



Pam Stewart, Commissioner

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

03 - Bay

Mr. William V Husfelt, Superintendent
Melissa Ramsey, Region 1 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

Bay District Schools will deliver a high quality education in a collaborative, safe, and respectful environment. Our commitment is to inspire students in the development of character with the acquisition and use of knowledge and skills as we prepare them for life and work in a diverse, global economy.

District Vision Statement

Bay District Schools will develop all students to their highest potential to produce successful, innovative citizens and leaders for tomorrow's world.

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

Bay District Schools works within the district office collaboratively so that all departments work towards making the highest impact on student achievement. Bay District's District Assistance Team (DAT) team works with all departments as a Professional Learning Community: Analyzing Data and monitoring effectiveness of professional development and progress monitoring district-wide.

In all Bay District Schools, Bay District has provided the following supports:

Systemic Coaching support in Literacy and Mathematics through a Literacy and Math Coach. Schools are paired with coaches working together to provide effective job-embedded professional development. Coaches rotate schools.

Ex.

School A, Week 1- Math Coach

School B, Week 1- Literacy Coach

School A, Week 2- Literacy Coach

School B, Week 2- Math Coach

MTSS Staff Training Specialist (Part Time)

In addition, Bay District Schools audits through a process known as PLUS2 (Progressive Learning and Support Systems). PLUS2 occurs three times a year. Once in October to serve as a baseline, again in February/March to address mid-year course corrections prior to administration of FSA, and when school grades come back. The purpose of PLUS2 is to monitor schools for improvement through data collection. Data Driven Dialogue protocol by Nancy Love is used in two cycles: Principal PowerPoint Presentation of school data and Learning Walks. The PLUS2 team is comprised of all stakeholder groups to include: teachers, instructional coaches, school based administrators, and district staff. The DAT team looks at data collected through PLUS2 in order to identify trends/patterns and funnel support where necessary. This process is intended to be proactive as oppose to reactive.

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

Tamra Hogue, Technology and Media Services

Bay District Instructional Media Services facilitates the teaching -learning process by providing equitable access to resources and services which satisfy both in the individual and instructional needs of students and educators.

The program establishes cooperative partnerships with teacher and other educators to enhance curriculum development and implementation by providing resources and technical support. The program encourages planning with the schools, the district and the community for the most effective use of current and emerging media and technology 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

Bay District Schools audits through a process known as PLUS2 (Progressive Learning and Support Systems). PLUS2 occurs three times a year. Once in October to serve as a baseline, again in February/ March to address mid-year course corrections prior to administration of FSA, and when school grades come back. The function of PLUS2 is for the district office to bring support into the schools while collecting data on school data as presented by the principal and walkthrough data using the Data Driven Dialogue protocol by Nancy Love.

The DAT team looks at data collected through PLUS2 in order to identify trends/patterns and funnel support where necessary. This process is intended to be proactive as oppose to reactive. DAT meetings occur monthly (except during the months of PLUS2 meetings) in order to analyze progress monitoring data and discuss supports.

Superintendent, Bill Husfelt, addresses school-based leadership and their intervention, modification, or replacement. School based leadership maintains control over their own school based leadership teams.

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

"Operational Flexibility" refers how schools will operate while under TOP-2 sanction. Both Oakland Terrace and Cedar Grove have site based administration in charge of staffing, scheduling, and budgeting. Both schools are currently monitored closely by BDS Office of School Improvement.

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

Bay District Schools will continue to use audits known as PLUS2 (Progressive Learning and Support Systems). PLUS2 three times a year. Once in October to serve as a baseline, again in February/March to address mid-year course corrections prior to administration of FSA, and when school grades come back. The function of PLUS2 is for the district office to bring support into the schools while collecting data on school data as presented by the principal and walkthrough data using the Data Driven Dialogue protocol by Nancy Love.

The DAT team looks at data collected through PLUS2 in order to identify trends/patterns and funnel support where necessary. This process is intended to be proactive as oppose to reactive. BDS Office of School Improvement also conducts a Risk Factor Analysis for each school for DAT to consider when placing additional supports and evaluating the state of current supports.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275362>

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

Bay District Schools has a Parent Involvement Plan (PIP).

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

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The DAT team looks at data collected through PLUS2 in order to identify trends/patterns and funnel support where necessary. This process is intended to be proactive as oppose to reactive.

If schools require interventions, the district will provide targeted supports based on data analysis. Schools in turnaround status (Oakland Terrace and Cedar Grove) are monitored closely and provided support necessary to raise student achievement.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Faircloth, Ilea, faircim@bay.k12.fl.us

Employee's Title

Administrator

Employee's Phone Number

(850) 767-4241

Employee's Phone Extension

Supervisor's Name

Denise Kelly and Suzanne Farrar

Supervisor's Title

Director

Employee's Role and Responsibilities

1. Provides leadership and support for school-based personnel in all areas related to K-12 and Adult curriculum, assessment, and instruction.
2. Works with school-based administrators and personnel to establish instructional program priorities based on statute, rule, data analysis, and research.
3. Collects and evaluates data related to instructional programs and student performance.
4. Assists in the determination of the district's curriculum needs and makes recommendations for study, revision, adoption, and implementation.

5. Assists school-based personnel in the selection, implementation, and assessment of appropriate curricula and instructional materials.
6. Assists with the development, publication, and dissemination of materials related to curriculum and instruction.
7. Assists with the problematic intervention and resolution of incidents and issues related to K-12 and Adult programs.
8. Assists with the coordination and implementation of grants and associated program responsibilities.
9. Provides leadership, knowledge, and expertise to personnel within the division in order to build, support, and maintain a positive systemic relationship with an ultimate goal of success for all students.
10. Performs other duties as assigned.
11. Performs other incidental tasks consistent with the goal and responsibilities of this position.

District Leadership Team:

Faircloth, Ilea, faircim@bay.k12.fl.us	
Title	Administrator
Phone	(850) 767-4241
Supervisor's Name	Denise Kelly and Suzanne Farrar
Supervisor's Title	Director
Role and Responsibilities	1. Provides leadership and support for school-based personnel in all areas related to K-12 and Adult curriculum, assessment, and instruction. 2. Works with school-based administrators and personnel to establish instructional program priorities based on statute, rule, data analysis, and research. 3. Collects and evaluates data related to instructional programs and student performance. 4. Assists in the determination of the district's curriculum needs and makes recommendations for study, revision, adoption, and implementation. 5. Assists school-based personnel in the selection, implementation, and assessment of appropriate curricula and instructional materials. 6. Assists with the development, publication, and dissemination of materials related to curriculum and instruction. 7. Assists with the problematic intervention and resolution of incidents and issues related to K-12 and Adult programs. 8. Assists with the coordination and implementation of grants and associated program responsibilities. 9. Provides leadership, knowledge, and expertise to personnel within the division in order to build, support, and maintain a positive systemic relationship with an ultimate goal of success for all students. 10. Performs other duties as assigned. 11. Performs other incidental tasks consistent with the goal and responsibilities of this position.

Robinson, Eugenia, robiner@bay.k12.fl.us**Title** Director**Phone****Supervisor's Name** Gena Burgans**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of Title I , DAT Member, PLUS2 Participant, Supporter of Schools**Churchwell, Lisa, churchld@bay.k12.fl.us****Title** Administrator**Phone****Supervisor's Name** Gena Burgans**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Professional Development, , DAT Member, PLUS2 Participant, Supporter of Schools**Kelley, Denise, kellecd@bay.k12.fl.us****Title** Director**Phone****Supervisor's Name** Gena Burgans**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of Elementary Curriculum and Instruction, , DAT Member, PLUS2 Participant, Supporter of Schools**Farrar, Suzanne, farrash@bay.k12.fl.us****Title** Director**Phone****Supervisor's Name** Gena Burgans**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of Secondary and Adult Curriculum and Instruction, , DAT Member, PLUS2 Participant, Supporter of Schools

Stafford, Lee, staffla@bay.k12.fl.us**Title** Director**Phone****Supervisor's Name** Gena Burgans**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of Student Services, DAT Member, PLUS2 Participant, Supporter of Schools**Pitts, Linda, pittslg@bay.k12.fl.us****Title** Administrator**Phone****Supervisor's Name** Denise Kelley and Suzanne Farrar**Supervisor's Title** Director**Role and Responsibilities** K-12 Instructional Specialist for ELA, DAT Member, PLUS2 Participant, Supporter of Schools**Rowell, Cylle, rowelmj@bay.k12.fl.us****Title** Administrator**Phone****Supervisor's Name** Denise Kelley and Suzanne Farrar**Supervisor's Title** Director**Role and Responsibilities** K-12 Instructional Specialist for Mathematics, DAT Member, PLUS2 Participant, Supporter of Schools**McCurdy, Katie, mccurks@bay.k12.fl.us****Title** Administrator**Phone****Supervisor's Name** Denise Kelley and Suzanne Farrar**Supervisor's Title** Director**Role and Responsibilities** K-12 Instructional Specialist for Science, DAT Member, PLUS2 Participant, Supporter of Schools

Jennings, Jennifer, jennijr@bay.k12.fl.us**Title** Administrator**Phone****Supervisor's Name** Denise Kelley and Suzanne Farrar**Supervisor's Title** Director**Role and Responsibilities** K-12 Instructional Specialist for Graduation, DAT Member, PLUS2 Participant, Supporter of Schools**Beck, Karen, beckkf@bay.k12.fl.us****Title** Administrator**Phone****Supervisor's Name** Lee Stafford**Supervisor's Title** Director**Role and Responsibilities** K-12 Instructional Specialist for MTSS, DAT Member, PLUS2 Participant, Supporter of Schools**Capes, Dawn, capesda@bay.k12.fl.us****Title** Administrator**Phone****Supervisor's Name** Denise Kelley and Suzanne Farrar**Supervisor's Title** Administrator**Role and Responsibilities** Coordinator of Teacher and Administrator Appraisal, DAT Member, PLUS2 Secondary Facilitator, Supporter of 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

The district conducts a comprehensive evaluation of each school-based administrator annually and uses the results of those evaluations to provide job-embedded professional development in areas of need and also to ensure that school leadership teams are comprised of leaders with equitable talents and skills. The Superintendent makes the retention decisions based upon the individual evaluations, school-based student achievement data, anecdotal submissions from district- and school-based leadership staff and his own observations.

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

A similar process occurs at the school level. Utilizing teacher appraisal and student achievement data, school-based leaders ensure that they have the most highly qualified staff possible. In the event that

under contributing members of the staff are identified, district-staff assist the school leaders in determining whether or not the situation can be rectified by providing job-embedded professional development, a different teaching assignment within the same school, a different teaching assignment within the district or other, more permanent, employment actions.

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

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The DAT team looks at data collected through PLUS2 in order to identify trends/patterns and funnel support where necessary. This process is intended to be proactive as oppose to reactive. Additionally, DAT allocates resources and supports using a Risk Factor Analysis completed with several data points when considering decisions.

Additionally, the director's of Bay District Curriculum and Instruction audit master schedules to determine minutes are allotted appropriately.

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

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In all Bay District Schools, Bay District has provided the following supports:

Systemic Coaching support in Literacy and Mathematics through a Literacy and Math Coach. Schools are paired with coaches working together to provide effective job-embedded professional development.

Coaches rotate schools.

Ex.

School A, Week 1- Math Coach

School B, Week 1- Literacy Coach

School A, Week 2- Literacy Coach

School B, Week 2- Math Coach

MTSS Staff Training Specialist (Part Time)

Additionally, schools have access to three Instructional Coaches housed through Human Resources who focus support on NI/U teachers, and any other teachers in need of assistance in Classroom Management or effective planning.

BDS also has implemented the use of Staff Training Specialists to focus supports in Science, Social Studies/Civics, Kagan, CRISS/Ruby Payne, and support to Alternative Certification teachers.

Coaches are monitored closely by by school administration and the district content Instructional Specialist. Every coach completes a coaches log to the district content Instructional Specialist which monitors coaches on a weekly basis and monthly basis.

The Department of Curriculum and Instruction also monitors the work of coaching as it is the department's focus for the 2015-2016 school year.

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:

Six Traits of Writing

Program Type Core, Supplemental

School Type Elementary School

Description

Schools will implement the Six Traits of Writing into the 120 minute Language Arts block (30 minute of process writing block and 90 minute uninterrupted reading block). Writing associated with the core reading program will also be part of the 90 minute uninterrupted reading block with both prompt writing and evidence writing as part of the writing station and/or technology station activities.

Monthly school-based writing prompts based on previous FCAT Writing Assessments will serve as progress monitoring tools to make data driven decisions about writing instruction in each classroom. Additionally, a Writing Task Force has been formed to oversee and guide the emphasis of writing in Bay District. Two English Language Arts Specialists (Elementary/Secondary) are spearheading quarterly Bay Writes with holistic grading using appropriate rubrics. The 4th grade students will write to a prompt mirroring FCAT 2.0 Writing. All other elementary grade levels follow an evidence-based writing protocol. ELA/CCSS are fully implemented in grades K-2 and a blended curriculum of NGSSS/CCSS is being followed in grades 3-5.

Writing is integrated across the content areas using K-12 content/objectives listed in the Comprehensive Reading Plan. The ELA/CCSS or Literacy/CCSS are woven into all of the content areas. Elementary schools in Bay District follow a Writer's Workshop protocol. In addition to the writing curriculum associated with the reading program(s), schools utilize scientifically research-based writing strategies to provide individualized instruction while incorporating authentic literature.

Specific differentiated instruction providing instruction of the Six Traits of Writing is provided to all students as instructional opportunities based on rubric criteria.

Six Traits of Writing

Program Type Core, Supplemental

School Type Middle School

Description

Schools will implement the Six Traits of Writing into the Language Arts block. Writing associated with the core language arts program or reading program will provide both prompt writing and evidence writing strategies.

Monthly school-based writing prompts based on previous FCAT Writing Assessments will serve as progress monitoring tools to make data driven decisions about writing instruction in each classroom. Additionally, a Writing Task Force has been formed to oversee and guide the emphasis of writing in Bay District. Two English Language Arts Specialists (Elementary/Secondary) are spearheading quarterly Bay Writes with holistic grading using appropriate rubrics. The 8th grade students will write to a prompt mirroring FCAT 2.0 Writing. All other middle school grade levels follow an evidence-based writing protocol. A blended curriculum of NGSSS/CCSS is being followed in grades 6-8. Writing is integrated across the content areas using K-12 content/objectives listed in the Comprehensive Reading Plan. The ELA/CCSS or Literacy/CCSS are woven into all of the content areas.

Middle schools in Bay District follow a Writer's Workshop protocol. In addition to the writing curriculum associated with the language arts and reading program(s), schools utilize scientifically research-based writing strategies to provide individualized instruction while incorporating authentic literature. Specific differentiated instruction providing instruction of the Six Traits of Writing is provided to all students as instructional opportunities based on rubric criteria.

Six Traits of Writing

Program Type	Core, Supplemental
School Type	High School

Description

Schools will implement the Six Traits of Writing into the 120 minute Language Arts block (30 minute of process writing block and 90 minute uninterrupted reading block). Writing associated with the core reading program will also be part of the 90 minute uninterrupted reading block with both prompt writing and evidence writing as part of the writing station and/or technology station activities.

Monthly school-based writing prompts based on previous FCAT Writing Assessments will serve as progress monitoring tools to make data driven decisions about writing instruction in each classroom. Additionally, a Writing Task Force has been formed to oversee and guide the emphasis of writing in Bay District. Two English Language Arts Specialists (Elementary/Secondary) are spearheading quarterly Bay Writes with holistic grading using appropriate rubrics. The 10th grade students will write to a prompt mirroring FCAT 2.0 Writing. All other high school grade levels will follow an evidence-based writing protocol. A blended curriculum of NGSSS/CCSS is being followed in grades 9-12. Writing is integrated across the content areas using K-12 content/objectives listed in the Comprehensive Reading Plan. The ELA/CCSS or Literacy/CCSS are woven into all of the content areas.

High schools in Bay District follow a Writer's Workshop protocol. In addition to the writing curriculum associated with the language arts or reading program(s), schools utilize scientifically research-based writing strategies to provide individualized instruction while incorporating authentic literature. Specific differentiated instruction providing instruction of the Six Traits of Writing is provided to all students as instructional opportunities based on rubric criteria.

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:

Go Math Florida Common Core – Houghton Mifflin Harcourt

Program Type Core, Intensive Intervention

School Type Elementary School

Description

The Go Math student edition is a write-in student interactive text. It allows students to record, represent, solve, and explain as they discover and build new understandings, right in their student book. Every lesson is four pages to ensure students are learning mathematics at a deeper level of understanding. It is organized around the Common Core State Standards Critical Areas. Special color-coding helps the teacher determine the Critical area that is being taught. The Mathematical Practices are embedded in the lessons.

The Standards Practice book has a full page of practice for each lesson. It also includes spiral review every day and getting ready lessons for the following grade level. The multi-day projects for each Critical area are also found in the Standards Practice book. The third student component is the Write-on/wipe-off boards. They help students organize their thinking and enables them to engage in the Mathematical Practices. This supports the emphasis on Math Talk.

The assessments that are included in the Assessment guide are a Pre-requisite skills inventory, Beginning, Middle and end of year test, Chapter Tests in multiple choice and mixed response formats, Diagnostic Interview Assessments (per chapter), Performance Assessments and Individual and Class Record Forms.

RTI: Strategic Intervention guide, Intensive Intervention guide and skill pages for the students as well as digital resource: Soar to Success. The Show What You Know feature in the student book identifies students' level of preparation for the chapter content. It determines if students need intensive or strategic intervention. Special intervention and challenge resources link to the "Show What You Know Diagnostic Assessment" chart. The Quick Check point in the Teacher's guide monitors students' understanding in every lesson. Teachers can adjust their instruction accordingly.

Practical, point-of use support is built into each lesson so all learners-early finishers, gifted and talented students, and those needing extra support or intervention-can all achieve success.

Since Go Math was built for the Common Core, all the mathematical practices are embedded in the lessons and students are able to reach that deeper level of understanding as called for by the Common Core.

SRA Connecting Math Concepts: Comprehensive Edition

Program Type Intensive Intervention

School Type Elementary School

Description SRA Connecting Math Concepts: Comprehensive Edition has been revised for levels A-E and students in grades K-5. This program gives students who are at-risk of falling behind or who have already fallen behind the chance to catch up and learn significant mathematics.

SRA Connecting Math Concepts: Comprehensive Edition has proven field results for Tier 1 and Tier 3 at-risk students. The program provides explicit, systematic, intensive instruction to:

- Introduce key concepts clearly and carefully to accelerate student progress
- Teach students to connect skills and “big idea” concepts
- Monitor each student's progress daily to differentiate instruction
- Offer online activities to reinforce students' mastery
- Use explicit strategies that incorporate oral and written responses
- SRA 2Inform makes collecting and interpreting student data easy so teachers can effectively respond to student needs.

TransMath – Cambium Learning Group/Voyager

Program Type Intensive Intervention

School Type Middle School

Description TransMath provides teachers with explicit instruction and mathematical support that promotes effective teaching of math concepts. Innovative engagement strategies facilitate student learning, including TransMath mBook Smart Board technology. High-quality professional development elevates teachers' understanding of math concepts, helping them to better meet the needs of struggling learners. TransMath provides students with in-depth, sequential skill building of foundational math concepts through a balanced approach of reform-based and procedural instruction. Multisensory strategies promote problem-solving proficiency, vocabulary development, and mathematical discourse.

Intensified Algebra – Agile Mind

Program Type Intensive Intervention
School Type High School

Description The Intensified Algebra I program targets our country's most at-risk high school students—those who enter high school significantly behind in mathematics but who face more rigorous mathematics graduation requirements. The program is designed to support 80 minutes of daily classroom instruction, and it presents a unique, coherent program that incorporates into algebra instruction ideas from social psychology and other areas that historically reside outside the domain of typical algebra classes but are fundamentally important to students' success. Central to the design of the Intensified Algebra I program is the understanding that students who struggle in mathematics need more than just extra instructional time to be successful. Thus, in addition to a rigorous Algebra I core, our program addresses the social, affective, linguistic, and strategic cognitive and metacognitive dimensions of learning mathematics.

Houghton Mifflin Harcourt Algebra 1/Geometry/Algebra 2

Program Type Core
School Type Middle School, 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:

Florida Science Fusion Interactive Program- Houghton Mifflin Harcourt

Program Type Core
School Type Elementary School

Description Florida Science Fusion is a research based science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on many technology devices, or using the science textbook. The digital curriculum, virtual labs and hands-on activities as well as write-in science textbook help to develop important critical thinking skills that prepare students for success in future science courses. The curriculum consists of leveled readers and videos to help reinforce and enrich important concepts. The curriculum provides three levels of support in every unit on the differentiated instruction page in the Teacher Edition: below level, on level/enrichment, and above-level/challenge readers. Teachers are able to choose from nonfiction information text selections with a Lexile measure of up to 1160.

National Geographic Explorer Magazine

Program Type Supplemental

School Type Elementary School

Description In grades K-2, a National Geographic Explorer Magazine subscription is provided for every student.

Discovery Education

Program Type Supplemental

School Type Elementary School

Description Discovery Education lessons are used as supplemental materials for grade K-5.

SRA Snapshots Video Science

Program Type Intensive Intervention

School Type Elementary School

Description Science Research Associates (SRA) Snapshots Video Science is used as an intervention science program in the SRA schools for students in Grades 3-5 who struggle with understanding core science concepts and difficult science vocabulary. SRA Science Labs are used as intervention for grades K-5.

Florida Interactive Science Series

Program Type Core

School Type Middle School

Description Florida Interactive Science Series is a research based textbook that provides three pathways for learning: reading, inquiry, and digital. The student edition is a write-in student interactive text. The series provides a variety of hands-on and minds-on inquiry based activities to engage students. These activities consist of directed, guided, to full inquiry. The series provides a complete online digital course to allow teachers to manage their classes and students can interact online with active art simulations, directed virtual labs, animated art, and provides extra help on concepts.

Discovery Education

Program Type Supplemental

School Type Middle School

Description Discovery Education lessons are used as supplemental materials for grade 6-8.

Science Text

Program Type Intensive Intervention

School Type Middle School

Description Science text are incorporated in the intensive reading courses in which students have been placed based on student data collected. The intensive reading courses are Tier 2 intervention.

Varies by Course Description: See Below

Program Type Core

School Type High School

Description Physical Science: CPO Science Foundations of Physical Science
 Biology: McDougal Little- Florida Holt Biology, 2012/ (Nowicki)
 Chemistry: Pearson- Chemistry, 2012/Willbraham
 Anatomy and Physiology: Glencoe/McGraw Hill- Hole's Essentials of Human Anatomy & Physiology, 10th Edition (Shier)
 Environmental Science: Environmental Science by Enger and Smith, 12th edition.
 AP Biology: An introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.
 AP Chemistry: This course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students developing critical thinking and reasoning skills. Student cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.
 AP Physics: An algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students are offered to take science courses through our schools Dual Enrollment, AICE and IB programs as long as students have met the pre-requisite requirements.

Discovery Education

Program Type Supplemental

School Type High School

Description Discovery Education lessons are used as supplemental materials for all high school science courses.

Science Text

Program Type Intensive Intervention

School Type High School

Description Science text are incorporated in the intensive reading courses in which students have been placed based on student data collected. The intensive reading courses are Tier 2 intervention.

STEMscopes

Program Type Supplemental

School Type Elementary School, Middle School

Description STEMscopes is used as a supplement material at eight schools. STEMscopes is a comprehensive, online K-12 science curriculum that is fully aligned to the Florida science standards and that combines online content, activities, and teacher materials with hands-on experiments and explorations. STEMscopes is built on a digital platform, enhanced by print, and brought to life in hands-on kits. STEMscopes NGSSS is an all-in-one STEM solution for the NGSSS. STEMscopes NGSSS places problem-based learning, engineering challenges, scientific investigations, math and literacy connections, and culminating claim-evidence-reasoning assessments at your fingertips. STEMscopes uses an inquiry-based approach to science, in which the teacher guides students towards the discovery of concepts and skills instead of using explicit direct instruction (Crawford, 2007). The specific way that STEMscopes delivers inquiry-based instruction is by building on the Biological Science Curriculum Study's 5E inquiry model (Bybee et al., 2006). 5E instructional model refers to five steps: engagement, exploration, explanation, elaboration, and evaluation.

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

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See the Curriculum Guides here: <http://www.bay.k12.fl.us/k12/CurriculumGuides.aspx>

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

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

Yes

Provide the hyperlink to the plan

[http://www.bay.k12.fl.us/DesktopModules/Bring2mind/DMX/](http://www.bay.k12.fl.us/DesktopModules/Bring2mind/DMX/Download.aspx?TabId=345&DMXModule=2587&Command=Core_Download&EntryId=1875&PortalId=1)

[Download.aspx?TabId=345&DMXModule=2587&Command=Core_Download&EntryId=1875&PortalId=1](http://www.bay.k12.fl.us/DesktopModules/Bring2mind/DMX/Download.aspx?TabId=345&DMXModule=2587&Command=Core_Download&EntryId=1875&PortalId=1)

Provide the page numbers of the plan that addresses this question

237-238

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 Bay District Schools implements systemic processes to include monitoring effectiveness of implementation, then students will increase proficiency in all subject 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 Bay District Schools implements systemic processes to include monitoring effectiveness of implementation, then students will increase proficiency in all subject areas. 1a

G044126

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics - Achievement		70.0
District-Wide	FSA English Language Arts - Achievement		70.0
District-Wide	FCAT 2.0 Science Proficiency		70.0
District-Wide	4-Year Grad Rate (Standard Diploma)		80.0

Resources Available to Support the Goal 2

- High performing school district
- AIMS
- FOCUS
- Professional Development Protocols and Alignment
- 8 Step Planning and Problem Solving Process
- Knowledgeable and dedicated instructional leaders and educators

Targeted Barriers to Achieving the Goal 3

- Need for alignment and continuity throughout district improvement, school improvement, professional development protocols, faculty professional development to positively impact students' levels of proficiency in all content areas.
- Student Behavior and Attendance negatively impacting instructional time.

Plan to Monitor Progress Toward G1. 8

Agendas, sign-in sheets, PD materials and protocols, scored writing samples, Write Score Data, NWEA data, FSA, FAA, SAT-10, and EOC data will be collected and monitored to determine if alignment and continuity throughout district and schools has been established and is reflected in students' increased levels of proficiency.

Person Responsible

Ilea Faircloth

Schedule

Evidence of Completion

The DAT Team will collaboratively analyze and discuss: Agendas, sign-in sheets, PD materials and protocols, scored writing samples, NWEA data, FSA/FCAT 2.0, FAA, and/or EOC data.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

G1. If Bay District Schools implements systemic processes to include monitoring effectiveness of implementation, then students will increase proficiency in all subject areas. **1**

 G044126

G1.B2 Need for alignment and continuity throughout district improvement, school improvement, professional development protocols, faculty professional development to positively impact students' levels of proficiency in all content areas. **2**

 B108376

G1.B2.S1 Implementation of Six Look-fors (PLUS2) **4**

 S119821

Strategy Rationale

PLUS2 stands for Progressive Learning and Understanding through Support Systems. PLUS2 is designed to support systemic processes and provide feedback in order to increase student achievement at each school in Bay District Schools. Additionally, this is an opportunity for the district office to come to school campus' and get to know each school personally. We will then be able to work with each school with the school improvement process which also includes PLC (Professional Learning Community) implementation.

In addition, we want to know and be involved in each school's improvement plan in an effort to provide them with the feedback and resources they need to be successful.

During PLUS2, the team conducts Learning Walks in a sampling of classrooms to identify on a scale of 1-5 implementation of Six Lookfors:

1. Utilizing Standard: Learning Objective/Goal, etc.
2. Instructional Framework (ELA, Math Content)
3. Levels of Thinking in Tasks and Questions
4. Student Cognitive Engagement
5. Differentiated Instruction
6. Ongoing Assessment

Action Step 1 **5**

Transparent Communication of Six Look-fors and PLUS2 Process

Person Responsible

Ilea Faircloth

Schedule

On 8/12/2015

Evidence of Completion

PLUS2 Look-for Training Video/Email to All Administration and Instructional Personnel

Action Step 2 5

Implement PLUS2 to Collect Learning Walk Data on Look-for Implementation

Person Responsible

Ilea Faircloth

Schedule

Semiannually, from 9/30/2014 to 6/15/2016

Evidence of Completion

Look-for Data Spreadsheet on every Bay District School

Action Step 3 5

Adobe Connect Calibration Training on Data Collection for Learning Walks

Person Responsible

Ilea Faircloth

Schedule

On 8/21/2015

Evidence of Completion

Adobe Connect Recording on PLUS2 Website

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Implement PLUS2 to Collect data for PD Redesign Monitoring for Effectiveness

Person Responsible

Ilea Faircloth

Schedule

Semiannually, from 11/6/2015 to 6/10/2016

Evidence of Completion

Look-for Data Spreadsheet/ PowerPoint Data Dis-aggregation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Analyze Look For Spreadsheet Data and Lesson Plan Samples collected from PLUS2 Process

Person Responsible

Ilea Faircloth

Schedule

Semiannually, from 11/6/2015 to 6/10/2016

Evidence of Completion

Analyze Look For Spreadsheet Data/PowerPoint Data

G1.B2.S2 Implement district Six Traits Writing expectations and guidelines **4**

S119822

Strategy Rationale

Schools will implement the Six Traits of Writing into the Language Arts courses. Writing associated with the core language arts program or reading program will provide text-based writing strategies.

Monthly school-based writing assessments based on Florida Standards and the Florida Standards (FS) Assessment (FSA) will serve as progress monitoring tools to make data driven decisions about writing instruction in each classroom. Additionally, the District Writing Task Force will oversee and guide the emphasis of writing in Bay District. Two English Language Arts Specialists (Elementary/Secondary) are spearheading quarterly Bay Writes with holistic grading using appropriate rubrics. Grade levels, 9th-11th, will write to a text-based stimulus mirroring the FSA, and 12th grade students will write to prompt or text-based writing. Assessments for 9th–12th grades will be scored using the FSA rubric.

Writing is integrated across the content areas using K-12 content/objectives listed in the Comprehensive Reading Plan. The ELA FS are woven into all of the content areas. High schools in Bay District follow a Writer's Workshop protocol. In addition to the writing curriculum associated with the language arts or reading program(s), schools utilize scientifically research-based writing strategies to provide individualized instruction while incorporating authentic literature and informational text. Specific differentiated instruction providing instruction of the Six Traits of Writing is provided to all students as instructional opportunities based on rubric criteria and FS.

Action Step 1 **5**

The district Instructional Specialist for ELA/Literacy will work with ELA Staff Training Specialists, Literacy Coaches, and Educators to implement district expectations for common summative writing assessments and scoring protocols aligned to the Florida Standards and Florida Standards Assessment.

Person Responsible

Linda Pitts

Schedule***Evidence of Completion***

Agendas, sign-in sheets, instructional materials

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

District Instructional Specialist for ELA/Literacy, ELA Staff Training Specialists, Literacy Coaches, and Educators will monitor the development of instructional materials and protocols for fidelity of implementation of the district's Six Traits Writing initiative by ensuring that materials are developmentally appropriate, rigorous, and designed based on Florida Standards.

Person Responsible

Linda Pitts

Schedule***Evidence of Completion***

Agendas, sign-in sheets, materials

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

District Instructional Specialist for ELA/Literacy, ELA Staff Training Specialists, Literacy Coaches, and Educators will monitor the delivery of instructional materials and protocols for implementation of the district's Six Traits Writing initiative by ensuring that materials are developmentally appropriate, rigorous, and designed based on Florida Standards and that Educators implement the instructional materials.

Person Responsible

Linda Pitts

Schedule***Evidence of Completion***

Agendas, sign-in sheets, scored writing assessments, documentation of calibration of scoring, feedback to teachers

G1.B2.S3 District leaders, instructional specialists, and staff training specialists will participate in Professional Learning Communities. 4

 S119823

Strategy Rationale

DuFour/Hattie/5 Essentials of School Improvement

Action Step 1 5

DAT Team:

District leaders, instructional specialists, and staff training specialists will participate in and establish a Professional Learning Community to examine and analyze system structures using PLUS2 Data to determine supports to put in place at schools.

Person Responsible

Ilea Faircloth

Schedule

Evidence of Completion

Agendas, sign-in sheets, materials produced during meetings

Action Step 2 5

BDS Departments will form Professional Learning Communities

Person Responsible

Gena Burgans

Schedule

On 9/4/2015

Evidence of Completion

Deliberate Practices of each PLC participant uploaded in AIMS

Action Step 3 5

Department Professional Learning Communities meet regularly to dis-aggregate data in order to drive resources and support in schools district-wide.

Person Responsible

Dawn Capes

Schedule

Monthly, from 9/2/2015 to 6/10/2016

Evidence of Completion

Agendas/Minutes, Self Reflections (Mid-year and End-of-Year)

Action Step 4 5

Principal Breakout Sessions to build Capacity for PLC Implementation

Person Responsible

Dawn Capes

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Agenda/Google Doc Spreadsheet

Action Step 5 5

AA/AP Research Group to build Capacity for PLC Implementation

Person Responsible

Dawn Capes

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Agenda

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

The District Coordinator of Appraisal Systems will facilitate the Professional Learning Community process to ensure that appropriate PLC guidelines are implemented to examine the system structures. Evaluators of each PLC will evaluate in the AIMS system using the DP/PLC Rubric.

Person Responsible

Dawn Capes

Schedule

Evidence of Completion

DP Rubric and associated ratings

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

BDS Office of School Improvement will monitor implementation of the Professional Learning Community process through Learning Walks from the PLUS2 Process.

Person Responsible

Ilea Faircloth

Schedule

Evidence of Completion

PLUS2 Learning Walk Look-for Evidence

G1.B2.S4 School based leadership will participate in and build capacity for Professional Learning Communities with their leadership teams. SBLT leaders will then disseminate the information to their grade levels in order to create and sustain PLCs with every teacher on each campus district-wide. 4

 S119824

Strategy Rationale

DuFour/Hattie/5 Essentials of School Improvement
<http://www.allthingsplc.info/articles-research>

Action Step 1 5

School Based Admins Create PLCs at their school sites

Person Responsible

Dawn Capes

Schedule

Evidence of Completion

Deliverables: List of PLCs provided upon request

Action Step 2 5

School Based Admins Create and Agree upon Norms for the PLCs at their school sites

Person Responsible

Dawn Capes

Schedule

Evidence of Completion

Deliverables: School Norms provided upon request/PLC Minute Form

Action Step 3 5

School Based Admins facilitate creation/item analysis of Common Assessments in PLCs at their school sites

Person Responsible

Dawn Capes

Schedule

Evidence of Completion

Deliverables: Sample Common Assessment Data provided upon request/PLC Minute Form

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

PLC Minute Form

Person Responsible

Dawn Capes

Schedule

Evidence of Completion

Sample PLC Minute Form available upon request.

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Schools will provide deliverables based on a schedule. School administrators will be supported through coaching based on quality and status of PLC implementation on their school site.

Person Responsible

Margaret Gamble

Schedule

Evidence of Completion

Deliverables available upon request.

G1.B2.S5 Strengthen the Instructional Coaching process systemically by applying and utilizing the Partnership Coaching Approach by Jim Knight 4

 S139427

Strategy Rationale

Partnership is coming to be regarded as an empowering alternative to more common patriarchal models of human interaction. Today, in disciplines as diverse as anthropology, organizational theory, philosophy of science, and educational theory, theorists are constructing a new partnership mindset as an alternative to the traditional patriarchy model. Running through the writing in numerous disciplines are principles representing the foundation of a partnership world view. Those principles, described below, are also the foundation of the Partnership Learning approach to staff development:

Equality

Partnership involves relationships between equals. Thus each person's thoughts and beliefs are held to be valuable, and, although each individual is different, no individual decides for another. When this principle is applied to staff development, it means that all participants in a learning session are recognized as equal partners, and consequently no one's view is more important or valuable than any one else's.

Choice

In a partnership, one individual does not make decisions for another. Because partners are equal, they make their own individual choices and make decisions collaboratively. When this principle is applied to staff development, it means that participant choice is implicit in every communication of content and, to the greatest extent possible, the process used to learn the content.

Voice

Partnership is multivocal rather than univocal, and all individuals in a partnership require opportunities to express their point of view. Indeed, a primary benefit of a partnership is that each individual has access to a multiplicity of perspectives rather than the singular perspective of the patriarch. When this principle is applied to staff development, it means that all participants in a learning session have the freedom to express their opinions about content being covered. Furthermore, since opinions will inevitably vary, staff developers should encourage conversation that allows people the freedom to express a variety of opinions

Reflection

Offering workshop participants the freedom to consider ideas before adopting them is central to the principle of reflection within Partnership Learning. Indeed, reflective thinkers by definition have to be free to choose or reject ideas, or they simply are not thinkers at all. Reflection holds the potential of providing an opportunity for teachers to think about what Parker Palmer calls the "inner landscape of the teaching self." Reflection can enable teachers to ask profound questions about what, how, why and who teaches.

Dialogue

To arrive at mutually acceptable decisions, partners engage in dialogue. In a partnership, one individual does not impose, dominate, or control. Partners engage in conversation, learning together as they explore ideas. When this principle is applied to staff development, it means that staff developers embrace dialogue rather than lecture. Facilitators avoid manipulation, engage participants in conversation about content, and think and learn with participants as everyone moves through content being discussed.

Praxis

The purpose of partnership is to enable individuals to have more meaningful experiences. In

partnership relationships, meaning arises when people reflect on ideas and then put those actions into practice. A requirement for partnership is that each individual is free to reconstruct and use content the way he or she considers it most useful. When this principle is applied to staff development, it means that facilitators offer numerous opportunities for participants to reflect on the practical implications of new content being learned.

Action Step 1 5

Hire and retain quality Instructional Coaches in the areas of Data, Literacy, Writing, Mathematics, TOSA, and MTSS

Person Responsible

Lisa Churchwell

Schedule

Evidence of Completion

List of Instructional Coaches hired by Instructional Specialists

Action Step 2 5

Build Capacity of Instructional Coaches (Data, Literacy, Writing, Mathematics, TOSA, and MTSS) through monthly coaches meetings. Capacity will be built by reviewing and having collaborative conversations surrounding Jim Knight's Partnership Coaching.

Person Responsible

Lisa Churchwell

Schedule

Evidence of Completion

Sign-in Sheets

Action Step 3 5

Jim Knight's Partnership Coaching 2 Day Professional Development

Person Responsible

Lisa Churchwell

Schedule

On 8/25/2015

Evidence of Completion

Sign-in sheets

Action Step 4 5

Jim Knight Partnership Coaching for Administrators

Person Responsible

Lisa Churchwell

Schedule

On 12/10/2015

Evidence of Completion

Agenda/Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S5 6

Monitoring of Coaches' Logs using Data Driven Dialogue Protocol within BDS Division of Teaching and Learning

Person Responsible

Lisa Churchwell

Schedule

Quarterly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Instructional Specialists will monitor coaches logs and provide feedback as necessary.

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 7

Survey of Instructional Coaches to administration and teachers and VAM Data

Person Responsible

Lisa Churchwell

Schedule

Evidence of Completion

Survey of Instructional Coaches to administration and teachers. Analysis of results will be used to determine further capacity building of coaches, retention of coaches, and placement of coaches. Coaching directly impacts instructional practice. VAM data will be used to determine effectiveness.

G1.B3 Student Behavior and Attendance negatively impacting instructional time. 2

 B180472

G1.B3.S1 BDS will establish a Behavior and Attendance initiative who will oversee behavior and attendance data while providing resources to schools. 4

 S191774

Strategy Rationale

When students are present in classrooms instructional time and time on task will increase leading to student achievement.

Action Step 1 5

Create an Attendance and Behavior Team at the District Level.

Person Responsible

Lee Stafford

Schedule

On 6/10/2016

Evidence of Completion

Job Assignments, Google Doc Spreadsheet

Action Step 2 5

District Level Monitoring Team

Person Responsible

Lee Stafford

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data Sheet monitoring status of need regarding strategy implementation

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

Monitoring Data Monthly

Person Responsible

Lee Stafford

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data will be analyzed monthly identifying strategies and determining fidelity of implementation while determining need for further support.

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

Monitoring District, School, Grade Level Attendance and Behavior Data

Person Responsible

Lee Stafford

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data will be collected and analyzed using Data Driven Dialogue to go deep into the data and determine observations, inferences, and questions in order to take continued action.

Implementation Timeline

Professional Development Opportunities

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

G1. If Bay District Schools implements systemic processes to include monitoring effectiveness of implementation, then students will increase proficiency in all subject areas.

G1.B2 Need for alignment and continuity throughout district improvement, school improvement, professional development protocols, faculty professional development to positively impact students' levels of proficiency in all content areas.

G1.B2.S2 Implement district Six Traits Writing expectations and guidelines

PD Opportunity 1

The district Instructional Specialist for ELA/Literacy will work with ELA Staff Training Specialists, Literacy Coaches, and Educators to implement district expectations for common summative writing assessments and scoring protocols aligned to the Florida Standards and Florida Standards Assessment.

Facilitator

Various national and state presenters

Participants

District Instructional Specialist for ELA/Literacy, ELA Staff Training Specialists, Literacy Coaches, Educators

Schedule

G1.B2.S5 Strengthen the Instructional Coaching process systemically by applying and utilizing the Partnership Coaching Approach by Jim Knight

PD Opportunity 1

Build Capacity of Instructional Coaches (Data, Literacy, Writing, Mathematics, TOSA, and MTSS) through monthly coaches meetings. Capacity will be built by reviewing and having collaborative conversations surrounding Jim Knight's Partnership Coaching.

Facilitator

Various Presenters

Participants

Instructional Coaches

Schedule

PD Opportunity 2

Jim Knight's Partnership Coaching 2 Day Professional Development

Facilitator

Jim Knight Coaching Consultants

Participants

BDS Instructional Coaches

Schedule

On 8/25/2015

PD Opportunity 3

Jim Knight Partnership Coaching for Administrators

Facilitator

Ann Hoffman

Participants

School Based Administrators

Schedule

On 12/10/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Transparent Communication of Six Look-fors and PLUS2 Process	\$0.00
2	G1.B2.S1.A2	Implement PLUS2 to Collect Learning Walk Data on Look-for Implementation	\$0.00
3	G1.B2.S1.A3	Adobe Connect Calibration Training on Data Collection for Learning Walks	\$0.00
4	G1.B2.S2.A1	The district Instructional Specialist for ELA/Literacy will work with ELA Staff Training Specialists, Literacy Coaches, and Educators to implement district expectations for common summative writing assessments and scoring protocols aligned to the Florida Standards and Florida Standards Assessment.	\$0.00
5	G1.B2.S3.A1	DAT Team: District leaders, instructional specialists, and staff training specialists will participate in and establish a Professional Learning Community to examine and analyze system structures using PLUS2 Data to determine supports to put in place at schools.	\$0.00
6	G1.B2.S3.A2	BDS Departments will form Professional Learning Communities	\$0.00
7	G1.B2.S3.A3	Department Professional Learning Communities meet regularly to dis-aggregate data in order to drive resources and support in schools district-wide.	\$0.00
8	G1.B2.S3.A4	Principal Breakout Sessions to build Capacity for PLC Implementation	\$0.00
9	G1.B2.S3.A5	AA/AP Research Group to build Capacity for PLC Implementation	\$0.00
10	G1.B2.S4.A1	School Based Admins Create PLCs at their school sites	\$0.00
11	G1.B2.S4.A2	School Based Admins Create and Agree upon Norms for the PLCs at their school sites	\$0.00
12	G1.B2.S4.A3	School Based Admins facilitate creation/item analysis of Common Assessments in PLCs at their school sites	\$0.00
13	G1.B2.S5.A1	Hire and retain quality Instructional Coaches in the areas of Data, Literacy, Writing, Mathematics, TOSA, and MTSS	\$0.00
14	G1.B2.S5.A2	Build Capacity of Instructional Coaches (Data, Literacy, Writing, Mathematics, TOSA, and MTSS) through monthly coaches meetings. Capacity will be built by reviewing and having collaborative conversations surrounding Jim Knight's Partnership Coaching.	\$0.00
15	G1.B2.S5.A3	Jim Knight's Partnership Coaching 2 Day Professional Development	\$0.00
16	G1.B2.S5.A4	Jim Knight Partnership Coaching for Administrators	\$0.00
17	G1.B3.S1.A1	Create an Attendance and Behavior Team at the District Level.	\$0.00
18	G1.B3.S1.A2	District Level Monitoring Team	\$0.00
Total:			\$0.00