



Pam Stewart, Commissioner

## 2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 17 - Escambia

Mr. Malcolm Thomas, Superintendent  
Melissa Ramsey, Region 1 Executive Director

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## Current District Status

### Supportive Environment

#### Mission and Vision

##### District Mission Statement

The mission of the Escambia County School District is to provide an environment that creates opportunities for all students to achieve their highest potential while building a foundation for continuous learning.

##### District Vision Statement

Create a District where parents want to send their children, students want to learn, teachers want to teach, and employees want to work.

#### Supports for School Improvement

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

The district leadership team conducts a needs assessment in the spring of each year, structuring grant applications to support identified goals. Both district and school needs are addressed by Curriculum and Instruction Directors with input from content specialists. Budgets are then prepared which are equitable and fair to all schools with supplementary dollars targeting schools with the highest poverty rankings and those with student assessment scores below proficiency levels as determined by Florida's assessment system. The budget allocations are then released to the schools for discussion and decision-making with staff and School Advisory Councils. The budgets are then entered into the district system. Oversight of this process is monitored by the Assistant Superintendent for Curriculum and Instruction, with input from Directors who manage the programs, including Title I Parts A and C and related services, Titles II, III, X, and the Reading Allocation. Support for Literacy Coaches and Instructional Coaches in identified schools and extended day activities as described in Florida Statutes are funded through a combination of SAI, Reading Allocation, IDEA and Title I dollars.

**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 Assistant Superintendent for Finance oversees the budgeted resources for the District and works closely with the Assistant Superintendent of Curriculum and Instruction. All staffing and budgets are reviewed by the level Directors and Assistant Superintendents. Other resources, such as computer hardware and software, are monitored by the Assistant Superintendents and the District Leadership Team. Supplementary funding and other resources are allocated based on federal guidance for schools serving concentrations of students living in poverty. Standard Operating Procedures are in place which verify equitable distribution of all resources.

**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**

The plan for 2015-16 school year has been modified and has resulted in an increase in attention to the progress of the Focus and Priority schools in the district. For 2015-16 the District will continue with the following components: 1. Use of Discovery Education and district identified probes to track and monitor student progress by teacher and school. 2. Use of the Escambia Educators Evaluation (E3) to track and monitor teacher effectiveness 3. Use of Vibe to hold instructional coaches accountable. 4. Support of instructional coaches through District funding and professional learning. 5. Evaluation of principals/assistant principals of DA schools using the school-based administrator evaluation system, (also a part of the E-3 system). 6. Support to schools has been tiered based on a rubric developed by the District Leadership Team for the district. 7. Close monitoring of school progress will be a function of the District Leadership Team and the Superintendent with regular meetings and school visits. The turnaround team will be responsible for the implementation of the DIAP for the 2015-16 school year.

**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**

Schools who must implement a district-managed turnaround model will have limited operational flexibility over staffing, scheduling, and budgeting which is defined in Chapter 1 Section 1.19 of the District Policy and Procedures Book. Oversight will be provided by a designated team of district staff who will provide support and advise the school leadership. Schools will submit requests for support which may fall outside of the staffing allocation table, variations in scheduling, and budgeting revisions. All requests will receive serious considerations. All staff will be selected and hired at the school level, except for instructional coaches and administrators. Those will be selected by the District Leadership Team (DLT). Those elements of flexibility ruled by the Master Contract will be negotiated with the local bargaining agent, Escambia Education Association.

## **Sustainability of Improvement**

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

Discovery Education has been purchased for all schools, and the training and implementation will continue to be supported. Instructional coaches have been selected and assigned based on a rubric ranking proficiency in each assessed area, decreased proficiency levels, the assignment of new administration, support from Differentiated Accountability, and school grade history. Title I, SAI, IDEA, and Reading Allocation funds are identified to fund this initiative. All coaches are provided with training throughout the year along with opportunities for networking to share ideas, support and professional learning which is replicated at the school level. The use of Vibe, an electronic messaging system, allows the team to follow observations by coaches in classrooms. Professional development aimed at the effective use of data to enhance instruction will also be continued.

## **Stakeholder Involvement**

### **PIP Link**

<https://www.floridacims.org/documents/275318>

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

Parents and staff at each school site elect representatives to serve on a School Advisory Council (SAC) each year. Training is provided and the teams meet four times each year. The Superintendent meets quarterly with SAC members and those interested citizens who choose to attend quarterly advertised meetings. Each Title I school submits nominees to the District Parent Involvement Committee. This team identifies parent needs and barriers to participation in student academic support. Strategies for overcoming barriers are also developed by the team. School based parent activities range from report card nights to hands on activities involving parents with their children, test preparation strategies, consultants in the field of parent involvement, informational sessions related to specific content.

Additional activities include:

Training school-wide in Capturing Kids Hearts at target schools,  
Positive Behavior Support,  
Effective Parent Conferencing Skills,  
Strategies for Helping Your Child with Mathematics (Elementary and Secondary sessions),  
Building the capacity of parents to be involved in their children's education seminars,  
Training for office staff to offer excellent customer service,  
Development of a Parent Involvement Plan at each Title I School,  
School-Parent Compact

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

Each school that developed a turnaround plan met with a member of the turnaround team to brainstorm ideas regarding the specific school needs for addressing student achievement. All available options were discussed and shared with the school staff who reached consensus regarding the model to be implemented. Those ideas were then presented to the Superintendent who met with the school leadership team. The Principal shared the selected model and the plan for implementation with the school staff for additional review. The final plan was then completed and sent to the Superintendent for approval.

## **Effective Leadership**

### **District Turnaround Lead**

#### **Employee's Name and Email Address**

Wilson, Denny, dwilson2@escambia.k12.fl.us

#### **Employee's Title**

Director

#### **Employee's Phone Number**

(850) 469-5327

#### **Employee's Phone Extension**

225

#### **Supervisor's Name**

Steve Marcanio

#### **Supervisor's Title**

Assistant Superintendent

## Employee's Role and Responsibilities

The turnaround lead/office for the Escambia County School District is under the oversight of the Director of Continuous Improvement and the Director of Title I. Additional support is provided by the Directors of Elementary and Middle Schools Education.

The responsibilities include assignments of instructional coaches, coordination of curriculum specialists, and development of school improvement plans and actions plans during the school year.

### District Leadership Team:

#### Nowlin, Marcia, [mnowlin@escambia.k12.fl.us](mailto:mnowlin@escambia.k12.fl.us)

**Title** Director

**Phone** 850-5595-6915

**Supervisor's Name** Steve Marcanio

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Director of Title I, Ms. Nowlin collaborates with the Director for continuous Improvement to implement Differentiated Accountability strategies at identified schools, participates in instructional review teams, meets with the FLDOE Differentiated Accountability team to support all DA schools. Supplementary strategies are provided through Title I including training related to poverty, instructional strategies, parent involvement and other services as needed. Support to schools includes direct funding, professional development and support for remedial services for struggling students.

#### Gibowski, Vicki, [vgibowski@escambia.k12.fl.us](mailto:vgibowski@escambia.k12.fl.us)

**Title** Director

**Phone** 850-469-5495

**Supervisor's Name** Steve Marcanio

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities**

#### szafran, teri, [tszafran@escambia.k12.fl.us](mailto:tszafran@escambia.k12.fl.us)

**Title** Director

**Phone**

**Supervisor's Name** Steve Marcanio

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities**

#### Colo, Laura, [lcolo1@escambia.k12.fl.us](mailto:lcolo1@escambia.k12.fl.us)

**Title** Director

**Phone** 595-6915

**Supervisor's Name** Marcia Nowlin

**Supervisor's Title** Director

**Role and Responsibilities**

**Maletsidis, Linda, lmaletsidis@escambia.k12.fl.us**

<b>Title</b>	Director
<b>Phone</b>	850-469-5494
<b>Supervisor's Name</b>	Steve Marcanio
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	

**Joyner, Lisa, ljoyner@escambia.k12.fl.us**

<b>Title</b>	Director
<b>Phone</b>	
<b>Supervisor's Name</b>	Steve Marcanio
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Coordinator of Student Services overseeing School Social Workers, School Psychologists, School Guidance Counselors, and PBS coach.

**Bell, Raymond, rbell@escambia.k12.fl.us**

<b>Title</b>	Director
<b>Phone</b>	
<b>Supervisor's Name</b>	Steve Marcanio
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of Evaluation Services

**Morgan, Lesa, lmorgan@escambia.k12.fl.us**

<b>Title</b>	Director
<b>Phone</b>	
<b>Supervisor's Name</b>	Steve Marcanio
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of High School Education

**Alaback, Brian, balaback@escambia.k12.fl.us**

<b>Title</b>	Director
<b>Phone</b>	(850)469-5347
<b>Supervisor's Name</b>	Steve Marcanio
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	The Director for Professional Learning oversees the activities of the Subject Area Specialists, Training for school employees, the employee evaluation system.

**Wilson, Denny, dwilson2@escambia.k12.fl.us**

<b>Title</b>	Director
<b>Phone</b>	(850)469-5327
<b>Supervisor's Name</b>	Steve Marcanio
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	As Director for Continuous Improvement and School Choice serves as the primary contact for Differentiated Accountability. Mr. Wilson schedules instructional reviews, serves as liaison between the FLDOE support team, the school district team and school leadership for scheduling and supporting activities to improve student achievement.

**Aeppli-Campbell, Kelly, kaepplicampbell@escambia.k12.fl.us**

<b>Title</b>	Other
<b>Phone</b>	850-469-5398
<b>Supervisor's Name</b>	Brian Alaback
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Elementary ELA Specialist

**Barton, Tammy, tbarton@escambia.k12.fl.us**

<b>Title</b>	Other
<b>Phone</b>	850-429-2945
<b>Supervisor's Name</b>	Brian Alaback
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Elementary Mathematics Specialist



**Montgomery, Sheila, smontgomery@escambia.k12.fl.us**

<b>Title</b>	Other
<b>Phone</b>	850-469-5315
<b>Supervisor's Name</b>	Brian Alaback
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Secondary Mathematics Specialist

**Stanley, Nancy, nstanley@escambia.k12.fl.us**

<b>Title</b>	Other
<b>Phone</b>	850-439-2632
<b>Supervisor's Name</b>	Brian Alaback
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Elementary Science Specialist

**Spivey, Brian, bspivey@escambia.k12.fl.us**

<b>Title</b>	Other
<b>Phone</b>	
<b>Supervisor's Name</b>	Brian Alaback
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Secondary ELA Specialist

**Title****Phone****Supervisor's Name****Supervisor's Title****Role and Responsibilities****Bufford, Dynita, dbufford@escambia.k12.fl.us**

<b>Title</b>	Other
<b>Phone</b>	
<b>Supervisor's Name</b>	Brian Alaback
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Primary Grades Specialist

**Walden, Kim, kwalden@escambia.k12.fl.us****Title**

Other

**Phone****Supervisor's Name**

Brian Alaback

**Supervisor's Title**

Director

**Role and Responsibilities**

Secondary Science Specialist

**Educator Quality**

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

Evaluation of school leaders is conducted based on the Charlotte Danielson model of effective practices. Evaluators are required to collect evidence in each domain to document competency. Evidence is recorded in the electronic system and reviewed with the principal/assistant principal as well as the Assistant Superintendent for Curriculum and Instruction. In instances where the school leader is performing below effective on the evaluation, the evaluator provides strategies for improvement along with support and assistance to achieve a higher level of performance. When the expected improvement does not occur, recommendations related to retention or replacement are made to the Assistant Superintendent of Curriculum and Instruction, the Deputy Superintendent and the Superintendent. For the 2015-16 school year, two new assignments have been made in the assistant principalship and one in the principalship of target schools.

**Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes**

The Charlotte Danielson model of effective teaching practices is used to evaluate teachers. The district has a team of Consulting teachers who are assigned to first year teachers as the coach and evaluator. Principals and assistant principals conduct the evidence based evaluation of all other teachers. The evaluator and the teacher together identify student assessment elements to be included in the overall evaluation. Two data elements are included in the overall calculation of effectiveness. In each domain where the teacher is less than effective, strategies for improvement are provided along with support and assistance to increase performance. Beginning teachers who do not score in the effective to highly effective range are not invited to return to the school. Professional services contract teachers who do not effectively implement the strategies for improvement have ninety days of service in which to show improvement, thus avoiding dismissal. Schools implementing the turnaround model have the latitude to recommend transfer for any teacher who scored below the effective level on the previous year's evaluation.

**Public and Collaborative Teaching**

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

The district provides resources which encourage all schools to provide common planning time for all instructional teams as defined in Rule 6A-1.099818(2)(e). FTE funds as well as SAI funds are used to

support sufficient teaching units at each school site. A formula is used to calculate the appropriate allocation of special area teachers/elective units to allow for a master schedule which meets the rule. The master schedule is built in the electronic FOCUS system. District Sparsity units are assigned to schools as needed to meet this requirement when the allocation formula alone does not generate sufficient teaching units.

**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**

Coaching positions are provided using Reading allocation and Title I, Part A funds. Subject Area Specialists, the Director for Continuous Improvement, the Director for Title I and the Director of Professional Learning monitor coaching activities. Each coach completes a log for review by the appropriate Subject Area Specialist, and the school Principal. An electronic message board allows all members of the district Differentiated Accountability Team to monitor classroom visits and feedback to the teachers at each site. The FLDOE support team consults with the district team and schedule curriculum reviews. Observations are conducted to assure effective training is provided at each school site. Each month coaches meet with subject area specialists for training and planning. Problem solving is collaborative and includes FLDOE team members as indicated.

## Ambitious Instruction and Learning

### Instructional Programs

#### Reading

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

#### Writing

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

**Reading Wonders**  
**Step Up to Writing**  
**Six Traits**  
**Thinking Maps**  
**Becoming a Writer**

**Program Type** Core, Supplemental

**School Type** Elementary School, Middle School

**Description** Reading Wonders provides instruction using the Six Traits of writing, focusing on the writing process, conferencing with students and supporting the students as they develop an understanding of the elements that strengthen their written work. Students are given an opportunity to read material, synthesize and draw conclusions from material as they respond to questions, citing supportive evidence from the materials they have read. Step up to Writing and Thinking Maps provide additional organizational structures to assist students in writing in Language Arts as well as content areas. Structures are in place to assist students in planning for writing, editing and revising after conferencing about writing. The district focus is on development of excellent completed works rather than numerous drafts that are not revised to a level of excellence. Becoming a Writer focuses on the process of developing the habits and discipline of a writer, with beating writer's block, reading to improve one's writing and other psychological techniques to support the development of writing skills.

## Mathematics

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

**HMH Go Math**  
**iReady in target schools**  
**Everglades Mathematics for grades 3-8 and Algebra (intensive intervention)**  
**First in Math**  
**Extra Math.org**  
**Moby Max**

**Program Type** Core, Supplemental, Intensive Intervention

**School Type** Elementary School, Middle School, High School

**Description** The Go Math series will serve as source for instruction of Florida Standards for both elementary and middle schools in the 2015-16 school year. State adopted materials have been selected and are used in mathematics courses at the high school level.

## Science

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

**Pearson Interactive Science series**

**Program Type** Core, Supplemental

**School Type** Elementary School, Middle School

**Description** The program will serve as the basis for standards based instruction. Discovery Education Video content and other sources identified by the Subject Area Specialists for Science are used to supplement instruction, incorporating frequent laboratory experiences to support the scientific process and learning through discovery as well as data collection and review.

**Elementary supplemental programs:**

**I Love Science**

**Flight Adventure Deck**

**Roy Hyatt Environmental Center**

**Middle School programs;**

**STEMscopes (FSU grant)**

**Roy Hyatt Environmental Center**

**National Flight Academy (NAS Pensacola)**

**Program Type** Supplemental

**School Type** Elementary School, Middle School

**Description** Elementary supplemental programs:  
 I Love Science - for 5th grade students. Lessons are presented by community volunteers.  
 Flight Adventure Deck - At NAS Pensacola. A science/mathematics summer program  
 Roy Hyatt Environmental Center - A center supported by two teachers which focuses on environmental science  
 Middle School programs;  
 STEMscopes (FSU grant) which supports professional learning of science content for teachers  
 Roy Hyatt Environmental Center - offers laboratory experiences for middle school students in the field  
 National Flight Academy (NAS Pensacola)

**Instructional Alignment and Pacing**

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

The Curriculum and Instruction division is responsible for monitoring all programs. Directors, subject-area specialists, and teachers-on-special assignment work closely with instructional coaches and school administrative staff to evaluate the effectiveness and alignment with Florida Standards. This includes monthly meetings, regular classroom visits, and professional learning activities.

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

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

No

*Provide the hyperlink to the plan*

*Provide the page numbers of the plan that addresses this question*

Across the district, schools are guided by curriculum frameworks, and common instructional materials to assure that students who transition within the school year may enter with an expectation that core instruction at the new school is focused on the same standards being studied at the school of origin, using familiar materials and familiar instructional strategies though not necessarily in the identical way.

For students transitioning from one level to another are provided opportunities to visit the campus to which they will promote, review along with their parents all special programs of study and unique opportunities available to them at the new site and to explore options through School Choice. The School Choice Department sponsors an informational event annually to promote all career academies and magnet programs. Ascending middle school students were offered an opportunity to attend a two week summer session to adjust to the new high school campus, learn about the expectations for behavior, extra curricular activities and study skills to meet the rigor of staying on track to graduate with the entry cohort.

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

Yes

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

*Portfolios are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*

*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:

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#### 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.

### 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 "why" or 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.

## District Improvement Goals

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

### Problem Solving Key

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

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

## Strategic Goals Summary

- G1.** If schools reduce disruptions to instruction due to student misbehavior and time off task by 50% through implementation of the district's multi-tiered system of supports (MTSS) plan and the positive behavior support plans, student academic proficiency will increase.
- G2.** If student engagement and rigor increase, students in all grade levels and all subgroups will meet or exceed state average proficiency scores in all assessed core content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If schools reduce disruptions to instruction due to student misbehavior and time off task by 50% through implementation of the district's multi-tiered system of supports (MTSS) plan and the positive behavior support plans, student academic proficiency will increase. 1a

G055857

### Targets Supported 1b

Focus	Indicator	Year	Target
All DA Schools	One or More Suspensions	2015-16	50.0

### Resources Available to Support the Goal 2

- District MTSS Guidelines/procedure Manual
- FLDOE MTSS Resources, web-based
- District PBS Plan along with school exemplars
- Capturing Kids Hearts training offered annually.
- Training opportunities through FDLRS, ESE

### Targeted Barriers to Achieving the Goal 3

- Many teachers have little understanding of the dynamics for families living in poverty, the norms and rules for survival and lack skills in redirecting student behavior and planning for rigorous, engaging instructional activities.

### Plan to Monitor Progress Toward G1. 8

Referral data including in and out of school suspensions and expulsion/change of placement will be tracked. Florida Assessment results will be reviewed.

#### Person Responsible

Linda Maletsidis

#### Schedule

Quarterly, from 8/17/2015 to 6/30/2016

#### Evidence of Completion

FOCUS reports will indicate successful implementation of MTSS and PBS as reflected in a decrease in the number of incidents and student infractions. Florida Assessment Data for 2014-15.

### Plan to Monitor Progress Toward G1. 8

The sign in sheets for training along with training agendas will be reviewed. Florida Assessment reports

#### Person Responsible

Denny Wilson

#### Schedule

Semiannually, from 8/17/2015 to 6/30/2016

#### Evidence of Completion

Agendas and sign in sheets for training/planning for those activities related to the goal.



**G2.** If student engagement and rigor increase, students in all grade levels and all subgroups will meet or exceed state average proficiency scores in all assessed core content areas. 1a

 G054492

### Targets Supported 1b

Focus	Indicator	Year	Target
All DA Schools	One or More Suspensions	2015-16	50.0
All DA Schools	Effective+ Teachers (Performance Rating)	2015-16	85.0
District-Wide			
District-Wide			
District-Wide			
District-Wide			

### Resources Available to Support the Goal 2

- Research-based instructional materials are used in all content areas.
- Professional development opportunities are provided at the district and school levels..
- Florida Department of Education staff support instructional practices in Differentiated Accountability schools.
- Instructional coaches provide training, model instructional practices, and conference with classroom teachers.
- Subject Area Specialists provide content knowledge and make recommendations for pedagogy to support instruction based on state standards.
- Pacing guides are current and tightly connected to state standards.
- Discovery Education Assessments are used in kindergarten through eighth grade classes to progress monitor and determine next steps for instruction. Video streaming content is provided to support student learning as well as offer opportunities for differentiation of instruction.

### Targeted Barriers to Achieving the Goal 3

- Professional learning opportunities for classroom teachers and school leaders have been limited over time.

### Plan to Monitor Progress Toward G2. 8

The number of training opportunities and the number of participants will be monitored using True North Logic Reporting

#### Person Responsible

Brian Alaback

#### Schedule

Semiannually, from 8/4/2015 to 5/13/2016

#### Evidence of Completion

TNL report of professional learning activities and the listing of participants will be reviewed.

**Plan to Monitor Progress Toward G2.** 8

ELEOT results for each DA school will be reviewed and summarized.

**Person Responsible**

Denny Wilson

**Schedule**

Semiannually, from 1/12/2015 to 6/15/2016

***Evidence of Completion***

Classroom walkthrough reports in VIDBE, E-3 results of effective and/or highly effective

**Plan to Monitor Progress Toward G2.** 8

**Person Responsible**

**Schedule**

***Evidence of Completion***

## District Action Plan for Improvement

### Problem Solving Key


**G** = Goal

**B** =  
Barrier


**S** = Strategy

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

**G1.** If schools reduce disruptions to instruction due to student misbehavior and time off task by 50% through implementation of the district's multi-tiered system of supports (MTSS) plan and the positive behavior support plans, student academic proficiency will increase. **1**


 G055857

**G1.B3** Many teachers have little understanding of the dynamics for families living in poverty, the norms and rules for survival and lack skills in redirecting student behavior and planning for rigorous, engaging instructional activities. **2**

 B140811

**G1.B3.S1** Training for understanding students from poverty will be offered twice during the school year.

**4**

 S153260

### Strategy Rationale

As teachers gain an understanding of the dynamics of poverty, they will have the tools to respond to students and develop classroom procedures and communication skills that will improve the relationships with students and parents

### Action Step 1 **5**

Provide Frameworks for Understanding Poverty Training for teachers and school leaders.

#### Person Responsible

Marcia Nowlin

#### Schedule

Semiannually, from 8/4/2015 to 6/30/2016

#### Evidence of Completion

Fliers, agenda and sign-in sheets will provide documentation of initial training and school-based follow-u[.

**Action Step 2** 5

Positive Behavior Support Plans and MTSS procedures will be developed and reviewed at each school site.

**Person Responsible**

Lisa Joyner

**Schedule*****Evidence of Completion***

Behavior data from the MTSS process will be reviewed and tracked for progress

**Action Step 3** 5

Instructional Coaches and Subject Area Specialists will provide training, modeling and consultation with teachers to support content knowledge, implementation of identified pedagogy and adherence to curriculum frameworks to assure that students have been taught and had opportunity to practice target state standards.

**Person Responsible**

Denny Wilson

**Schedule**

Monthly, from 8/4/2015 to 6/30/2016

***Evidence of Completion***

Instructional coaches and Subject Area Specialists will document using activity logs; campus visits will be recorded in sign-in notebooks on each campus.

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

Reports will be reviewed by district C&I staff

**Person Responsible**

steve marcanio

**Schedule**

Semiannually, from 1/20/2015 to 7/20/2015

***Evidence of Completion***

Referral data as reported in the FOCUS electronic system

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

Reports will be reviewed by district C&I staff

**Person Responsible**

steve marcanio

**Schedule**

Semiannually, from 1/20/2015 to 7/20/2015

***Evidence of Completion***

Referral data as reported in the FOCUS electronic system

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

Florida Assessment Scores will be monitored to track proficiency.

**Person Responsible**

Denny Wilson

**Schedule**


***Evidence of Completion***

There will be an increase in the percent of students meeting proficiency for ELA and mathematics

**G2.** If student engagement and rigor increase, students in all grade levels and all subgroups will meet or exceed state average proficiency scores in all assessed core content areas. **1**

 G054492

**G2.B1** Professional learning opportunities for classroom teachers and school leaders have been limited over time. **2**

 B137393

**G2.B1.S1** Professional learning activities will be scheduled and offered to classroom teachers and school leaders. The training will include lesson planning, use of high order questions, cooperative learning and project based learning opportunities to increase the instructional skills of both teachers and leaders. **4**

 S153112

### Strategy Rationale

The District will focus on increasing the awareness of the impact of planning and high order questioning to increase rigor and, ultimately, student achievement.

### Action Step 1 **5**

Professional learning activities for high yield strategies related to student engagement and planning will be scheduled at school and district levels.

#### Person Responsible

Brian Alaback

#### Schedule

Quarterly, from 7/15/2014 to 7/30/2015

#### Evidence of Completion

True North Logic reports of professional learning opportunities and participation.

### Action Step 2 **5**

PD to Practice will be supported through classroom walkthroughs, conferencing and coaching

#### Person Responsible

Denny Wilson

#### Schedule

Weekly, from 9/2/2014 to 4/24/2015

#### Evidence of Completion

Vibe entries, evidence posted in E-3, the teacher evaluation system

**Action Step 3** 5

District administrators will work alongside FLDOE Differentiated Accountability Coaches to support and assist schools in data analysis, Identifying and maintaining focus for school improvement and assistance in implementation of SIP.

**Person Responsible**

Denny Wilson

**Schedule**

Monthly, from 8/12/2014 to 6/1/2015

***Evidence of Completion***

Activity logs and summary reports will be maintained.

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

Instructional reviews, Superintendent DA update school visits, classroom visits and professional learning logs.

**Person Responsible****Schedule**

Quarterly, from 7/31/2015 to 5/27/2016

***Evidence of Completion***

Each school will present student and teacher data to include implementation of strategies learned through professional development activities and identified "look fors". Professional Learning will review documentation of completion of training modules selected for each site.

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

Members of the DA team will visit each campus regularly to provide support and assistance. Teams will visit classrooms to record the instances of strategy implementation. Data will be reviewed quarterly.

**Person Responsible**

Denny Wilson

**Schedule**

Monthly, from 8/7/2015 to 5/20/2016

***Evidence of Completion***

The Effective Learning Environment Observation Tool (ELEOT) will be used to collect classroom data for review.



## Implementation Timeline

## Professional Development Opportunities

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

**G1.** If schools reduce disruptions to instruction due to student misbehavior and time off task by 50% through implementation of the district's multi-tiered system of supports (MTSS) plan and the positive behavior support plans, student academic proficiency will increase.

**G1.B3** Many teachers have little understanding of the dynamics for families living in poverty, the norms and rules for survival and lack skills in redirecting student behavior and planning for rigorous, engaging instructional activities.

**G1.B3.S1** Training for understanding students from poverty will be offered twice during the school year.

### PD Opportunity 1

Provide Frameworks for Understanding Poverty Training for teachers and school leaders.

#### Facilitator

Dr. Ruby Payne

#### Participants

Teachers and administrators

#### Schedule

Semiannually, from 8/4/2015 to 6/30/2016

## Technical Assistance Items

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

**G1.** If schools reduce disruptions to instruction due to student misbehavior and time off task by 50% through implementation of the district's multi-tiered system of supports (MTSS) plan and the positive behavior support plans, student academic proficiency will increase.

**G1.B3** Many teachers have little understanding of the dynamics for families living in poverty, the norms and rules for survival and lack skills in redirecting student behavior and planning for rigorous, engaging instructional activities.

**G1.B3.S1** Training for understanding students from poverty will be offered twice during the school year.

### PD Opportunity 1

Positive Behavior Support Plans and MTSS procedures will be developed and reviewed at each school site.

#### Facilitator

FDLRS, Marcia Tate, Lisa Joyner

#### Participants

Teachers, Counselors and School Leaders

#### Schedule

### PD Opportunity 2

Instructional Coaches and Subject Area Specialists will provide training, modeling and consultation with teachers to support content knowledge, implementation of identified pedagogy and adherence to curriculum frameworks to assure that students have been taught and had opportunity to practice target state standards.

#### Facilitator

Linda Maletsidis, Brian Alaback, Denny Wilson and Marcia Nowlin

#### Participants

Teachers and leaders in Focus and Prevent schools

#### Schedule

Monthly, from 8/4/2015 to 6/30/2016

**G2.** If student engagement and rigor increase, students in all grade levels and all subgroups will meet or exceed state average proficiency scores in all assessed core content areas.

**G2.B1** Professional learning opportunities for classroom teachers and school leaders have been limited over time.

**G2.B1.S1** Professional learning activities will be scheduled and offered to classroom teachers and school leaders. The training will include lesson planning, use of high order questions, cooperative learning and project based learning opportunities to increase the instructional skills of both teachers and leaders.

### PD Opportunity 1

District administrators will work alongside FLDOE Differentiated Accountability Coaches to support and assist schools in data analysis, Identifying and maintaining focus for school improvement and assistance in implementation of SIP.

#### Facilitator

Denny Wilson, John Cannon, Marcia Nowlin, and district and DOE specialists Teachers an

#### Participants

Teachers and leaders at target Focus and Prevent schools.

#### Schedule

Monthly, from 8/12/2014 to 6/1/2015

### Budget

#### Budget Data

Budget Data			
1	G1.B3.S1.A1	Provide Frameworks for Understanding Poverty Training for teachers and school leaders.	\$0.00
2	G1.B3.S1.A2	Positive Behavior Support Plans and MTSS procedures will be developed and reviewed at each school site.	\$0.00
3	G1.B3.S1.A3	Instructional Coaches and Subject Area Specialists will provide training, modeling and consultation with teachers to support content knowledge, implementation of identified pedagogy and adherence to curriculum frameworks to assure that students have been taught and had opportunity to practice target state standards.	\$0.00
4	G2.B1.S1.A1	Professional learning activities for high yield strategies related to student engagement and planning will be scheduled at school and district levels.	\$0.00
5	G2.B1.S1.A2	PD to Practice will be supported through classroom walkthroughs, conferencing and coaching	\$0.00
6	G2.B1.S1.A3	District administrators will work alongside FLDOE Differentiated Accountability Coaches to support and assist schools in data analysis, Identifying and maintaining focus for school improvement and assistance in implementation of SIP.	\$0.00
Total:			\$0.00