



Pam Stewart, Commissioner

## 2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 31 - Indian River

Dr. Mark J. Rendell, Superintendent  
Ella Thompson, Region 3 Executive Director

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## Table of Contents

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<b>Part I: Current District Status</b>	<b>3</b>
<b>Part II: Needs Assessment</b>	<b>13</b>
<b>Goals Summary</b>	<b>14</b>
<b>Goals Detail</b>	<b>14</b>
<b>Action Plan for Improvement</b>	<b>21</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>53</b>
<b>Appendix 2: Technical Assistance Plan to Support Goals</b>	<b>58</b>
<b>Appendix 3: Budget to Support Goals</b>	<b>58</b>

## Current District Status

### Supportive Environment

#### Mission and Vision

##### District Mission Statement

To Serve all Students with Excellence

##### District Vision Statement

Educate and Inspire every Student to be Successful

#### 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 School District of Indian River County identifies Focus and Priority schools based on current academic achievement, demographics, economic needs and enrollment. The Multi Tiered System of Support helps to deepen the understanding for multiple levels of support both academically and behaviorally for all students. MTSS drives the need for improvements in all Tiers of instruction in our schools. Quarterly department data review meetings will take place to monitor performance assessment data to identify trends and specific needs within the district. Action plans will be created and adjusted within this DIAP throughout the year as new trends or areas of need are identified.

**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 district allocates resources based on the needs identified within the quarterly data review meetings with the district departments. The use of the Early Warning System within PM2, the district's assessment and data management system, will also be used to assist in looking at the trends and areas of priority and focus within the district. The Superintendent's School Board approved goals and focus areas drive the priorities and help the departments focus on the areas of greatest need in allocating resources.

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

The School District of Indian River County has integrated the 8 Step Process as a practice to lead systems thinking and change within our schools. District leaders were trained in the 8 Step Process throughout the 2014-15 school year, as well as through the spring 2015 Indian River Fellowship of Instructional Leaders (IRFIL) and Indian River Teacher Instructional Practices (IRTIPS) workshops. Schools were also assisted individually as needed to work through the 8 Step Process. All action plans for 2015-2016 are expected to be tied directly to the School Improvement Plans that have been created by the school based faculty, in coordination with School Advisory Councils, and updated as

data suggests. These plans will be monitored through the implementation of Instructional Rounds conducted by district staff and Role Alike sharing at administrator meetings.

**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**

NA

### **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**

In order to sustain these improvements, the district will monitor for fidelity the implementation of the high yield strategies herein. The district will analyze progress monitor data after each performance assessment looking for trends and areas of need for additional support. The district will offer professional development opportunities to continue to build capacity of our leaders and teachers. The district will allocate appropriate funding and resources needed to continue the improvement. To support our Focus and lowest 300 schools, the district created an Instructional Support Team (IST), that works closely with our three Focus schools and our one lowest 300 school, every other week to support the process of improving student achievement through quality standards based instruction. In addition, other schools will be identified as needing support and the district will allocate resources to assist them.

### **Stakeholder Involvement**

#### **PIP Link**

<https://www.floridacims.org/documents/275347>

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

See attached plan.

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

The district does not have any schools in Turnaround status, however in an effort to assist all schools we have implemented several interventions.

IRFIL - Indian River Fellowship of Instructional Leaders meets five times a year to help build capacity within our formal and informal school based leaders. This includes school based administration, coaches and teachers with a desire to help with the systems changes that need to take place within our schools.

IRTIPS - Indian River Teacher Instructional Practices meets during early release days as a form of structured professional development. This PD is created by a core team of teachers and then delivered by teacher leaders for their individual schools with the support of the school based administrators and district staff. The focus this year is on standards based instruction and strategies to help implement quality instruction.

ICE- Institute for Coaching Excellence is a way of deepening the coaching competencies of our school based instructional coaches and teacher leaders.

MTSS - Multi Tiered System of Support helps to develop support and to deepen the understanding for

multi tiered levels of support for our students both academically and behaviorally.  
IST- Instructional Support Teams assist our three Focus and one lowest 300 schools in collaboration with the Differentiated Accountability Team for Region III of the FLDOE.

## Effective Leadership

### District Leadership Team:

**Rendell, Mark, [mark.rendell@indianriverschools.org](mailto:mark.rendell@indianriverschools.org)**

**Title** Superintendent

**Phone**

**Supervisor's Name** School Board

**Supervisor's Title**

**Role and Responsibilities** Superintendent of Schools

**Berg, Deb, [deborah.berg@indianriverschools.org](mailto:deborah.berg@indianriverschools.org)**

**Title** Director

**Phone** 772-564-3067

**Supervisor's Name** Andrew Rynberg

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Director of Elementary Education

**Long, Deborah, [deborah.long@indianriverschools.org](mailto:deborah.long@indianriverschools.org)**

**Title** Director

**Phone** 772-564-3209

**Supervisor's Name** Andrew Rynberg

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Director of Secondary Education

**Taylor, Christopher, [christopher.taylor@indianriverschools.org](mailto:christopher.taylor@indianriverschools.org)**

**Title** Director

**Phone** 772-564-3033

**Supervisor's Name** Bruce Green

**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Director of Assessment and Accountability

**Malits, Karen, karen.malits@indianriverschools.org**

<b>Title</b>	Other
<b>Phone</b>	772-564-3038
<b>Supervisor's Name</b>	Deb Berg
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Coordinator of Title Programs

**Fritz, Bill, william.fritz@indianriverschools.org**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	(772) 564-3195
<b>Supervisor's Name</b>	Dr. Mark Rendell
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Assistant Superintendent of Human Resources

**Morrison, Carter, carter.morrison@indianriverschools.org**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	772-564-3180
<b>Supervisor's Name</b>	Dr. Mark Rendell
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Assistant Superintendent of Finance

**Green, Bruce, bruce.green@indianriverschools.org**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	
<b>Supervisor's Name</b>	Dr. Mark Rendell
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Assistant Superintendent of Technology and Assessment

**Rynberg, Andrew, andrew.rynberg@indianriverschools.org**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	
<b>Supervisor's Name</b>	Dr. Mark Rendell
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Assistant Superintendent of Curriculum and Instruction

**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 is in the process of developing a Leadership competency program for our school based leaders. This process will be adapted from a research study from the Wallace Foundation. This newly developed program will be for incoming and existing leaders. Levels of competency will be established for the program.

The district is also working with school and teacher leaders to build their competency through Fellowship and IRFIL workshops. In order to be a member of an IRFIL team, teachers must agree to participate, be viewed as an informal leader by their school peers, and commit to being a regular active member of their school based IRFIL team. Teacher leaders are working to strengthen their capacity as well as to help coach their peers in the schools which will provide educational opportunities that result in large-scale school reform.

Through the leadership of Dr. Mark Rendell, Superintendent of Schools and Mr. Andrew Rynberg, Assistant Superintendent of Curriculum and Instruction, the district is creating an organization to facilitate the capacity of district-wide leadership learning. With the past superintendent's vision to "develop a program for implementing schools of innovation and transformation that can be replicated for all schools in the district" (Dr. Fran Adams - State of the District Workshop, 5/28/2013), the creation of the Indian River Fellowship for Instructional Leaders organization evolved.

Indian River Fellowship for Instructional Leaders (IRFIL) is not a sounding board/policy-making group. IRFIL is an organization that develops the capacity for work as leaders.

IRFIL meets via a cohort model. Each school assigns staff to one of two cohorts. Cohorts meet weekly throughout the year, along with a three-day summer institute. Topics selected are based upon what research shows improves schools. As part of these transformational/turnaround processes, specific topics are provided for the organizational work. Topics will be ones that have shown the greatest return on investment of time in order to create a sustainable upward trend with academic achievement.

**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**

Prior to May of each school year, the principal, in cooperation with the human resources department, reviews the "Instructional Practice Scores" for teachers in each school. If there are concerns with probationary or annual contracts, non-renewal is exercised. Leaders have received support with "Instructional Practices Scores" and plans of improvement.

In some cases, the teacher will be retained and coached through use of a "Plan for Improvement," if it is believed that they have the potential to become successful through professional development and mentoring.

For professional services contract teachers, Needs Improvement or Unsatisfactory final evaluations trigger initiation of a plan for improvement which can lead to probation and eventual just cause for non-renewal.

## 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**

All schools have a portion of the day either before, during or after school that is an automatic common planning time. Most elementary schools have adjusted their special area rotations to allow for common

planning across grade levels. Most secondary schools have time built in through EPIC, TEAM, or other common times for departments to collaboratively plan. At our Focus schools, along with our one school in the lowest 300, additional time is allotted for professional development and collaborative planning.

**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**

Through the Title 1 office the district is able to provide reading and math/science resource teachers to all of our Priority and Focus schools. The district based curriculum specialists along with the literacy and math/science coaches and math coordinators at each elementary school provide support and structured professional development and planning for all schools. The secondary schools are supported in this process by the district based literacy and curriculum specialists.

## 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:**

**Elementary - uses the Wonders Reading/Writing program along with 6 Traits writing**

**Program Type** Core, Supplemental

**School Type** Elementary School

**Description** The Wonders program has a very strong writing component that is being used in connection with the reading program. As we transition into the FSA ELA assessments we are looking at other programs as pilots in our district.

#### Write Source

**Program Type** Core

**School Type** 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:**



**Go Math**

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

**School Type** Elementary School

**Description** The Go Math program acts as the core curriculum for grades K-5. The program was built on research-based instructional models designed to make mathematics accessible to a wide range of students. Through interactive learning and problem-based activities, students are able to build their own understanding of concepts and skills before the formal representation of ideas occurs.

**Holt High School**

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

**School Type** High School

**Description** Holt's Algebra 2 serves as the core curriculum for the district's Algebra 2 course. This text comes with supplemental and intensive intervention curriculum to facilitate differentiated instruction.

**Pearson High School**

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

**School Type** High School

**Description** The Pearson Algebra 1, Algebra 2 and Geometry Honors Gold series serves as the core curriculum for the county's Algebra 1, Algebra 2 and Geometry Honors courses. Pearson's Blitzer Algebra and Trigonometry serves as the core curriculum for the county's Analysis of Functions and Trigonometry Courses. Pearson's Pre-Calculus Seventh Edition serves as the core curriculum for the county's Pre-Calculus course. All texts come with supplemental and intensive intervention curriculum to facilitate differentiated instructions.

**Glencoe Middle School**

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

**School Type** Middle School

**Description** Glencoe math Connects Plus Course 1 and 2 serve as the district's core mathematics program for the advanced 6th and 7th grade courses. Both texts come with supplemental and intensive intervention curriculum to facilitate differentiated instructions.

**Holt Middle School**

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

**School Type**

**Description** Holt Mathematics course 1 and 2 serve as the district's core curriculum for the standard 6th and 7th grade middle school courses. Both texts come with supplemental and intensive intervention curriculum to facilitate differentiated instruction.

**Big Ideas Middle School**

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

**School Type** Middle School

**Description** Big Ideas Pre-Algebra serves as the core curriculum for the 8th grade course Pre-Algebra. This text come with supplemental and intensive intervention curriculum to facilitate differentiated instructions.

**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:**

**FUSION**

**Program Type** Core, Supplemental

**School Type** Elementary School

**Description** Science Fusion - Houghton Mifflin Harcourt - K-5  
Program:  
Fusion  
The Fusion Science program served as the core curriculum for grades K-5. It was built on research-based instructional models designed around the 5E Lesson Plan. Through interactive learning and problem solving activities, students are able to build their own understanding of concepts and skills using a constructivist approach to Science.

**High School****Program  
Type  
School  
Type**

Biology+Biology H Biology Pearson  
 Bio AP + IB Biology AP Florida Edition Pearson  
 Physical Science Science Spectrum Physical Science Houghton Mifflin Harcourt  
 Physical Science H Science Spectrum Physical Science Houghton Mifflin Harcourt  
 Chemistry + Chemistry H, Chem pre-IB Matter and Changes Chemistry Glencoe  
 (McGraw Hill)Chemistry 2 IB Chemistry IBID Press (John Green & Sadru Damji  
 Physics + Physics H Conceptual Physics by Serway/Vuille 8th edition 2010 Pearson  
 (Prentice Hall)  
 Physics AP College Physics Brooks/Cole Cengage Learning  
 Marine Bio Marine Bio and Oceanography Amsco School Publications  
 (978-0-13-317063-4)  
 Marine Science The Dynamic Ocean Pearson(978-0-13-317063-4)  
 Anatomy and Physio Essentials of Anat and Physio Pearson  
 Earth Space Earth, Physical, Bio American Guidance Service, Inc  
 Program:

Pearson High School

Pearson's Biology served as the core content for the districts Biology and Biology Honors courses.

Program:

Pearson High School

Biology AS Florida Edition served as the core content for the districts AP courses

Program:

**Description** HMM High School

Physical Science served as the core content for the districts Physical Science and Physical Science Honors courses.

Program:

Glencoe High School

Matter and Changes, Chemistry served as the core content for the districts Chemistry, Chemistry Honors, and pre-IB Chemistry courses.

Program:

IBID Press (John Green and Sadru Damj) High School

Chemistry served as the core content for the districts IB Chemistry courses.

Program:

Pearson (Prentice Hall) High School

Conceptual Physics served as the core content for the districts Physics and Physics Honors courses.

Program:

Brooks/Cole Cengage Learning High School

College Physics served as the core content for the districts IB Physics course.

Program:

Amsco School Publications High School

Marine Biology and Oceanography served as the core content for the districts Marine Biology course.

Program:

Pearson High School

The Dynamic Ocean served as the core content for the districts Marine Science course.

Program:

Pearson High School

Essentials of Anatomy and Physiology served as the content for the districts Anatomy and Physiology course.

Program:

Prentice Hall High School

Physical Science: Concepts in Action served as the content for the districts Integrated II and Integrated III courses.

Program:

Parson High School

Essentials of Human Anatomy and Physiology served as the content for the districts Integrated IV course.

### Middle School

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

**School Type** Middle School

Program:

iScience

**Description** The Glencoe iScience program served as the core curriculum for grades 6-8. The programs was developed using research-based models to ensure critical thinking and problem solving.

### 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 district utilizes the Multi Tiered System of Supports at the district and school levels to monitor all tiers of instruction. The use of state and local assessment data assist the schools and district with quarterly data reviews to ensure the levels of instruction are on target. School based leaders also monitor the instruction through daily walkthroughs as well as evaluations.

**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.indianriverschools.org/images/district/curriculum/documents/Student-Progression-Plan-2015-2016.pdf>

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

8-32

**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.** To improve employee professional capacity by aligning professional development offerings with the focus of improving instruction.
- G2.** To ensure the physical safety and security of all students and staff and to provide a safe and secure learning environment by increasing SROs at each high school.
- G3.** To increase student proficiency on all statewide, standardized assessments by 5%, maintain support and focus on the Moonshot Moment Initiative to achieve 90% student literacy by third grade, and to increase graduate rates by 2%.
- G4.** To improve instruction and provide operational efficiency by providing high quality support of digital technology.
- G5.** To attract and retain high quality employees by establishing competitive salary schedules, mitigate increases in health care and benefits costs, and hire more employees in critical needs areas including recruiting minority educators.
- G6.** To increase, maintain, and improve school community relations.

## 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.** To improve employee professional capacity by aligning professional development offerings with the focus of improving instruction. 1a

 G069465

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Highly Effective Teachers (Performance Rating)	2015-16	50.0
District-Wide	Algebra I FSA EOC Pass Rate		
District-Wide	ELA Achievement District Assessment		

### Resources Available to Support the Goal 2

- Modified Wednesdays
- Community partnerships
- PDC Reps at every school site to facilitate the mentoring program
- Established PD programs such as IRFIL to build capacity
- Core design team for elementary and secondary teachers
- School captains to help lead PD at the school site

### Targeted Barriers to Achieving the Goal 3

- Lack of time for teacher collaboration
- Weak mentoring program

### Plan to Monitor Progress Toward G1. 8

Statewide, standardized assessment data and staff surveys will be analyzed for effectiveness of the professional development program.

#### Person Responsible

Andrew Rynberg

#### Schedule

On 6/30/2016

#### Evidence of Completion

FSA data results and staff surveys

**G2.** To ensure the physical safety and security of all students and staff and to provide a safe and secure learning environment by increasing SROs at each high school. 1a

 G066664

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Discipline incidents	2015-16	13171.0
District-Wide	One or More Suspensions	2015-16	2535.0

### Resources Available to Support the Goal 2

- Staff to conduct inspections
- Shared vision of school safety between inter-governmental agencies.
- In-house staff that work with consultants

### Targeted Barriers to Achieving the Goal 3

- Lack of collaboration with IRCSSO on shared resources to provide more SROs

### Plan to Monitor Progress Toward G2. 8

Data of district-wide referral and suspensions rates will be reviewed to show evidence in support for the extra SROs.

#### Person Responsible

Mark Rendell

#### Schedule


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

#### Evidence of Completion

Data pulled from PM2 on referrals and suspension rates



**G3.** To increase student proficiency on all statewide, standardized assessments by 5%, maintain support and focus on the Moonshot Moment Initiative to achieve 90% student literacy by third grade, and to increase graduate rates by 2%. **1a**

 G045277

### Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	Algebra I EOC Pass Rate	2015-16	
District-Wide	4-Year Grad Rate (Standard Diploma)	2015-16	82.0
District-Wide	ELA Achievement District Assessment	2015-16	
District-Wide	FSA Mathematics - Achievement	2015-16	
District-Wide	FCAT 2.0 Science Proficiency	2015-16	52.0
District-Wide	FSA English Language Arts - Achievement	2015-16	

### Resources Available to Support the Goal **2**

- Literacy Coaches in each elementary school
- District based secondary literacy coaches
- Community partnerships; The Learning Alliance, the Education Foundation, etc.
- EWS data for K-12
- Collaboration with Pearson to deliver professional development in Algebra

### Targeted Barriers to Achieving the Goal **3**

- Need for continued, uniformed training on the Florida Standards and pedagogy strategies across the district
- Lack of extra support for low achievement levels of minority subgroups, especially passing the Algebra 1 EOC

### Plan to Monitor Progress Toward G3. **8**

Performance data and observational trend data will be reviewed as evidence of standards based instruction and best instructional practices within all levels and subjects.

#### Person Responsible

Andrew Rynberg

#### Schedule

Quarterly, from 8/3/2015 to 6/30/2016

#### Evidence of Completion

performance data will be shared with stakeholders

**G4.** To improve instruction and provide operational efficiency by providing high quality support of digital technology. **1a**

 G050496

**Targets Supported** **1b**

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics - Achievement		
District-Wide	Algebra I EOC Pass Rate		
District-Wide	FSA English Language Arts - Achievement		

**Resources Available to Support the Goal** **2**

- 2014 - 2017 voter approved millage funds to support technology
- Digital Classrooms Plan
- Digital Classrooms Allocation (State Funding)
- Digital Learning Professional Development Grant
- Technology Integration Matrix
- Instructional Technology Trainers

**Targeted Barriers to Achieving the Goal** **3**

- Lack of a sufficient amount of professional development and support in the area of digital instruction
- Lack of infrastructure needed to support digital classrooms

**Plan to Monitor Progress Toward G4.** **8**

The data that will be evaluated is: TIM-O results, TUPS reports, PD End-of-Year survey, Instructional Technology Survey results, Technology Innovation Squad Survey results, FSA scores, and EOC scores.

**Person Responsible**

Bruce Green

**Schedule**

On 6/17/2016

**Evidence of Completion**

survey results, assessment scores

**G5.** To attract and retain high quality employees by establishing competitive salary schedules, mitigate increases in health care and benefits costs, and hire more employees in critical needs areas including recruiting minority educators. **1a**

 G050498

### Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	Highly Qualified Teachers	2015-16	98.0
District-Wide	Certified in Field	2015-16	98.0

### Resources Available to Support the Goal **2**

- Consultant
- District administrators who have knowledge of jobs
- Job descriptions
- Health and Wellness Center
- Health Insurance Advisory Task Force
- Community Leaders

### Targeted Barriers to Achieving the Goal **3**

- Current job descriptions and salary schedules do not always reflect duties of employees
- Lack of competition in insurance industry
- Low minority teacher ratio

### Plan to Monitor Progress Toward G5. **8**

The Human Resource Department will evaluate data on new minority teachers and an overall increase of highly qualified teachers.

#### **Person Responsible**

Bill Fritz

#### **Schedule**

Monthly, from 3/31/2015 to 6/30/2015

#### **Evidence of Completion**

teacher demographic data

### Plan to Monitor Progress Toward G5. **8**

#### **Person Responsible**

#### **Schedule**

On 6/5/2015

#### **Evidence of Completion**

Summary report of students graduating from high school and entering a college in the teacher program.

**G6. To increase, maintain, and improve school community relations.** 1a

G045272

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	School Climate Survey - Parent		
District-Wide	School Climate Survey - Student		

**Resources Available to Support the Goal** 2

- Community support
- Webmaster for our website and social media
- Board approval of a new organizational chart that includes a PIO
- IRE TV to help broadcast programs that focus on the the positive district programing

**Targeted Barriers to Achieving the Goal** 3

- No Public Information Officer in the district
- Lack of use of our social media

**Plan to Monitor Progress Toward G6.** 8

Data from parent surveys will be collected to monitor progress towards improved school community relations and tracking of analytics.

**Person Responsible**

Flynn Fidgeon

**Schedule**

Quarterly, from 10/26/2015 to 6/30/2016

**Evidence of Completion**

survey results including a question dealing with communication through social media, Twitter analytics

## District Action Plan for Improvement

### Problem Solving Key


**G** = Goal

**B** =  
Barrier


**S** = Strategy

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

**G1.** To improve employee professional capacity by aligning professional development offerings with the focus of improving instruction. **1**


 **G069465**

**G1.B1** Lack of time for teacher collaboration **2**

 **B180801**

**G1.B1.S1** Provide time on district modified Wednesdays to collaboratively plan standard based lessons.

**4**

 **S192205**

### Strategy Rationale

Collaborative planning will help improve instruction.

### Action Step 1 **5**

IRTIPS protocols will be developed to provide structured time for teachers to collaborate.

### Person Responsible

Andrew Rynberg

### Schedule

Every 2 Months, from 10/1/2015 to 6/10/2016

### Evidence of Completion

PD rosters, PD agendas, protocols, observations from district staff

**Action Step 2** 5

Create a PD Roadshow forum for teachers across the district to share instructional strategies and participate in purposeful planning.

**Person Responsible**

Andrew Rynberg

**Schedule**

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

***Evidence of Completion***

PD rosters, PD agendas, protocols, observations from district staff

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

To monitor and support the fidelity of implementation, PD staff and the core design team developed protocols that will be used to observe and monitor the implementation and effectiveness of modified Wednesday trainings at various school sites across the district.

**Person Responsible**

Andrew Rynberg

**Schedule**

On 6/10/2016

***Evidence of Completion***

protocols, PD rosters, district staff observation logs, curriculum and instruction directors meeting notes

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

To monitor and support the fidelity of implementation, school administration will be asked to monitor PD to practice at their sites and give feedback to the Curriculum and Instruction department.

**Person Responsible**

Andrew Rynberg

**Schedule**

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

***Evidence of Completion***

principal feedback to teachers, discussion points listed on principal meeting agendas

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

Data will be analyzed from the Curriculum and Instruction staff's non-evaluative walkthroughs of classrooms across the district as they look for evidence of standards based instruction. Curriculum and Instruction staff will also observe the collaborative planning sessions on modified days and discuss trends at all schools during director's meetings.

**Person Responsible**

Andrew Rynberg

**Schedule**

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

**Evidence of Completion**

walkthrough logs, school-based meeting agendas and minutes, data summary

**G1.B2 Weak mentoring program** 2
 B180802
**G1.B2.S1** Designate a site-based mentor leader at each school to run the mentoring program. 4
 S192209
**Strategy Rationale**

When new teachers get support, they will stay in the professional longer and will be more successful.

**Action Step 1** 5

Principals chose mentor leaders at their sites.

**Person Responsible**

Andrew Rynberg

**Schedule**

On 6/30/2016

**Evidence of Completion**

list of mentor leaders submitted to PD

**Action Step 2** 5

Team of district staff and mentor teachers will collaborate to develop the mentoring program.

**Person Responsible**

Andrew Rynberg

**Schedule**

On 6/30/2016

***Evidence of Completion***

protocols, emails, agendas

**Action Step 3** 5

Mentor teachers will have a monthly meeting with their mentee and participate in non-evaluative walkthroughs to provide feedback.

**Person Responsible**

Andrew Rynberg

**Schedule**

Monthly, from 8/17/2015 to 6/10/2016

***Evidence of Completion***

walkthrough logs, meeting agendas, mentor logs

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

To monitor and support the fidelity of implementation, district staff will meet with mentor leaders monthly to discuss and reflect the mentoring program at each school to ensure that the program is being implemented effectively.

**Person Responsible**

Andrew Rynberg

**Schedule**

Monthly, from 8/17/2015 to 6/10/2016

***Evidence of Completion***

protocols, walkthrough logs, mentoring logs, agendas



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

Mentor leader logs and new teacher surveys will be reviewed to monitor the level of new teacher support.

**Person Responsible**

Andrew Rynberg


**Schedule**

Annually, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

survey results, mentoring logs

**G2.** To ensure the physical safety and security of all students and staff and to provide a safe and secure learning environment by increasing SROs at each high school. 1

 G066664

**G2.B2** Lack of collaboration with IRCISO on shared resources to provide more SROs 2

 B172571

**G2.B2.S2** Look at the budget and work with IRCISO to find resources to fund more SROs in our secondary schools. 4

 S191736

**Strategy Rationale**

Need to provide funding for extra SROs to prevent violence in schools.

**Action Step 1** 5

Appropriating state dollars to fund more SROs in the two high schools.

**Person Responsible**

Carter Morrison

**Schedule**

On 6/30/2016

**Evidence of Completion**

board workshop, budget book, billing from IRCISO for SRO

**Action Step 2** 5

Post the position and select qualified candidates and place them at our high schools.

**Person Responsible**

Carter Morrison

**Schedule**

On 12/18/2015

***Evidence of Completion***

job posting, IRCSO placements

**Action Step 3** 5

New SROs will be trained and will work with established SROs across the district to learn what their roles and responsibilities are as a deputy in the school.

**Person Responsible****Schedule**

Quarterly, from 8/3/2015 to 6/30/2016

***Evidence of Completion***

IRCSO training records

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

To monitor and support the fidelity of implementation, the district will review reports with the principals and review data on referrals.

**Person Responsible**

Mark Rendell

**Schedule**

Weekly, from 7/1/2015 to 6/30/2016

***Evidence of Completion***

budget book, progress billings, discipline data, email correspondence

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Review the budget to ensure that high schools received additional SROs and analyze discipline data with principals to ensure that referrals are decreasing.

**Person Responsible**

Mark Rendell

**Schedule**

Quarterly, from 7/1/2015 to 6/30/2016

**Evidence of Completion**

budget book, discipline data

**G3.** To increase student proficiency on all statewide, standardized assessments by 5%, maintain support and focus on the Moonshot Moment Initiative to achieve 90% student literacy by third grade, and to increase graduate rates by 2%. 1

 G045277

**G3.B1** Need for continued, uniformed training on the Florida Standards and pedagogy strategies across the district 2

 B118442

**G3.B1.S1** Provide training for administrators, coaches and teachers on standards based lesson planning/unit planning, instructional rounds, and instructional strategies to improve practices. 4

 S139391

**Strategy Rationale**

To assist all school level staff in becoming competent in the use of the Florida Standards and to have an understanding of best instruction practices for all subjects and grade levels.

**Action Step 1** 5

The district implements professional development through IRFIL, IRTIPS, IRPLAN, and ICE to build capacity with our building leaders and educators.

**Person Responsible**

Andrew Rynberg

**Schedule**

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

**Evidence of Completion**

meeting agendas where training took place, attendance logs, CANVAS modules, PowerPoints of the trainings

**Action Step 2** 5

The district will provide standards based planning across contents via the Road Show.

**Person Responsible**

Andrew Rynberg

**Schedule**

On 12/2/2015

***Evidence of Completion***

sign in sheets

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

Ongoing discussions of data, trends, and system reviews of the current professional development opportunities will be held by the Superintendent's Leadership Council, DA District Leadership Team, and the Curriculum and Instruction leadership team.

**Person Responsible**

Andrew Rynberg

**Schedule**

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

***Evidence of Completion***

meeting agendas, sign in sheets

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

The Curriculum and Instruction department will meet every month to discuss surveys and data concerning standards based instruction. Additional offerings will be created for the Road Show in response to the surveys and data review.

**Person Responsible**

Andrew Rynberg

**Schedule**

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

***Evidence of Completion***

sign in sheets and agendas from the District inservice days and the Road Show training sessions

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

Monitoring data of standards based lessons, units and best practice strategies by collecting trends through observations of school and district leadership.

**Person Responsible**

Andrew Rynberg

**Schedule**

On 6/10/2016

***Evidence of Completion***

Observations in the classrooms and viewing lesson plans for use of standards based instructional lessons.

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

Review of statewide, standardized tests and local benchmarks.

**Person Responsible**

Christopher Taylor

**Schedule**

Monthly, from 8/3/2015 to 6/30/2016


***Evidence of Completion***

benchmark results, state test results

**G3.B5** Lack of extra support for low achievement levels of minority subgroups, especially passing the Algebra 1 EOC **2**

 B180467

**G3.B5.S1** Increase teacher knowledge of differentiation to implement MAFS standards in Algebra 1 and Pre-Algebra classrooms through multi-modal professional development. **4**

 S191860

### Strategy Rationale

Equip teacher with the necessary skills to instruct students who have two or more indicators in the early warning system.

### Action Step 1 **5**

The district is implementing an Algebra 1 institute to increase teacher's pedagogical skills with an emphasis on differentiating instruction.

#### Person Responsible

Dana Gannt

#### Schedule

Quarterly, from 10/14/2015 to 6/10/2016

#### Evidence of Completion

Training agendas, Emails, PD rosters, Meeting notes, Grant as noted in the budget book

### Action Step 2 **5**

The district will be implementing an Pre-Algebra institute to increase teacher's pedagogical skills with an emphasis on differentiating instruction.

#### Person Responsible

Dana Gannt

#### Schedule

Quarterly, from 8/19/2015 to 6/30/2016

#### Evidence of Completion

Training agendas, Emails, PD rosters, Meeting notes, Grant as noted in the budget book

**Plan to Monitor Fidelity of Implementation of G3.B5.S1** 6

District math instructional coaches will ensure that all Algebra 1 teachers participate in the required Algebra 1 institute.

**Person Responsible**

Dana Gannt

**Schedule**

Quarterly, from 10/14/2015 to 6/10/2016

***Evidence of Completion***

PD rosters, Agendas, meeting notes, email correspondenc

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

FSA Algebra 1 EOC results and benchmark results

**Person Responsible**

Christopher Taylor

**Schedule**

Triannually, from 10/1/2015 to 6/30/2016

***Evidence of Completion***

State and district student data reports

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

Pearson research results

**Person Responsible**

Dana Gannt

**Schedule**

On 6/30/2016

***Evidence of Completion***

Pearson report

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

Instructional Coach walk through data

**Person Responsible**

Dana Gannt


**Schedule**

Biweekly, from 12/1/2015 to 6/3/2016

**Evidence of Completion**

Coaches notes/log

**G3.B5.S2** Offer more opportunities for remediation for students who are not proficient on the Algebra 1 EOC for reinforcement of Algebra 1 standards. 4

 S191862

**Strategy Rationale**

If the students have more exposure and practice with the Algebra 1 standards, then the students are more likely to increase their proficiency level.

**Action Step 1** 5

The district will offer an Algebra 1 EOC boot camp.

**Person Responsible**

Dana Gannt

**Schedule**

Daily, from 6/20/2016 to 6/30/2016

**Evidence of Completion**

Teacher PD roster, student rosters, and lesson plans



**Action Step 2** 5

District staff will work with school staff to plan after school student tutorials in between testing windows.

**Person Responsible**

Deborah Long

**Schedule**

Monthly, from 10/21/2015 to 6/30/2016

***Evidence of Completion***

Meeting notes, emails

**Plan to Monitor Fidelity of Implementation of G3.B5.S2** 6

The Director of Secondary Education will ensure the implementation of the teacher training and boot camp for all non-proficient Algebra 1 students occurs.

**Person Responsible**

Deborah Long

**Schedule**

Daily, from 6/20/2016 to 6/30/2016

***Evidence of Completion***

Student attendance records, PD training log

**Plan to Monitor Fidelity of Implementation of G3.B5.S2** 6

The Director of Secondary Education will ensure the planning of the student after school tutorials in collaboration with the math coaches.

**Person Responsible**

Deborah Long

**Schedule**

Monthly, from 10/21/2015 to 6/30/2016

***Evidence of Completion***

Meeting notes, email correspondence

**Plan to Monitor Effectiveness of Implementation of G3.B5.S2** 7

FSA Algebra 1 EOC results and benchmark results

**Person Responsible**

Christopher Taylor

**Schedule**

Triannually, from 10/1/2015 to 6/30/2016

**Evidence of Completion**

State and District student data reports

**G4.** To improve instruction and provide operational efficiency by providing high quality support of digital technology. 1

 G050496

**G4.B1** Lack of a sufficient amount of professional development and support in the area of digital instruction

2

 B126549

**G4.B1.S1** Provide on-site support and training to teachers who are utilizing technology as an instructional tool in the classroom. 4

 S191248

**Strategy Rationale**

Individualized training to help coach teachers with creating technology rich lessons that address standards and the pedagogical focus.

**Action Step 1** 5

Application Support Specialists have been assigned to school locations and are meeting with teachers during the school day to support technology integration in the classroom.

**Person Responsible**

Tiffany McKenzie

**Schedule**

Weekly, from 8/3/2015 to 6/17/2016

**Evidence of Completion**

Application Support Specialist log, survey, weekly department agendas, emails

**Action Step 2** 5

Application Support Specialists will meet weekly with Tiffany McKenzie to discuss additional support options for integrating technology in the classroom and to problem solve any issues teachers may have.

**Person Responsible**

Tiffany McKenzie

**Schedule**

Weekly, from 8/3/2015 to 6/30/2016

***Evidence of Completion***

weekly meeting agendas

**Action Step 3** 5

Application Support Specialists will provide after school training on technology content.

**Person Responsible**

Tiffany McKenzie

**Schedule**

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

***Evidence of Completion***

training agendas

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

The Technology Innovation Squad will send out quarterly surveys to evaluate the effectiveness of the provided support and to monitor needs.

**Person Responsible**

Tiffany McKenzie

**Schedule**

Quarterly, from 8/3/2015 to 6/17/2016

***Evidence of Completion***

survey results, weekly meeting agendas, teacher feedback, emails

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Use of the TIM-O (Technology Integration Matrix Observation Tool) to monitor the level of technology integration in the classroom.

**Person Responsible**

Tiffany McKenzie

**Schedule**

Weekly, from 11/2/2015 to 6/17/2016

***Evidence of Completion***

results of TIM-Observations

**G4.B1.S2** Provide more district-level professional development that is relevant to the inclusion of digital technology and provide more on-site opportunities. 4

 S191249
**Strategy Rationale**

When teachers are comfortable with digital tools and how it connects with their standards and teaching, more implementation of technology will occur.

**Action Step 1** 5

We are going to develop a professional development plan that will include but is not limited to: Focus, Unify and TIM-O, Canvas, and Office 365

**Person Responsible**

Tiffany McKenzie

**Schedule**

Monthly, from 8/3/2015 to 6/17/2016

***Evidence of Completion***

Professional Development Rosters

### Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Review of the TUPS (Technology Use and Perception Survey) beginning and end of year survey results.

**Person Responsible**

Tiffany McKenzie

**Schedule**

On 6/17/2016

***Evidence of Completion***

TUPS results

### Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Evaluate TIM-O results to identify teacher's movement across the matrix.

**Person Responsible**



Tiffany McKenzie

**Schedule**

On 6/17/2016

***Evidence of Completion***

TIM-O results

**G4.B2** Lack of infrastructure needed to support digital classrooms **2** B126550**G4.B2.S1** Provide Digital Classroom teachers with equipment in their classrooms with access to WiFi and mobile devices. **4** S138958**Strategy Rationale**

To support a mobile device for every student to be used for instruction and to increase technology access.

**Action Step 1** **5**

Purchase wireless access points for teachers throughout the district, with emphasis on 1:1 classrooms.

**Person Responsible**

Pete Jackson

**Schedule**

On 6/30/2016

***Evidence of Completion***

purchase order

**Action Step 2** **5**

Purchase devices and carts for more than 80 classrooms throughout the district.

**Person Responsible**

Pete Jackson

**Schedule**

On 6/30/2016

***Evidence of Completion***

Wireless signal strength greater than 75% in 1:1 classrooms as measured by Wi-Fi analytic tool.

**Action Step 3** 5

The IT department will provide training to all 1:1 teachers.

**Person Responsible**

Tiffany McKenzie

**Schedule**

On 8/7/2015

***Evidence of Completion***

agendas, sign in sheets, contacts with vendors

**Action Step 4** 5

Purchase licensing for Office 365 for all students, including for 1:1 classrooms.

**Person Responsible**

Pete Jackson

**Schedule**

On 6/30/2016

***Evidence of Completion***

license agreement/contract with Microsoft

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Director of technology will monitor progress of the installation of access points and strength of WiFi by weekly updates by I.T. staff.

**Person Responsible**

Brian Bender

**Schedule**

Weekly, from 7/1/2015 to 6/30/2016

***Evidence of Completion***

purchase orders and installation of the wireless access points, meeting agendas, email correspondence

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Feedback from 1:1 teachers that all students can simultaneously access the internet via wireless mobile devices without issue

**Person Responsible**

Tiffany McKenzie

**Schedule**

Monthly, from 8/3/2015 to 6/30/2016

**Evidence of Completion**

survey results from 1:1 teachers

**G5.** To attract and retain high quality employees by establishing competitive salary schedules, mitigate increases in health care and benefits costs, and hire more employees in critical needs areas including recruiting minority educators. 1

 G050498

**G5.B1** Current job descriptions and salary schedules do not always reflect duties of employees 2

 B126499

**G5.B1.S1** Administrators and employees will work together to verify accuracy of job descriptions. 4

 S138459

**Strategy Rationale**

To ensure all job descriptions and salary schedules are appropriate for each employee.

**Action Step 1** 5

Human Resources will conduct job description reviews.

**Person Responsible**

Bill Fritz

**Schedule**

Monthly, from 11/2/2015 to 2/1/2016

**Evidence of Completion**

updated job descriptions



**Action Step 2** 5

When the analysis is complete, Human Resources will put forward new descriptions to the board.

**Person Responsible**

Bill Fritz

**Schedule**

On 6/30/2016

***Evidence of Completion***

board agenda, new job descriptions

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Human Resources will work with a consultant to map revised job descriptions to competitive salary schedules.

**Person Responsible**

Bill Fritz

**Schedule**

Monthly, from 8/3/2015 to 6/30/2016

***Evidence of Completion***

updated job descriptions, email correspondence, consultant contract, board agenda

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Increased hiring and retention of highly qualified staff.

**Person Responsible**


Bill Fritz

**Schedule**

Annually, from 10/17/2014 to 6/5/2015

***Evidence of Completion***

highly qualified teacher data, attrition rates

**G5.B5** Lack of competition in insurance industry **2** B180648**G5.B5.S1** Bid Broker for insurance. **4** S191944**Strategy Rationale**

Competitive prices.

**Action Step 1** **5**

The Human Resources Department will bid for insurance broker.

**Person Responsible**

Edwina Suit

**Schedule**

On 2/29/2016

***Evidence of Completion***

copies of bids from insurance brokers

**Action Step 2** **5**

Once the broker is selected, the district will bid health insurance.

**Person Responsible**

Edwina Suit

**Schedule**

On 6/30/2016

***Evidence of Completion***

copies of insurance bids of health insurance companies

**Plan to Monitor Fidelity of Implementation of G5.B5.S1** 6

Human Resources will secure bids and present to the board the winning bid.

**Person Responsible**

Bill Fritz

**Schedule**

On 10/23/2015

***Evidence of Completion***

the bids, board agenda, board approval, plan presented to staff

**Plan to Monitor Effectiveness of Implementation of G5.B5.S1** 7

Competitive prices and qualities services as denoted in the bid evaluation documents.

**Person Responsible**



Edwina Suit

**Schedule**

On 6/30/2016

***Evidence of Completion***

bids

**G5.B6** Low minority teacher ratio **2** B180651**G5.B6.S1** Develop support network for new teachers. **4** S191947**Strategy Rationale**

Support group will be able to provide ideas and resources to help recruit teachers.

**Action Step 1** **5**

The district will organize a support group for new teachers.

**Person Responsible**

Edwina Suit

**Schedule**

Monthly, from 12/20/2015 to 6/30/2016

***Evidence of Completion***

agenda items, email correspondence

**Action Step 2** **5**

The district will expand recruitment territory to include Historically Black Colleges and Universities and/or Puerto Rico.

**Person Responsible**

Bill Fritz

**Schedule**

On 3/31/2016

***Evidence of Completion***

conference agendas, travel notes

**Plan to Monitor Fidelity of Implementation of G5.B6.S1** 6

The Assistant Superintendent of Human Resources will keep track of hiring data to ensure the hiring of minority staff.

**Person Responsible**

Bill Fritz

**Schedule**

On 6/30/2016

***Evidence of Completion***

instructional staff demographic statistics

**Plan to Monitor Effectiveness of Implementation of G5.B6.S1** 7

Demographic data will be analyzed for the effectiveness for the recruitment and retention of minority teachers.

**Person Responsible**

Bill Fritz

**Schedule**

Quarterly, from 1/4/2016 to 6/30/2016

***Evidence of Completion***

instructional staff demographic statistics

**G6. To increase, maintain, and improve school community relations. 1**

G045272

**G6.B2 No Public Information Officer in the district 2**

B111829

**G6.B2.S1 The superintendent will create the position of Public Information Officer on the organization chart. 4**

S191951

**Strategy Rationale**

Having a Public Information Officer will increase communication to the community.

**Action Step 1 5**

The superintendent will submit an organizational chart for board approval that includes the addition of a Public Information Officer.

**Person Responsible**

Mark Rendell

**Schedule**

On 10/13/2015

**Evidence of Completion**

board agenda

**Action Step 2 5**

The Human Resource department will interview for a qualified candidate to fill the Public Information Office position.

**Person Responsible**

Bill Fritz

**Schedule**

On 10/30/2015

**Evidence of Completion**

public posting of the position, board agenda with a recommended hire

**Action Step 3** 5

The Public Information Officer position will be board approved.

**Person Responsible**

Mark Rendell

**Schedule**

On 10/27/2015

***Evidence of Completion***

board agenda

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

Human Resources will ensure that the position is filled.

**Person Responsible**

Bill Fritz

**Schedule**

On 11/17/2015

***Evidence of Completion***

board agenda with approved consent agenda

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

Parent surveys will be given to monitor community relations.

**Person Responsible**


Brian McMahon

**Schedule**

On 6/3/2016

***Evidence of Completion***

survey results

**G6.B3** Lack of use of our social media 2 B180588**G6.B3.S2** Increase the district's Facebook usage. 4 S192227**Strategy Rationale**

Facebook will be used as a photo gallery and a marketing platform because images perform better on social media platforms than posts without.

**Action Step 1** 5

Make one photo gallery post per week.

**Person Responsible**

Flynn Fidgeon

**Schedule**

Weekly, from 10/26/2015 to 6/30/2016

***Evidence of Completion***

Facebook posts

**Action Step 2** 5

Collect media from school sites using the social media champion.

**Person Responsible**

Flynn Fidgeon

**Schedule**

Monthly, from 10/26/2015 to 6/30/2016

***Evidence of Completion***

Facebook posts



### Action Step 3 5

Digital Media Specialist will post content from district events.

**Person Responsible**

Chris Hiser

**Schedule**

Biweekly, from 10/26/2015 to 6/30/2016

***Evidence of Completion***

Facebook posts

### Action Step 4 5

Post YouTube links of district events to Facebook and Twitter.

**Person Responsible**

Chris Hiser

**Schedule**

Biweekly, from 8/3/2015 to 6/30/2016

***Evidence of Completion***

Posts

### Plan to Monitor Fidelity of Implementation of G6.B3.S2 6

Public Information Office, Webmaster and Digital Media Specialist will ensure and track postings.

**Person Responsible**

Bruce Green

**Schedule**

Monthly, from 10/26/2015 to 6/30/2016

***Evidence of Completion***

Facebook posts and email correspondence

**Plan to Monitor Effectiveness of Implementation of G6.B3.S2** 7

The PIO will monitor the content and the number of postings to the district Facebook page and a question will be added to the parent survey for use of the Facebook page.

**Person Responsible**

Flynn Fidgeon

**Schedule**

Monthly, from 10/26/2015 to 6/30/2016

***Evidence of Completion***

Facebook posts, survey results

**G6.B3.S3 Increase use of # (hashtags) and @ (mentions) for more exposure.** 4
 S192229
**Strategy Rationale**

More users seeing and engaging in district content to increase communication.

**Action Step 1** 5

Train social media administrators on usage of # and @ best practices.

**Person Responsible**

Flynn Fidgeon

**Schedule**

On 11/9/2015

***Evidence of Completion***

Twitter and Facebook post

**Plan to Monitor Fidelity of Implementation of G6.B3.S3** 6

PIO will track the use of # and @ on social media sites by monitoring all posts.

**Person Responsible**

Flynn Fidgeon

**Schedule**

Weekly, from 11/2/2015 to 6/30/2016

***Evidence of Completion***

Twitter analytics data

**Plan to Monitor Effectiveness of Implementation of G6.B3.S3** 7

Use of Twitter analytics to monitor increase of # and @.

**Person Responsible**

Flynn Fidgeon

**Schedule**

Weekly, from 10/26/2015 to 6/30/2016

***Evidence of Completion***

Twitter analytics data

## Implementation Timeline

## Professional Development Opportunities

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

**G1.** To improve employee professional capacity by aligning professional development offerings with the focus of improving instruction.

**G1.B1** Lack of time for teacher collaboration

**G1.B1.S1** Provide time on district modified Wednesdays to collaboratively plan standard based lessons.

### PD Opportunity 1

IRTIPS protocols will be developed to provide structured time for teachers to collaborate.

#### Facilitator

Megan Kendrick

#### Participants

All instructional staff

#### Schedule

Every 2 Months, from 10/1/2015 to 6/10/2016

### PD Opportunity 2

Create a PD Roadshow forum for teachers across the district to share instructional strategies and participate in purposeful planning.

#### Facilitator

Megan Kendrick

#### Participants

All instructional staff

#### Schedule

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

**G3.** To increase student proficiency on all statewide, standardized assessments by 5%, maintain support and focus on the Moonshot Moment Initiative to achieve 90% student literacy by third grade, and to increase graduate rates by 2%.

**G3.B1** Need for continued, uniformed training on the Florida Standards and pedagogy strategies across the district

**G3.B1.S1** Provide training for administrators, coaches and teachers on standards based lesson planning/unit planning, instructional rounds, and instructional strategies to improve practices.

#### **PD Opportunity 1**

The district implements professional development through IRFIL, IRTIPS, IRPLAN, and ICE to build capacity with our building leaders and educators.

##### **Facilitator**

Andrew Rynberg

##### **Participants**

Administrators, coaches and teachers

##### **Schedule**

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

#### **PD Opportunity 2**

The district will provide standards based planning across contents via the Road Show.

##### **Facilitator**

Megan Kendrick, Professional Development, and Curriculum Dept.

##### **Participants**

All teachers in the district

##### **Schedule**

On 12/2/2015

**G3.B5** Lack of extra support for low achievement levels of minority subgroups, especially passing the Algebra 1 EOC

**G3.B5.S1** Increase teacher knowledge of differentiation to implement MAFS standards in Algebra 1 and Pre-Algebra classrooms through multi-modal professional development.

**PD Opportunity 1**

The district is implementing an Algebra 1 institute to increase teacher's pedagogical skills with an emphasis on differentiating instruction.

**Facilitator**

Dana Gantt, Laura Lane, Pearson Consulting

**Participants**

All Algebra 1 teachers

**Schedule**

Quarterly, from 10/14/2015 to 6/10/2016

**PD Opportunity 2**

The district will be implementing an Pre-Algebra institute to increase teacher's pedagogical skills with an emphasis on differentiating instruction.

**Facilitator**

Dana Gantt

**Participants**

All Pre-Algebra teachers.

**Schedule**

Quarterly, from 8/19/2015 to 6/30/2016

**G4.** To improve instruction and provide operational efficiency by providing high quality support of digital technology.

**G4.B1** Lack of a sufficient amount of professional development and support in the area of digital instruction

**G4.B1.S1** Provide on-site support and training to teachers who are utilizing technology as an instructional tool in the classroom.

**PD Opportunity 1**

Application Support Specialists have been assigned to school locations and are meeting with teachers during the school day to support technology integration in the classroom.

**Facilitator**

Application Support Specialists, Professional Development

**Participants**

All teachers

**Schedule**

Weekly, from 8/3/2015 to 6/17/2016

**PD Opportunity 2**

Application Support Specialists will provide after school training on technology content.

**Facilitator**

Application Support Specialists

**Participants**

All teachers

**Schedule**

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



**G4.B1.S2** Provide more district-level professional development that is relevant to the inclusion of digital technology and provide more on-site opportunities.

**PD Opportunity 1**

We are going to develop a professional development plan that will include but is not limited to: Focus, Unify and TIM-O, Canvas, and Office 365

**Facilitator**

Application Support Specialists, System Administrator, Professional Development Specialists

**Participants**

All teachers

**Schedule**

Monthly, from 8/3/2015 to 6/17/2016

**G4.B2** Lack of infrastructure needed to support digital classrooms

**G4.B2.S1** Provide Digital Classroom teachers with equipment in their classrooms with access to WiFi and mobile devices.

**PD Opportunity 1**

The IT department will provide training to all 1:1 teachers.

**Facilitator**

Tiffany McKenzie

**Participants**

All 1:1 teachers

**Schedule**

On 8/7/2015

## Technical Assistance Items

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

### Budget

Budget Data			
1	G1.B1.S1.A1	IRTIPS protocols will be developed to provide structured time for teachers to collaborate.	\$0.00
2	G1.B1.S1.A2	Create a PD Roadshow forum for teachers across the district to share instructional strategies and participate in purposeful planning.	\$0.00
3	G1.B2.S1.A1	Principals chose mentor leaders at their sites.	\$0.00
4	G1.B2.S1.A2	Team of district staff and mentor teachers will collaborate to develop the mentoring program.	\$0.00
5	G1.B2.S1.A3	Mentor teachers will have a monthly meeting with their mentee and participate in non-evaluative walkthoroughs to provide feedback.	\$0.00
6	G2.B2.S2.A1	Appropriating state dollars to fund more SROs in the two high schools.	\$0.00
7	G2.B2.S2.A2	Post the position and select qualified candidates and place them at our high schools.	\$0.00
8	G2.B2.S2.A3	New SROs will be trained and will work with established SROs across the district to learn what their roles and responsibilities are as a deputy in the school.	\$0.00
9	G3.B1.S1.A1	The district implements professional development through IRFIL, IRTIPS, IRPLAN, and ICE to build capacity with our building leaders and educators.	\$0.00
10	G3.B1.S1.A2	The district will provide standards based planning across contents via the Road Show.	\$0.00
11	G3.B5.S1.A1	The district is implementing an Algebra 1 institute to increase teacher's pedagogical skills with an emphasis on differentiating instruction.	\$0.00
12	G3.B5.S1.A2	The district will be implementing an Pre-Algebra institute to increase teacher's pedagogical skills with an emphasis on differentiating instruction.	\$0.00
13	G3.B5.S2.A1	The district will offer an Algebra 1 EOC boot camp.	\$0.00
14	G3.B5.S2.A2	District staff will work with school staff to plan after school student tutorials in between testing windows.	\$0.00
15	G4.B1.S1.A1	Application Support Specialists have been assigned to school locations and are meeting with teachers during the school day to support technology integration in the classroom.	\$0.00
16	G4.B1.S1.A2	Application Support Specialists will meet weekly with Tiffany McKenzie to discuss additional support options for integrating technology in the classroom and to problem solve any issues teachers may have.	\$0.00
17	G4.B1.S1.A3	Application Support Specialists will provide after school training on technology content.	\$0.00
18	G4.B1.S2.A1	We are going to develop a professional development plan that will include but is not limited to: Focus, Unify and TIM-O, Canvas, and Office 365	\$0.00
19	G4.B2.S1.A1	Purchase wireless access points for teachers throughout the district, with emphasis on 1:1 classrooms.	\$0.00

## Budget Data

20	G4.B2.S1.A2	Purchase devices and carts for more than 80 classrooms throughout the district.	\$0.00
21	G4.B2.S1.A3	The IT department will provide training to all 1:1 teachers.	\$0.00
22	G4.B2.S1.A4	Purchase licensing for Office 365 for all students, including for 1:1 classrooms.	\$0.00
23	G5.B1.S1.A1	Human Resources will conduct job description reviews.	\$0.00
24	G5.B1.S1.A2	When the analysis is complete, Human Resources will put forward new descriptions to the board.	\$0.00
25	G5.B5.S1.A1	The Human Resources Department will bid for insurance broker.	\$0.00
26	G5.B5.S1.A2	Once the broker is selected, the district will bid health insurance.	\$0.00
27	G5.B6.S1.A1	The district will organize a support group for new teachers.	\$0.00
28	G5.B6.S1.A2	The district will expand recruitment territory to include Historically Black Colleges and Universities and/or Puerto Rico.	\$0.00
29	G6.B2.S1.A1	The superintendent will submit an organizational chart for board approval that includes the addition of a Public Information Officer.	\$0.00
30	G6.B2.S1.A2	The Human Resource department will interview for a qualified candidate to fill the Public Information Office position.	\$0.00
31	G6.B2.S1.A3	The Public Information Officer position will be board approved.	\$0.00
32	G6.B3.S2.A1	Make one photo gallery post per week.	\$0.00
33	G6.B3.S2.A2	Collect media from school sites using the social media champion.	\$0.00
34	G6.B3.S2.A3	Digital Media Specialist will post content from district events.	\$0.00
35	G6.B3.S2.A4	Post YouTube links of district events to Facebook and Twitter.	\$0.00
36	G6.B3.S3.A1	Train social media administrators on usage of # and @ best practices.	\$0.00
<b>Total:</b>			<b>\$0.00</b>