



Pam Stewart, Commissioner

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

57 - Santa Rosa

Mr. Tim Wyrosdick, Superintendent
Melissa Ramsey, Region 1 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

Educate students for success by providing a superior, relevant education.

District Vision Statement

Our students will be productive, successful contributors to society

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 Santa Rosa School District identifies and aligns resources to address needs primarily through two process:

A. Adherence to the District Strategic Improvement Plan and

B. The District MTSS process

A. Adherence to the District Strategic Improvement Plan-

The District Strategic Improvement Plan was developed during the 2013-2014 in response to a recommendation from the SACS-CASI Accreditation review conducted the previous year. The District Strategic Improvement Plan was developed with input from community, business, and school leadership. It encompasses every aspect of the school system: curricular, financial, facilities, and human resources. Each area has data-driven goals with appropriate strategies, assigned data tracking points, and responsible personnel designated. There are also reporting timelines for each, thus incorporating responsibility and ownership.

The District Strategic Improvement Plan is not a static document. It is constantly reviewed and adjusted based upon the most recent data, available resources, state and federal requirements, as well as board policies. More importantly, however, adjustments are made in the District Strategic Improvement Plan based upon data reflective of student achievement and community need.

B. The District MTSS process

The Santa Rosa School District has developed and oversees a rigorous MTSS process for all elementary and secondary schools in the district. The school district has also established a district MTSS process overseen by an elementary MTSS leadership team and a secondary leadership team. These teams are responsible for (a) problem solving when considering district-wide data and trends and (b) overseeing school-level MTSS implementation.

Each of the above processes considers the achievement of every school in the district in allocation of resources. This includes those identified as Focus or Priority schools. The Santa Rosa School District has no Focus schools for the 15-16 school year. However, the district does have 2 Priority schools. Each of these schools receives additional oversight and support by the district. This includes meetings with district staff and school leadership prior to the 15-16 school year beginning to assess needs and problem solve to address barriers to success. The district provides training for all staff at each school on data analysis and the MTSS process. As the year progresses district staff maintains a consistent schedule of visits to ensure appropriate resources have been provided and are being utilized appropriately.

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 Santa Rosa School System conducts an annual review of each school in the district, including all under DA status, to verify appropriate funding and staffing allocations. Grade-level directors and area-specific assistant supervisors scrutinize and adjust allocations based upon need and input from school leadership.

The district also conducts on-site visits at each school three times annually to review the status of strategies described in their School Improvement Plan and monitor compliance with district, state, and federal directives. These meetings are also used to gauge acceptable use of allocated resources and seek input on adjustments to such.

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 district requires face to face articulation meetings between the principals of each feeder school. These meetings are conducted at the conclusion of each school year. A district-created agenda is provided and is to be followed at each meeting. The agenda specifies data points to be discussed and also allows each principal the freedom to add additional points for consideration. Schools are required to submit minutes from each meeting to their respective grade level directors.

The two district MTSS leadership teams assume responsibility for monitoring and problem solving district-wide data and trends. After such analysis district-wide initiatives are put in place to address barriers common to the district's schools.

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

There are no schools in the Santa Rosa School District implementing a District-Managed Turnaround option.

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

The Santa Rosa School District maintains a robust MTSS process that includes required annual professional development for all instructional staff at each school on MTSS as well as required annual professional development for school leadership on MTSS. The district hopes to continue to improve consistency and fidelity of the MTSS process through these annual professional development activities.

The Santa Rosa School District also conducts three school visits to review the School Improvement Plan and MTSS process at each school. While the district has no Focus schools it does have two Priority schools which receive additional monitoring and support during these sessions.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275350>

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

The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;

? Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;

? The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;

? In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];

? If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;

? The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;

? The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools

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

The Santa Rosa School System conducts on-site visits at each school three times annually to review the status of strategies described in their School Improvement Plan and monitor compliance with district, state, and federal directives. These meetings are also used to gauge acceptable use of allocated resources and seek input on adjustments to such. This input from school leaders is used to adjust school-level interventions.

Furthermore, school leaders (principals and assistant principals) are well represented on each of the District MTSS Leadership teams as well as the District Strategic Improvement Plan leadership team. Each of these groups are responsible for implementing and monitoring support of school-level interventions.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Patrick, Sharon, patricks@santarosa.k12.fl.us

Employee's Title

Director

Employee's Phone Number

(850) 983-5065

Employee's Phone Extension

NA

Supervisor's Name

Bill Emerson

Supervisor's Title

Assistant Superintendent

Employee's Role and Responsibilities

Oversee MTSS and all School and District Improvement Processes

District Leadership Team:**Patrick, Sharon, patricks@santarosa.k12.fl.us****Title** Director**Phone** (850) 983-5065**Supervisor's Name** Bill Emerson**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Oversee MTSS and all District and School Improvement Processes**Barber, Karen, barberk@santarosa.k12.fl.us****Title** Director**Phone** 850-983-5000**Supervisor's Name** Bill Emerson**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of Federal Programs**Gunter, David, gunterd@santarosa.k12.fl.us****Title** Director**Phone****Supervisor's Name** Bill Emerson**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of Middle Schools**Petrie, Patti, petriep@santarosa.k12.fl.us****Title** Administrator**Phone****Supervisor's Name** Bill Emerson**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Coordinator of Literacy

Baugus, Jeff, baugusj@santarosa.k12.fl.us

Title	Director
Phone	850-983-5000
Supervisor's Name	Bill Emerson
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Coordinator of Mathematics and Science

Martin, April, martina@santarosa.k12.fl.us

Title	Director
Phone	850-983-5000
Supervisor's Name	Bill Emerson
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Elementary Director

Anderson, Debbie, andersond@santarosa.k12.fl.us

Title	Director
Phone	850-983-5000
Supervisor's Name	Bill Emerson
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	ESE Director

Smith, Sherry, smithsl@santarosa.k12.fl.us

Title	Director
Phone	850-983-5000
Supervisor's Name	Bill Emerson
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Student Services Director

Weeks, Jason, weeksj@santarosa.k12.fl.us

Title	Director
Phone	850-983-5000
Supervisor's Name	Bill Emerson
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of High Schools

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

Administrative placements are made by the Superintendent. He makes this decision based on many factors. Some of these factors include: student achievement data, faculty and parent surveys, annual evaluation conducted by the district elementary director, his personal observations, his understanding of the school and community, the history of academic success of the school and school administration.

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 school principal makes these decisions using the same factors as listed in a above. In addition, instructional employees are evaluated using a district and state approved evaluation system to determine reemployment.

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 amount of time allocated for common planning varies from school to school due to factors such as enrollment and, consequently, the size of the faculty. At a minimum, each principal schedules monthly meetings where the school leadership team meets with each grade level to review data and discuss students. Common planning time is provided daily during special area time at one of the two Focus schools. At each site teachers use common lab times to plan and review lessons as well as to discuss student data and progress.

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

The district has provided both Focus schools Math and Reading coaches. These educators provide coordination of the total instructional program as well as integration of research-based strategies at all levels of instruction.

These coaches are notified of the school status and attend all trainings provided by the Differentiated Accountability department. The Reading Coach works closely with the district and DA coach to provide timely, job embedded professional development through professional learning communities, lesson study, and modeling research based instructional practices in the classrooms. The district literacy coordinator monitors the daily activities of the coach through a shared calendar. Bimonthly meetings are scheduled to collaborate and share professional development successes. Data chats are utilized to measure their impact on instruction.

Furthermore, the district has provided each school with Tier I Math and Reading Academic Intervention Specialists. These positions are funded from the Title I, Part A grant and based solely on need as evidenced by their DA status. District leadership meets at least quarterly with the Tier I team, this includes the math and reading coaches, in order to review progress and problem solve any barriers to effective change.

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:

Santa Rosa does not use an isolated program for writing instruction. The core curriculum programs in English/Language Arts vary by grade level and all utilize writing as an essential component of the reading process. Elementary schools utilize Houghton Mifflin Journeys, middle school has Houghton Mifflin Collections, and high schools align with SpringBoard. All of these core programs use digital components to help teachers score and provide feedback to students.

A team of teachers and reading coaches worked to develop additional writing lessons for grades K-2 to build stamina in writing and foundational skills before the formal writing process begins.

Program Type Core

School Type Elementary School, Middle School, High School

Description

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:

Elementary schools use the state adopted textbook Go Math, Florida by Houghton Mifflin Harcourt which is correlated to the Mathematics Florida Standards.

Program Type Core

School Type Elementary School

Description

Core instruction is supplemented with research based programs such as: SuccessMaker Enterprise, Classworks Gold, STAR Math, Accelerated Mathematics, FASTT Math, I Ready Math and Mathematics Florida Standards preparation materials.

All students participate in mathematics in every class each year.

The district developed mathematics NGSSS to Mathematics Florida Standards Crosswalks to assist teachers in implementing the Mathematics Florida Standards for mathematics while teaching from a Florida Common Core State Standards aligned text.

Intensive intervention is provided in various ways to Level 1 and Level 2 mathematics students some of which are: within the regular class setting, in after school programs, or through pullout programs for these targeted students.

Small group differentiated instruction may also be provided through UWF mentors, under the supervision of the classroom teacher.

Discovery Education Assessment and Discovery Education will be used to identify Mathematical weakness and provide remediation in grades K – 5.

Program Type	Supplemental
School Type	Elementary School
Description	

Middle Schools adopted Big Ideas Mathematics 1, 2, & 3 textbooks and Math Connects Plus 1,2, & 3 for advanced math courses which are correlated to the Florida Next Generation Sunshine State Standards.

Program Type	Core
School Type	Middle School
Description	

The core instruction is supplemented with various research based programs such as: BestQuest, Math'scool and Algebra'scool, SuccessMaker Enterprise, STAR Math, Accelerated Mathematics, and MAFS preparation materials.

All middle school students participate in mathematics classes each year, while at the high school level all students must complete 4 credits of mathematics.

FASTT Math has been implemented at all Middle Schools.

The district developed mathematics pacing guides to assist teachers in implementing the Mathematics Florida Standards.

Flight Adventure Deck Program (a partnership with the National Naval Aviation Museum, Escambia County District Schools, and Santa Rosa County District Schools) is designed to bring classroom and hands-on field experience to students relating mathematics and science concepts to flight for 6th, 7th and 8th grade students. All lessons are written to the grade level Florida Mathematics Standards.

Intensive intervention is provided in various ways to Level 1 and Level 2 mathematics students some of which are: within the regular class setting, in after school programs, or through pullout programs for these targeted students.

Discovery Education Assessment and Discovery Education will be used to identify Mathematical weakness and provide remediation in grades 6 – 8.

Program Type	Supplemental
School Type	Middle School
Description	

High schools each choose from the list of district adopted textbooks which are correlated to the Florida Next Generation Sunshine State Standards.

Program Type	Core
School Type	High School
Description	

The core instruction is supplemented with various research based programs such as: BestQuest, Math'scbool and Algebra'scbool, SuccessMaker Enterprise, STAR Math, and Accelerated Mathematics. At the high school level all students must complete 4 credits of mathematics.

The district has developed mathematics pacing guides for Algebra I, Geometry and Algebra II to assist teachers in implementing the Mathematics Florida Standards

Intensive intervention is provided in various ways to Level 1 and Level 2 mathematics students some of which are: within the regular class setting, in after school programs, or through pullout programs for these targeted students.

Discovery Education Assessment and Discovery Education will be used to identify Mathematical weakness and provide remediation in Algebra, Geometry and Algebra II.

Program Type	Supplemental
School Type	High School
Description	

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:

Elementary schools use the state adopted textbook Science Fusion, Florida by Houghton Mifflin Harcourt which is correlated to the Florida Next Generation Sunshine State Standards in Science. In addition, a pacing guide has been developed for grades K-5 correlating the new Next Generation Sunshine State Standards for Science to their corresponding textbook

Program Type	Core
School Type	Elementary School
Description	

SuccessMaker Enterprise, I LOVE Science (a partnership with Gulf Power, Institute of Human and Machine Cognition, Escambia County and Santa Rosa County District Schools to bring scientists and community members with a love for science in the classrooms at 5th grade to teach monthly science investigations), Navarre Beach Marine Science Center activities, and other grant projects give students opportunities to see science and mathematics in real world settings with hands-on data collection, analysis and other scientific labs and activities. Florida Achieves (FL CIM) benchmark assessments are some of the research based instructional materials used to aide in remediation and review for the FCAT. Discovery Education Assessment and Discovery Education will be used to identify science weakness and provide remediation in 5th grade.

Program Type	Supplemental
School Type	Elementary School
Description	

The science core content structure for middle school was changed this year from content area courses of Earth/Space, Life, and Physical sciences to integrated science courses. State Adopted Pearson Interactive Science (Courses 1-3) textbooks were adopted by the district and implemented this year. All are correlated to the Next Generation Sunshine State Standards for Science.

Program Type	Core
School Type	Middle School
Description	

SuccessMaker Enterprise and other science related activities and materials are used to supplement the core program.

Florida Achieves (FL CIM) benchmark assessments are some of the research based instructional materials used to aide in remediation and review for the FCAT.

Flight Adventure Deck Program (a partnership with the National Naval Aviation Museum, Escambia County District Schools, and Santa Rosa County District Schools) is designed to bring a classroom and hands-on field experience to students relating mathematics and science concepts to flight for 6th, 7th and 8th grade students. All lessons are written to the grade level NGSSS Benchmarks and Common Core Standards.

Field experiences are also offered at the Navarre Beach Marine Science Station and tailored to specific benchmarks for the given course.

Discovery Education Assessment and Discovery Education will be used to identify science weakness and provide remediation in grades 6 – 8.

Program Type	Supplemental
School Type	Middle School
Description	

The District adopted science textbooks from the state adopted list and implemented the new texts for Biology I, Chemistry I, and Physics 1 as well as other courses for which there were state adopted texts. For other courses that are not on the state list of adopted texts schools worked together to determine the district text for the given course. These textbooks are all correlated to the Next Generation Sunshine State Standards for Science.

Program Type	Core
School Type	High School
Description	

FCAT Simulation Software, various other supplementary software and materials as well as Flight Navigation activities at the National Naval Aviation Museum and field experiences at the Navarre Beach Marine Science Station are all supplements to various science courses at the high school level.

Leveled informational texts, aligned to the NGSSS will be purchased so that students below grade level in reading will be provided with science content at their instructional reading level.

Discovery Education Assessment and Discovery Education will be used to identify science weakness and provide remediation in biology.

Program Type	Supplemental
School Type	High School
Description	

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 Santa Rosa School District conducts three audits of each school. Each audit is focused around three areas- (A) the school's MTSS process, (B) the status of School Improvement strategies , and (C) needs the school may have for district support.

The most current academic, behavioral, and attendance data is reviewed with the school and compared with historical trends. Progress and concerns are discussed. The district provides additional resources (coaches, professional development, paraprofessionals advice on scheduling, etc.) as needs are indicated and justified through data analysis.

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

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

Yes

Provide the hyperlink to the plan

<https://www.santarosa.k12.fl.us/files/opdocs/spp.pdf>

Provide the page numbers of the plan that addresses this question

28

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.** Increase the amount of instructional class time by decreasing the number of in and out of school suspensions at the secondary level.
- G2.** Increase the amount of instructional time by improving student attendance.
- G3.** Decrease the proficiency gap between black subgroup and total population

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. Increase the amount of instructional class time by decreasing the number of in and out of school suspensions at the secondary level. 1a

 G049596

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)	2015-16	80.0

Resources Available to Support the Goal 2

- Research on viable alternatives to in and out of school suspension.
- Data showing the impact of viable alternatives to in and out of school suspension has on graduation rates

Targeted Barriers to Achieving the Goal 3

- Awareness and practice of viable alternatives to in and out of school suspension.

Plan to Monitor Progress Toward G1. 8

ISS and OSS data will be pulled quarterly and compared with the same from 14-15

Person Responsible

Buddy Hinote

Schedule

Quarterly, from 10/2/2015 to 6/10/2016

Evidence of Completion

Minutes and agendas from District MTSS leadership team meetings when ISS and OSS data comparisons are shared.

G2. Increase the amount of instructional time by improving student attendance. 1a

G049597

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Attendance rate		80.0

Resources Available to Support the Goal 2

- District attendance improvement procedures.
- Agendas and research for schools to use during parent meetings.
- Attendance brochure available to all schools and families.
- District trainings on attendance philosophy and procedures for entire faculty at each school.

Targeted Barriers to Achieving the Goal 3

- Consistent understanding and implementation of the district attendance improvement procedures.

Plan to Monitor Progress Toward G2. 8

Quarterly attendance reports will be reviewed to assess the impact of the attendance strategies. This data will inform discussions on adjustments to the strategies as well as specific areas of strength and weakness within the strategies as well as at the various school sites.

Person Responsible

David Johnson

Schedule

Quarterly, from 10/30/2015 to 6/10/2016

Evidence of Completion

Quarterly attendance reports

G3. Decrease the proficiency gap between black subgroup and total population 1a

G049598

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	AMO Reading - African American		55.0

Resources Available to Support the Goal 2

- SMART data collection tool. District/School MTSS processes

Targeted Barriers to Achieving the Goal 3

- Staff awareness of the significant gap between the academic proficiency of our black subgroup and the total population

Plan to Monitor Progress Toward G3. 8

End of year black subgroup performance data in reading. Specifically, the percentage of black student reading on grade level.

Person Responsible

Patti Petrie

Schedule

On 6/30/2015

Evidence of Completion

State assessment and Discovery Education reading reports

District Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase the amount of instructional class time by decreasing the number of in and out of school suspensions at the secondary level. **1**

 G049596

G1.B1 Awareness and practice of viable alternatives to in and out of school suspension. **2**

 B124123

G1.B1.S1 Research viable alternatives to in and out of school suspension. **4**

 S135984

Strategy Rationale

Suspending a student in or out of school decreases instructional time and increases the probability of dropping out of high school.

Action Step 1 **5**

Research Okaloosa Model as an alternative to in and out of school suspension.

Person Responsible

Buddy Hinote

Schedule

Monthly, from 7/27/2015 to 12/31/2015

Evidence of Completion

Information shared with District MTSS Leadership Teams and School Administrators

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

Consistent reports at each district MTSS leadership meeting regarding contact with school leaders about aspects of the Okaloosa Model they wish to implement.

Person Responsible

David Johnson

Schedule

Quarterly, from 8/10/2015 to 6/3/2016

Evidence of Completion

District MTSS leadership meetings' minutes

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

Minutes of district MTSS team meetings specifying the sharing of gathered research and agreed-upon action steps based upon the research and subcommittee recommendations.

Person Responsible

David Johnson

Schedule

Semiannually, from 2/27/2015 to 5/29/2015

Evidence of Completion

Minutes of district MTSS team meetings and anticipated changes in the district's Student Progression Plan.

G2. Increase the amount of instructional time by improving student attendance. 1

G049597

G2.B1 Consistent understanding and implementation of the district attendance improvement procedures.

2

B124124

G2.B1.S1 District-led trainings at each school site on the philosophy and application of the district attendance procedures. 4

S135985

Strategy Rationale

Consistent communication about the district attendance procedures supports improved implementation of the procedures across the district.

Action Step 1 5

Maintain a consistent agenda at school site training.

Person Responsible

David Johnson

Schedule

On 6/10/2016

Evidence of Completion

Training agendas and accompanying powerpoint

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

The attendance data at each site will be analyzed at each district MTSS leadership team meeting. Special attention will be given to those who have received the most recent attendance training.

Person Responsible

David Johnson

Schedule

Semiannually, from 11/6/2015 to 6/17/2016

Evidence of Completion

Minutes of each District MTSS Leadership meeting indicating school-level attendance analysis

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

Quarterly attendance reports will be generated at school and district level to compare current rates with historical performance. Schools with favorable trends will be contacted for discussions on effective strategies and advice from the school to the district regarding compliance with district procedures. Schools not demonstrating favorable trends will be contacted for an in-depth review of the data and insight into needs and support.

Person Responsible

David Johnson

Schedule

Quarterly, from 10/9/2015 to 6/10/2016

Evidence of Completion

Quarterly attendance reports

G3. Decrease the proficiency gap between black subgroup and total population 1

G049598

G3.B1 Staff awareness of the significant gap between the academic proficiency of our black subgroup and the total population 2

B124125

G3.B1.S1 MTSS presentations at all schools, principal meetings, and district MTSS meetings containing historical performance data for all AMO subgroups. 4

S154786

Strategy Rationale

Most Santa Rosa schools have a very small black subgroup population. Consequently, given the historical academic success of the district there is a widespread assumption that this subgroup is performing as well as the total population.

Action Step 1 5

The district MTSS leadership teams will review black subgroup data with all school-based leadership teams

Person Responsible

David Johnson

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Black subgroup data reports from state assessments, Discovery Education Assessments, and locally made assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The MTSS Leadership teams will advise school-base teams on the reports to be reviewed in the SMART data system and will verify that each school team has reviewed the reports.

Person Responsible

David Johnson

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

A file of black sub group performance data will be maintained by each district MTSS leadership team. The file will house historical as well as 14-15 performance data. It will also contain evidence of sharing with school staff.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

During the second semester of the 14-15 school year the district curricular team will visit each school site to verify compliance with district MTSS expectations and the progress of SIP initiatives. A review of most-current black subgroup performance will be included at each meeting.

Person Responsible

David Johnson

Schedule

On 3/11/2015

Evidence of Completion

An agenda and minutes of each meeting will be maintained. These will note the specific black subgroup data discussed as well as trends and recommendations.

Implementation Timeline

Professional Development Opportunities

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

G1. Increase the amount of instructional class time by decreasing the number of in and out of school suspensions at the secondary level.

G1.B1 Awareness and practice of viable alternatives to in and out of school suspension.

G1.B1.S1 Research viable alternatives to in and out of school suspension.

PD Opportunity 1

Research Okaloosa Model as an alternative to in and out of school suspension.

Facilitator

David Johnson

Participants

District academic leaders

Schedule

Monthly, from 7/27/2015 to 12/31/2015

G2. Increase the amount of instructional time by improving student attendance.

G2.B1 Consistent understanding and implementation of the district attendance improvement procedures.

G2.B1.S1 District-led trainings at each school site on the philosophy and application of the district attendance procedures.

PD Opportunity 1

Maintain a consistent agenda at school site training.

Facilitator

Director of Continuous Improvement

Participants

School Staff

Schedule

On 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Research Okaloosa Model as an alternative to in and out of school suspension.	\$0.00
2	G2.B1.S1.A1	Maintain a consistent agenda at school site training.	\$0.00
3	G3.B1.S1.A1	The district MTSS leadership teams will review black subgroup data with all school-based leadership teams	\$0.00
Total:			\$0.00