

## 2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 47 - Okeechobee

Mr. Ken Kenworthy, Superintendent  
Ella Thompson, Region 3 Executive Director

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## Current District Status

### Supportive Environment

#### Mission and Vision

##### District Mission Statement

To prepare all students to be college or career ready and to possess the attitudes and values necessary to function as productive citizens.

##### District Vision Statement

Achieving Excellence: Putting Students First

#### Supports for School Improvement

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

The District has supported our Focus and Priority schools with coordination of state, federal, and local funds and programs. We have dedicated funds through the School Improvement Grant, the Title VI grant, and Supplemental Academic Instruction funds. These funds support not only the additional hour of instruction at South Elementary School, but also the provision of a district Math and Science Coach, as well as supplemental instructional programs, such as iReady. All of these activities align to the interventions developed as a result of the DA Instructional Review, as well as through analysis of the needs at South Elementary School by district leaders.

**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**

Resources are allocated to schools based on student enrollment and Differentiated Accountability status. The Superintendent, Assistant Superintendent for Administrative Services, Assistant Superintendent for Instructional Services, and Director of Human Resources, as well as school administrators, are involved in this decision. The analysis of needs is an ongoing process.

**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**

District leadership will hold monthly instructional rounds at all school sites, which is a new practice that will be implemented in the 2015-16 school year. It is believed that this will further build the capacity of school leadership to examine instructional practice from a less-biased view, but it will also allow for meaningful conversations between district and school leadership, as well as between leadership at all levels and teachers in the classroom. Furthermore, ongoing collaboration between district and school leadership will take place during monthly meetings and periodic visits. The Superintendent is responsible for ensuring these visits occur.

**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**

The district is not implementing a District-Managed Turnaround option, or a Turnaround, Transformation, or Restart with EMO model in any of its schools.

### **Sustainability of Improvement**

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

The District will implement instructional rounds at every school site, ensuring that district leadership maintains an understanding of what students are learning. We will expand our Roadmapping initiative to the middle school level, which will further our intent of having standards-based instruction being delivered in our classrooms.

### **Stakeholder Involvement**

#### **PIP Link**

<https://www.floridacims.org/documents/275365>

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

The District continues to offer meaningful parental involvement activities throughout the year, often sponsored through the Office of Grants & Special Programs. These activities are designed to build parents' capacities for supporting their children's academic achievement. Additionally, parents and community members are invited to take part in advisory councils at both the school and district levels. Through their input on these committees, parents and community members have the ability to provide input regarding school improvement efforts.

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

A collaborative relationship exists between school and district leadership, which ensures that both parties are involved in the development and implementation of turnaround plans and other school-level interventions. Furthermore, in addition to quarterly site visits by district personnel, district leaders meet with school leaders on a bi-weekly basis for input on issues facing the District and its schools. District leadership is also present at every instructional review held by the Differentiated Accountability team, as well as their follow-up visits to school campuses. These experiences facilitate communication between school and district leadership.

### **Effective Leadership**

#### **District Turnaround Lead**

**Employee's Name and Email Address**

Kenworthy, Ken, [kenworthyk@okee.k12.fl.us](mailto:kenworthyk@okee.k12.fl.us)

**Employee's Title**

Superintendent

**Employee's Phone Number**

(863) 462-5000

**Employee's Phone Extension**

226

**Supervisor's Name**

The School Board of Okeechobee County

**Supervisor's Title**

Board Member

**Employee's Role and Responsibilities**

Instructional and Organizational Leadership

**District Leadership Team:****Kenworthy, Ken, kenworthyk@okee.k12.fl.us****Title** Superintendent**Phone** (863) 462-5000**Supervisor's Name** The School Board of Okeechobee County**Supervisor's Title** Board Member**Role and Responsibilities** District Instructional Leader: As Superintendent, Mr. Kenworthy's responsibility is to guide the district toward its vision by following the mission of the school district in support of the turnaround effort.**Geeting, Renee, geetingr@okee.k12.fl.us****Title** Assistant Superintendent**Phone** 863-462-5000**Supervisor's Name** Ken Kenworthy**Supervisor's Title** Superintendent**Role and Responsibilities** As Assistant Superintendent for Instructional Services, Mrs. Geeting is responsible for coordinating the instructional staff in efforts toward meeting the District's goals in support of the Superintendent's leadership.

**Stanley, Joseph, joseph.stanley@okee.k12.fl.us****Title** Administrator**Phone** 863-462-5000**Supervisor's Name** Renee Geeting**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** As the the Coordinator of K-12 Accountability & Assessment, Mr. Stanley is responsible for organizing assessments, analyzing and circulating data for the District and each school, and assisting each school in accountability in support of the district mission.

**Coker, Wendy, cokerw@okee.k12.fl.us****Title** Administrator**Phone** 863-462-5000**Supervisor's Name** Renee Geeting**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** As Director of Exceptional Student Education, Mrs. Coker acts as liaison between ESE staff and both district and school-based leadership as they support our students receiving ESE services.

**Steiert, Lonnie, steiertl@okee.k12.fl.us****Title** Administrator**Phone** (863) 462-5000**Supervisor's Name** Renee Geeting**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** As Coordinator of Grants & Special Programs, Mrs. Steiert oversees Title I and other grants in support of our students.

**Garcia, Donna, donna.garcia@okee.k12.fl.us****Title** Administrator**Phone** 863-462-5000**Supervisor's Name** Renee Geeting**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** As Coordinator of Staff Development, Mrs. Garcia directs and organizes professional development opportunities.

**Wiersma, Toni, weirsmat@okee.k12.fl.us****Title** Administrator**Phone** 8634625000**Supervisor's Name** Renee Geeting**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** As Director of Student services, Mrs. Wiersma oversees issues related to numerous aspects related to student achievement, such as attendance and discipline. Mrs. Wiersma also works with students enrolled in the District's virtual instruction program.

### 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**

Using the State's Model Evaluation for School Based Leaders, administrators and supervisors complete the self-evaluation and deliberate practice plans. The plans are monitored in September, February and June. Evaluations on instructional practice are submitted in June. Administrative reappointments are considered by the Board in July. The final summative is prepared after student growth and achievement are calculated. Data is collected through the use of student, parent, staff and teacher climate surveys. Data is collected on both standardized and local assessments. Additional data is collected through the use of the evaluation instrument. In the event that an administrator receives an overall rating below effective, he/she is placed on an improvement plan and issued the assistance of a high quality leadership team as stipulated in the HRMD Plan. In the event that the administrator continues to perform below level, he or she will be non-renewed.

**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**

According to the collective bargaining agreement and Florida Statute, teachers that are not performing shall be placed on a Teacher Improvement Plan which outlines the process the district must follow. In addition, observation data and student growth and achievement data are collected and used for performance evaluations and renewal decisions. Renewal decisions must be made six weeks prior to the post school period.

### 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 master schedules are reviewed by the Assistant Superintendent for Instructional Services. During this review the common planning time for Focus and Priority schools, as defined in Rule 6A-1.099811(2)(e), is verified. In the event that common planning is not available, district leadership collaborates with school

leadership to ensure that appropriate structures or resources are put into place so that this planning time is made available.

**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**

All schools in the district are served by a reading coach. In addition, a district mathematics and science coach is employed by the District to serve all Focus and Priority schools. The District monitors the daily activities of coaches through their direct supervisors. Reading coaches report to their site principal, and the district mathematics and science coach reports to the Assistant Superintendent for Instructional Services.

## 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:**

#### Pearson Reading Street

**Program Type**

Core

**School Type**

Elementary School

**Description**

This is the core ELA curriculum at the elementary level. It includes both supplemental and intensive intervention components, as well.

#### Houghton Mifflin Harcourt Collections

**Program Type**

Core

**School Type**

Middle School, High School

**Description**

This is the core ELA curriculum at the middle school and high school level. It includes both supplemental and intensive intervention components, as well.

#### 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:**



**Harcourt Go Math**

**Program Type** Core, Intensive Intervention

**School Type** Elementary School, Middle School

**Description** This is the core mathematics curriculum at both the elementary and middle school level. It includes a supplemental and intensive intervention component.

**iReady**

**Program Type** Supplemental, Intensive Intervention

**School Type** Elementary School, Middle School

**Description** This is a supplemental program purchased by the District for both reading and math instruction. It is prescriptive in nature and includes an intensive intervention component.

**Houghton Mifflin Harcourt**

**Program Type** Core

**School Type** High School

**Description** This is the core mathematics curriculum at both the high school level. It includes a supplemental and intensive intervention component.

**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:**

**Harcourt Science**

**Program Type** Core

**School Type** Elementary School

**Description** This is the core science curriculum at the elementary school level. It includes a supplemental and intensive intervention component.

**Glencoe/McGraw Hill**

**Program Type** Core

**School Type** Middle School

**Description** This is the core science curriculum at the middle school level. It includes a supplemental and intensive intervention component.

**Holt McDougal**

**Program Type** Core

**School Type** High School

**Description** This is the core science curriculum at the high school level. It includes a supplemental and intensive intervention component.

**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 implementation of core instructional and intervention programs are monitored by site-based administrators. Student scores on progress monitoring assessments, as well as overall classroom performance data, is monitored by the school principal. This data is then communicated with both the Superintendent and Assistant Superintendent for Instructional Services.

**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.okee.k12.fl.us/\\_cache/files/b07c56a1-15cd-43d1-b70d-e87c2b8aee8d/C26AB0AD57297E21A2D20FEC39C74304.2014-15-student-progression-plan.pdf](http://www.okee.k12.fl.us/_cache/files/b07c56a1-15cd-43d1-b70d-e87c2b8aee8d/C26AB0AD57297E21A2D20FEC39C74304.2014-15-student-progression-plan.pdf)

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

Pages 18 & 19

**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 implement standards-based instruction in every classroom.

### 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 implement standards-based instruction in every classroom. **1a**

 G050370

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

Focus	Indicator	Year	Target
District-Wide	FSA English Language Arts - Achievement		57.0
District-Wide	FSA Mathematics - Achievement		55.0
District-Wide	FCAT 2.0 Science Proficiency		52.0

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

- Instructional Roadmaps Tied to the Florida Standards
- iReady (Includes Assessment & Instructional Components)

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

- Teacher Comfort with Standards

#### Plan to Monitor Progress Toward G1. **8**

iReady and Performance Matters Data will be collected and analyzed.

#### Person Responsible

Joseph Stanley

#### Schedule

Quarterly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Data analysis documentation.

## District Action Plan for Improvement

### Problem Solving Key


**G** = Goal

**B** =  
Barrier


**S** = Strategy

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

**G1.** To implement standards-based instruction in every classroom. **1**

 **G050370**

**G1.B1** Teacher Comfort with Standards **2**

 **B126303**

**G1.B1.S1** Florida standards, test item specifications, and roadmaps will be used to drive instructional practice. **4**

 **S138260**

### Strategy Rationale

This strategy directly impacts the delivery of standards-based instruction, as increased exposure to and support with the standards, test items specifications, and roadmaps will increase teachers' comfort with the standards.

### Action Step 1 **5**

Teachers will meet with an instructional leader to plan lessons based on the standards, test item specifications, and roadmaps.

#### Person Responsible

Ken Kenworthy

#### Schedule

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

#### Evidence of Completion

Sign-in Sheets

**Action Step 2** 5

Each 9-weeks, secondary teachers will create a roadmap based upon the standards and test item specifications and will develop common assessments through collaboration to culminate in an EOC exam.

**Person Responsible**

Renee Geeting

**Schedule**

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

***Evidence of Completion***

Sign-in sheets, completed roadmaps, completed assessments.

**Action Step 3** 5

100% of K-8 ELA and math classes will implement 90 minutes of iReady per week and will utilize the Florida Ready books and online print materials for small group differentiated instruction.

**Person Responsible**

Ken Kenworthy

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Program usage data, classroom observations.

**Action Step 4** 5

District leadership teams will participate in instructional rounds at each school monthly.

**Person Responsible**

Ken Kenworthy

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Sign-in Sheets

**Action Step 5**

5

The District Math and Science Coach will work with teachers at school sites to increase student achievement in these subject areas, while the schools' reading coaches will focus on instruction in ELA.

**Person Responsible**

Renee Geeting

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion*****Plan to Monitor Fidelity of Implementation of G1.B1.S1**

6

Superintendent will oversee principals' monitoring of instructional practice.

**Person Responsible**

Ken Kenworthy

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Classroom observations.

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

Teacher planning and instruction will be monitored to ensure that standards-based instruction is being delivered.

**Person Responsible**

Ken Kenworthy

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Sign-in sheets from grade-level/department meetings, sign-in sheets from professional development activities, and teacher lesson plans will demonstrate that training opportunities are being delivered to teachers. Evidence of instructional improvement will be tracked through observations conducted by school administrative teams, as well as instructional rounds which are held on a monthly basis. During instructional rounds, district leadership works with school leadership to identify best instructional practices, as well as those practices that can be improved. Strategies for improving these practices will be discussed during debrief meetings following the instructional round process, and will be subsequently monitored for implementation by school- and district-based administration.



## Implementation Timeline

## Professional Development Opportunities

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

### **G1.** To implement standards-based instruction in every classroom.

#### **G1.B1** Teacher Comfort with Standards

**G1.B1.S1** Florida standards, test item specifications, and roadmaps will be used to drive instructional practice.

#### **PD Opportunity 1**

Each 9-weeks, secondary teachers will create a roadmap based upon the standards and test item specifications and will develop common assessments through collaboration to culminate in an EOC exam.

##### **Facilitator**

Donna Garcia, Emily Streelman, Reading Coaches, Principals

##### **Participants**

Middle School Principals

##### **Schedule**

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

#### **PD Opportunity 2**

The District Math and Science Coach will work with teachers at school sites to increase student achievement in these subject areas, while the schools' reading coaches will focus on instruction in ELA.

##### **Facilitator**

Emily Streelman

##### **Participants**

Teachers in Grades K-5

##### **Schedule**

Daily, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

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

### G1. To implement standards-based instruction in every classroom.

#### G1.B1 Teacher Comfort with Standards

**G1.B1.S1** Florida standards, test item specifications, and roadmaps will be used to drive instructional practice.

#### PD Opportunity 1

100% of K-8 ELA and math classes will implement 90 minutes of iReady per week and will utilize the Florida Ready books and online print materials for small group differentiated instruction.

#### Facilitator

iReady Consultant, Reading Coaches, Principals

#### Participants

Teachers in Grades K-8

#### Schedule

Quarterly, from 8/18/2014 to 6/5/2015

## Budget

### Budget Data

Budget Data			
1	G1.B1.S1.A1	Teachers will meet with an instructional leader to plan lessons based on the standards, test item specifications, and roadmaps.	\$0.00
2	G1.B1.S1.A2	Each 9-weeks, secondary teachers will create a roadmap based upon the standards and test item specifications and will develop common assessments through collaboration to culminate in an EOC exam.	\$0.00
3	G1.B1.S1.A3	100% of K-8 ELA and math classes will implement 90 minutes of iReady per week and will utilize the Florida Ready books and online print materials for small group differentiated instruction.	\$0.00
4	G1.B1.S1.A4	District leadership teams will participate in instructional rounds at each school monthly.	\$0.00
5	G1.B1.S1.A5	The District Math and Science Coach will work with teachers at school sites to increase student achievement in these subject areas, while the schools' reading coaches will focus on instruction in ELA.	\$0.00
Total:			\$0.00