Text (RI & RL) 2) Small Group a) Meet individual student needs b) Data-Driven i) Plethora of Data Resources ii) Reading Running Records iii) NLC (older resources) iv) i-Ready v) Leveled Reading Instruction vi) District Text Sets C) 60-Minute Block 1) Writing a) Process Writing (45 minutes) i) Text-Based ii) Same text from Whole Group: Already Marked, Already Analyzed iii) Plan, Revise, Edit, Publish iv) Reserve "Cold Read" text for assessment prompts b) Language Standards (15 minutes) i) Grammar, Conventions of Language D) 30-Minute Block 1) Content: Science/Social Studies a) Same Complex Text from RI Whole Group b) Experiment; Hypothesize II) Daily Enrichment/Intervention (30-Minute Block) III) Read Aloud/Independent Reading (15-Minute Block) IV) Mathematics Routine (60-Minute Block) V) Professional Learning Community/Lesson Study 1) Collaborative Planning Reflection: 2) Protocol for Continuous Improvement through Data Analysis

PD Opportunity 1

Teachers will orchestrate conversation and implement tasks that incorporate student accountable talk to show, tell, explain, and prove reasoning regarding understanding of the targeted standard.

Facilitator

Natasha Rodriquez and Didi Campbell

Participants

teachers as identified

Schedule

Weekly, from 8/28/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G2.B1.S1.A1	Form a professional learning community/lesson study; conduct collaborative planning reflections; use a continuous improvement data protocol to analyze student data in order to improve teaching and learning.	$0.00
2	G2.B1.S1.A10	Following progress monitoring assessments, conduct data chats between school administration and teachers.	$0.00
3	G2.B1.S1.A11	Following progress monitoring assessments, conduct data chats between teachers and students.	$0.00
4	G2.B1.S1.A2	Collaboratively plan quality lessons and "checks for understanding tasks" that meet the full intent of grade level content standards: ELA, Math, Science, Social Studies.	$0.00
5	G2.B1.S1.A3	Transfer, deliver, and provide quality instruction and student-centered tasks that meet the full intent of grade level content standards: ELA, Math, Science, Social Studies. FEEDBACK TO STUDENTS IS CRITICAL	$0.00
6	G2.B1.S1.A4	Teachers will pose high quality higher order thinking questions and problems designed to promote critical, independent, and creative thinking aligned to the Higher Order Thinking Questions of the content standards. FEEDBACK TO STUDENTS IS CRITICAL	$0.00
7	G2.B1.S1.A5	Teachers will check for understanding throughout the lesson using informal, deliberate methods to determine students' progression of mastery towards the standard. FEEDBACK TO STUDENTS IS CRITICAL	$0.00
8	G2.B1.S1.A6	Teachers will orchestrate conversation and implement tasks that incorporate student accountable talk to show, tell, explain, and prove reasoning regarding understanding of the targeted standard.	$0.00
9	G2.B1.S1.A7	Teachers will differentiate instruction (content, process, or product) based on student needs in progression towards mastery of the standard.	$0.00
10	G2.B1.S1.A8	For District progress monitoring purposes, administer the common unit assessments.	$0.00
11	G2.B1.S1.A9	Following progress monitoring assessments, conduct data chats between district administration and school administration	$0.00
12	G2.B2.S1.A1	Implement the Florida's Continuous Improvement Model (FCIM), or another comprehensive, data-based, problem-solving framework, in Priority and Focus schools, to identify the academic needs of individual students and meet the identified needs using a Multi-Tiered System of Supports (MTSS).	$0.00
13	G2.B2.S1.A2	Administer diagnostic assessments: iReady, reading running records, etc.	$0.00
14	G2.B2.S1.A3	Use assessment data to form intervention groups.	$0.00
15	G2.B2.S1.A4	Provided differentiated instruction to each group: guiding reading instruction using a reading intervention curriculum	$0.00
16	G2.B2.S1.A5	Progress monitor for response to intervention and growth	$0.00
17	G2.B2.S1.A6	Repeat steps 1-5, when growth is detected. Otherwise, problem-solve to create and implement new action steps.	$0.00

18	G2.B3.S1.A1	The district shall not assign to Focus or Priority schools a higher percentage than the school district average of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers, pursuant to section 1012.2315(2)(a), Florida Statutes.	$0.00
19	G2.B3.S1.A2	The district shall develop a plan to encourage teachers and instructional coaches with a record of increasing learning gains to remain at or transfer to lower performing schools.	$0.00
20	G2.B3.S1.A3	The district shall ensure the school is fully staffed by the first day of school.	$0.00
21	G2.B3.S1.A4	The district shall ensure mid-year vacancies are filled.	$0.00
		Total:	$0.00