



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

48 - Orange

Dr. Maria Vazquez, Superintendent
Lucinda Thompson, Central Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

b. District Vision Statement

To ensure every student has a promising and successful future

c. Link to the district's strategic plan (optional).

<https://www.ocps.net/cms/one.aspx?pageId=1290951>

2. Supports for School Improvement

a. Alignment of Resources

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.

Orange County Public Schools (OCPS) engages in a comprehensive process to review, revise, and communicate a system-wide purpose for student success. The district developed its five-year strategic plan through a systematic and inclusive process that gathered input from school board members, district leadership, school representation, parent and community groups, and business partners and organizations. The original vision, mission, and goals developed in 2010 were reaffirmed in 2015 when the strategic plan was refreshed.

The OCPS Strategic Plan has five goals and 17 division priorities.

Goal One: Intense Focus on Student Achievement

Division Priorities

- Accelerate student performance
- Narrow achievement gaps
- Ensure career and college readiness
- Increase CTE programs and certifications

Goal Two: High-Performing and Dedicated Team

Division Priorities

- Invest in human capital
- Increase the percentage of high-performing recruited instructional candidates
- Improve retention rates of high-performing instructional staff
- Encourage employees to lead healthy lifestyles through education and use of health benefits

Goal Three: Safe Learning and Working Environment

Division Priorities

- Enhance prevention, intervention and response programs
- Provide empowering environments
- Ensure safety, accuracy and efficiency through increased plan review and inspection passage rates

Goal Four: Efficient Operations

Division Priorities

- Ensure a high quality and responsive customer service environment

- Maintain highest financial reporting standards
- Provide on-time, on-budget project delivery with zero critical defects at deployment

Goal Five: Sustained Community Engagement

Division Priorities

- Promote and protect the reputation of the district
- Develop and implement programs that increase community and parental support of schools
- Develop and sustain a collaborative relationship between internal and external stakeholders

Market differentiators were also established:

- Highest quality educational and extra-curricular opportunities
- Nationally recognized for instructional and operational excellence
- State-of-the-art facilities and leader in digital learning
- Prepare students for career and college in a global environment
- Proudly serve a diverse community

The district has a dedicated Strategic Planning and Performance department responsible for the development and monitoring of the strategic business plans and scorecards, as well as promoting connections between the strategic plan and continuous improvement efforts (e.g., school improvement plans and district accreditation). Strategies within the business plans are thoughtfully selected through established business processes and based on research and past results. OCPS follows established processes for measuring strategic plan objectives based on a scheduled review. District leaders use scorecards, extended scorecards, and strategy monitoring cards to measure progress toward the goals and to focus on specific strategies for meeting division priorities.

OCPS identifies and aligns its district resources through collaborative decision-making that includes representatives from all district divisions. These divisions include the following groups:

Communications

Facilities Services

Fiscal Services

Human Resources

Information and Technology Services

Operations

Teaching and Learning

The leaders of these divisions along with selected other personnel meet weekly through the Cabinet meetings to support the Superintendent in the management and assessment of the needs of all district functions. These needs prioritize Teaching and Learning as the core function of the school district. There is a collaborative problem-solving structure employed in the Cabinet group. In addition, other identified leaders within Teaching and Learning meet weekly in one of two meetings (Area Superintendents' or SALT) to receive and analyze data, prioritize work, and align resources for Targeted and Comprehensive schools. These district leaders include:

Deputy Superintendent

Chief Academic Officer (CAO)

Chief of High Schools (CHS)

Minority Achievement Officer (MAO)

Area Superintendents

Associate Superintendents

Executive Directors

Executive Area Directors

Issues identified as needing additional attention are addressed through the 8-Step Planning and Problem-Solving process. Specific resources and allocations are maintained in the district's fiscal software to monitor the distribution of funds across the district.

During the annual budgeting process, schools begin by identifying their needs through the support, observations and recommendations of their school-based leadership teams. These recommendations are further refined by the input and feedback from the supervisors of principals. These supervisors include the Chief of High Schools, the Area Superintendents, and Associate Superintendents of Career and Technical Education, Exceptional Student Education and the School Transformation Office. These recommendations are then brought to Cabinet where they are finalized.

The allocation process includes building school budgets, assigning Title I funds along with federal and state awards, and assuring services are provided to meet the needs of all students. The Budget department directs the annual process of building uniform budget templates for school level allocations based on student enrollment (FTE) and other applicable state and federal funding. This process takes place during weekly meetings from March through June. For Title I funding, the Director of Federal Programs follows FDOE and federal guidance on required funding allocations associate with school data. This school data includes the percentage of students living in poverty, homelessness, migrant students, and neglected/delinquent data. Teaching and Learning leaders then review all budgets using these and other data. With all budget decisions and documents, The School Board of Orange County provides final approval of all school and district budget decisions.

Resource allocations for other federal programs are decided in a similar way. Title II allocations are determined by district leadership in Teaching and Learning based on the assessed needs of district and school staff. The allocation of Title III funds is based on a similar process, using information gathered from stakeholder input, identification of needs and district approval. District leadership and the Director of Federal Programs assure strict adherence to all state and federal requirements for Title II and Title III. Additional compliance personnel in the Grants and Special Projects department provide support for the monitoring of compliance.

With the approval of the School Board for grant applications over \$50k, the Cabinet directs district administrators to apply for local, state, federal, corporate and foundation grants in alignment with the district's strategic plan. These grants must be in alignment with the district's strategic plan and must address documented needs. Administrators and teachers work with the Grants and Special Projects department to prepare and submit these proposals.

Interventions to Targeted and Comprehensive schools along with other schools recently leaving Targeted and Comprehensive status is provided by the School Transformation Office (STO) and Corrective Programs. These two offices provide additional, targeted support to schools in Differentiated Accountability or schools recently leaving Differentiated Accountability. In the summer before each school year, schools are examined to determine their needs and the most appropriate office. This model should be seen as three tiers of support for schools in the district depending upon their level of need.

Tier 1 support to Schools: 5 Learning Communities

Schools within the Orange County Public School District are geographically divided among 5 learning communities and 1 division consisting of high schools in the area of Teaching and Learning. They are supervised under the direction and guidance of the Deputy Superintendent. Learning communities are supervised by Area Superintendents and Executive Area Directors, and supported by Senior Administrators. High schools are supervised by 1 Chief of High Schools, 2 Executive Area Directors, and assisted by 1 Senior Administrator. These teams provide intensive support and progress monitoring to all schools through learning cycles that include observations of instruction and planning. School-based leadership teams are actively engaged in the process of examining the connectedness between student data and observational data to drive the work of the school improvement plan. Learning community supervisors facilitate this work as they collaboratively examine evidence and

guide the school's action steps for continual improvement toward identified goals that are focused on teaching to the standards, small group instruction, common assessment development, common planning of rigorous lessons, modeling of effective instruction and delivering job-embedded professional development.

Tier 2 support to Schools: Corrective Programs

Area Superintendents and schools within the learning communities in need of additional support, work collaboratively with the Corrective Programs department. The Chief Academic Officer supervises this department. The goal of Corrective Programs is to assist and guide selected schools with ongoing, targeted support focused on coaching, planning, data, and instructional delivery. Corrective Programs (CP) Senior Administrators facilitate routine instructional walks every 4-6 weeks to progress monitor school improvement. The data collected from the walks is used to plan and coordinate support for schools. Using related data, action plans are created focused on target areas for growth, monitoring implementation, evidence of effective implementation, and areas of concern as a result of implementing the action plan. By engaging the leadership team in the problem-solving process, data analysis, and consistent monitoring with feedback corrective program schools are able to design, adapt, or intensify school structures based on the needs of their students. Common assessment and iReady data is reviewed consistently to inform the effectiveness of the action plan implementation; as a result systematic plans are developed. At the end of the year CP Senior Administrators facilitate a reflective conversation with school and district leaders to ensure school improvement efforts are sustained into the next school year.

Tier 3 Support to Schools: The School Transformation Office (STO)

Currently, STO provides comprehensive supervision and support to 11 schools identified by the district and state as “persistently lowest achieving.” School-based principals, Executive Area Directors, Senior Administrators and Coaches report directly to the Associate Superintendent, who is supervised by the Deputy Superintendent. Goals are accomplished through initiatives that focus on teacher quality, leadership capacity, parental involvement, and community partnerships. STO strives to improve teacher performance as it has a direct impact on student achievement. To improve teacher performance, coaches work daily with teachers to support student learning. Coaches provide professional development that expands and refines the understanding of effective instruction. In order to meet STO’s purpose, coaches provide personalized support through a coaching cycle (e.g., coaching, modeling, observation, conferencing, etc.) based on the goals and identified needs of individual teachers. Instructional coaches provide support in analyzing student assessment data and making instructional decisions based on student need. To assist schools in showing growth, the department works in collaboration with the Florida Department of Education to monitor and support the SIP, monitor a multi-tiered system of support, conduct instructional rounds with principals, and create a network of best practices. The School Transformation Office works collaboratively with school leadership teams to utilize data to inform decisions, help leaders foster and implement innovation, and provide customized assistance and training grounded in real-world experience and evidence-based practice. In addition, they help schools form partnerships with families, neighboring schools, and the community. STO works with community members to coordinate events and provide training, workshops, and learning experiences for parents.

Recent additions to the STO team are senior administrators on assignment that act as fellows. The School Transformation Office in conjunction with Professional Development Services work collaboratively to develop Transformation Leaders by providing hands-on experiences that will enable assistant principals and senior administrators to experience side-by-side coaching, “real world” experiences, professional development, and opportunities to develop practical problem-solving skills by shadowing a principal coach with a proven track record for improving student achievement. The goal of this project is to prepare highly effective professionals to lead our most challenging schools. This project is based upon the research commissioned by the Wallace Foundation.

Additional support is provided by the Director of Federal Programs to build budget outlines based on specific funding requirements and school needs to successfully use funds associated with federal entitlement grants. School principals, leadership teams, other personnel and School Advisory Councils (SACs) identify goals, barriers and strategies to help inform allocation decisions. When needs and requirements are determined, the Director of Federal Programs determines additional resources that are provided to include staff allocations, enhanced technology, district curriculum supports, additional professional development support, facility improvements, or operational flexibility allowances. The Federal Programs department maintains an inventory of resources along with knowledge about the budget and provided services. This also includes collecting and maintaining coaching logs. Monthly meetings between district leadership teams and Federal Programs staff ensure that monitoring is a priority and a part of regular district leadership conversations.

b. School Allocation Process

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.

Orange County Public Schools uses a site-based budgeting process for school funding. This process in OCPS uses a formula-based funding model based on FTE and weighted FTE by student along with principal's school-based position decisions. This model provides operational flexibility to schools and supports their ability to allocate appropriate resources to their needs. During the budget allocation window, principals discuss their proposed budgets with their supervisors in order to receive additional feedback and support.

All of this information is incorporated into a schools' site model that is located in an Excel workbook. Principals validate all funding decisions on position purchases through this workbook, and this helps to ensure that the total amount of funding cannot be exceeded. During this process, schools also ensure their compliance with the Class Size Reduction Amendment.

After principals have completed their position purchases and set aside funds for discretionary spending for the following fiscal year, the site-based budget model is saved for further review. Upon completion, the site-based budget is shared with members of the Office of Management and Budget through a shared network folder. The Office of Management and Budget then processes the document and completes final checks of this information.

When schools receive other funds to include federal entitlement and competitive grant funds, the process is similar. Schools identify their needs and receive guidance and support from learning community and other district personnel with compliance.

OCPS will continue to review recently signed legislation to include CS/HB 7069 in order to determine which changes to budget allocations, particularly those involved Title I funds will be needed. When technical assistance is received from the FDOE, this information will be promptly evaluated and needed adjustments will be made.

c. Modifications to System Policies and Practices

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.

This year, the district is beginning work with a system-wide Professional Learning Community (PLC). This District PLC (DPLC) will support the alignment of district priorities and implementation in every classroom by providing a unified system of support for district and school personnel that allows for

shared professional development and learning. The school teams will be comprised of administrators, coaches and classroom teachers. The direct inclusion of classroom teachers in the DPLC will help ensure that the information provided in the professional development sessions moves to classrooms. Teacher representatives on the DPLC will take the lead in their school PLCs in transferring information to other teachers in their grade level or subject.

The first cycle of the DPLC will last for three years. The three-year goal for the DPLC will be for all students in all classrooms to successfully write and respond to complex texts. This three year goal will be broken into three smaller one-year goals that focus on the selection of complex texts, close reading strategies, academic discussions, and other intermediate goals associated with the overall three year goal.

The DPLC project is sponsored by the Chief Academic Officer and operationally led by the Senior Director of Professional Development. All district departments in Teaching and Learning will be participating in the project. In addition, other organizational divisions such as Operations and Finance have been provided details on the project and will structure their work to not interfere with the scheduled professional development and priorities.

To support this project, the Division of Teaching and Learning led by the Deputy Superintendent and the Chief Academic Officer commissioned a group to identify lower priority projects and initiatives that would need to be eliminated, deemphasized or aligned with the DPLC in order for the new project to be successful. Over a dozen projects and initiatives were identified and eliminated or restructured. In addition, other items such as the construction of School Improvement Plans were aligned with the goals and priority of the project.

Overall, the goal of the district PLC is to focus less on a large portfolio of at-times competing initiatives and instead focus on a core set of professional development priorities that transfer to all district classrooms.

d. Operational Flexibility

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.

OCPS provides Targeted and Comprehensive schools operational flexibility in the areas of staffing, scheduling, and budgeting. These schools are able to interview, transfer and hire staff earlier in the reappointment/appointment timeline process than other schools to ensure that they are fully staffed for the upcoming school year. Offers of employment are made after a teacher's trend data has been analyzed and reference and contacted and documented in the district's E-recruit hiring system. These measures are in place to provide the school-based leader critical information in constructing strong instructional teams and identifying priority professional development to build capacity in the areas of need. Additionally, district support is given to build master schedules that provide opportunities to have common planning weekly for English Language Arts (ELA), Mathematics, Writing and Science teachers.

During common planning, teachers are able to design effective standards-based instructional lesson plans, discuss instructional strategies, and incorporate them into the gradual release instructional model. This level of planning increases student engagement and content mastery. Furthermore, flexible roles and responsibilities of teacher leaders ensure varying levels of differentiated support are available for teachers and students.

OCPS is undertaking a pilot of additional financial incentives for teachers through a Memorandum of

Understanding (MOU) with the classroom teacher's association. These incentives would provide between \$10k and \$20k a year per year for up to three years for teachers at Carver Middle School. Through the 2015-16 school grade release, Carver Middle School had the largest consecutive string of 'D' and 'F' grades in OCPS. As a result of these incentives, over 500 teachers from across the district and state have applied to teach at Carver Middle School. Teachers who apply to Carver Middle School receive an extensive review of their state and district value-added scores, references and instructional practices.

In recently signed legislation to include CS / HB 7069, there are additional areas for operational flexibility that may be relevant for Targeted and Comprehensive schools. This flexibility is currently under examination. The district will be waiting for additional technical guidance from the FDOE and will make changes and adjustments as needed.

3. Sustainability of Improvement

a. 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.

Learning communities, the Corrective Programs office and the School Transformation Office (STO) collaborate to provide support to schools through a three-tiered model. This model is described in the section above. As OCPS reduces its number of Targeted and Comprehensive schools, it will be providing more support to schools recently leaving Targeted and Comprehensive status. This support will be provided through Corrective Programs as similar supports are provided less frequently as schools develop the capacity to support needs on their own.

The district has created a plan for sustaining the School Improvement Grant (SIG) Cohort 3 school, Wheatley Elementary. Based on experience learned with the SIG Cohort 1 schools, the district will sustain the improvements after the DA designation is removed and the SIG program ends starting with a careful review process. This review process will include evidence of the graduation transformation of school operations and a fundamental shift in weekly practices so that the school improvement processes are culturally embedded in operations and expectations. These meetings will be facilitated by the Federal Programs department and the School Transformation Office (STO) through direct principal input including participation by the state regional director. The Community Assessment Team representing members of all parental groups at Wheatley (including the School Advisory Council and Parent Leadership Council) will support quarterly updates on student progress and grant activities to include end-of-year reviews and grant renewal.

The district has identified four priority needs for the SIG Cohort 3 school, Wheatley Elementary, to ensure SIG sustainability.

(1) The school must maintain the FCIM / 8 Step Problem Solving process of data analysis and progress monitoring to identify strategies for school improvements and to track progress. This component will require scheduled meetings and facilitations by the school leadership team and implementation of process monitoring assessments. STO has been reorganized since the 2013-14 school year to ensure viable support services to all targeted schools. STO resource staff including an Executive Area Director (EAD) can be assigned to the school to assist with the FCIM / 8 Step Problem Solving process as is currently done. The district's Test Development and Measurement (TDM) department will provide assistance with assessment creation and data analysis. The FDOE Southeast Region Director and staff will provide continued support and access to resources. Both the EAD and FDOE Director are members of the Community Assessment Team and will help to provide

support to the plan.

(2) The school must maintain and support the common planning procedures that have become culturally embedded in school operations to maintain the focus on effective instruction and assessments along with authentic and accountability MTSS interventions. This component will require oversight by the school's leadership team and strong expectations on agenda, minutes, and evaluations. The OCPS district staff and community partners as mentioned in Item #1 above will also be valuable supports. These supporters include STO staff, TDM staff, the Heart of Florida United Way, the Orange County Citizens Commission and Human Services, and the Zellwood/Apopka Community Center. There will also be continued partnerships with faith-based groups including the Pleasant View Baptist Church and New Destiny Christian Center that will also support services for children. All of these organizations are represented on Wheatley's Community Assessment Team.

(3) The school must maintain focus on standards-based instruction at grade level or above to include performance expectations for all content area. This includes an emphasis on the deconstruction of standards to ensure focus and rigor. This component will require instructional planning through common planning sessions and continued training on instructional expectations, teaching strategies, and increased student interaction as adopted in the Florida Standards. STO and Curriculum and Instruction will provide resources for school leadership teams and teacher training.

(4) The school must continue to support recruitment and retention of highly qualified staff to counter the rate of personnel turnover. This will require the district to continue support provided over the last decade to this school and other schools. The Federal Programs department is in the planning stages of budget allocations for recruitment and retention incentives for teachers and administrators at targeted schools. Continued coordination with the Human Resources department along with the Foundation for Orange County Public Schools and local Chambers of Commerce will assist schools with recruitment and incentives.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

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

OCPS has an established Parental Involvement District Advisory Council (PIDAC) which is comprised of parent and community representatives from Title I schools. These representatives are selected through a school leadership nomination process. Additionally, each Title I school is required to designate a parental involvement contact each year. This contact works with district staff to coordinate school site training, arrange school site meetings, provide explanations for the requirements of Section 1118 of the Elementary and Secondary and Education Act (ESEA) and provide information to parents which allows them to make informed decisions about their children.

Resource teachers funded through Title I meet with each of the parental involvement contacts six times a year to conduct training and provide technical assistance for the development and implementation of an effective Parental Involvement Plan (PIP) and school compact, as well as best practices for maximizing parental engagement. The school PIP and compact are evaluated annually by Title I resource teachers. Each school receives individual feedback and support during the year.

The goal of this work is to go beyond compliance in the area of parental and family engagement. The Federal Programs department's Parent Academy and Community Engagement team has designed and

implemented the OCPS Parent Academy with the purpose of building capacity in families, as well as school and district personnel. For the 2017-18 school year, seven on-site, half-day events and four one-hour virtual events are planned. During Saturday on-site academies, stakeholders participate in a variety of sessions to learn about topics including: Florida Standards and Assessments, graduation requirements, homework assistance, financial aid, the college application process, digital literacy, and community resources. Unique learning experiences are provided to children between the ages of 4 and 18, led by OCPS employees and community members, affording parents the opportunity to learn with other results during the day.

The OCPS Virtual Parent Academy also contributes to involvement and is an extension of the onsite academies. Each one-hour Thursday evening events is delivered to participants via a web-based format, offering flexibility to engage in content from any location with Internet access. Each onsite and virtual academy includes the support community partners such as public libraries, services agencies, faith-based organizations and area businesses. Not only do families gain strategies to support their child academically, they also have the opportunity to interact with a wide range of community resources to support the social and emotional well being of their family.

As required by the Turnaround Option Plan (TOP), community advisory boards are assembled with membership that includes district personnel, school staff, parents and community members. These boards will review performance data and assist schools in determining causes of low performance and provide input on the school improvement plan.

3. Engagement of School Leadership

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

Learning Community, STO and Corrective Programs personnel worked collaboratively with school leadership teams to construct Turnaround Option Plans for schools that may need to implement them pending the receipt of 2016-17 school grades. In composing these plans, OCPS also began making moves to instructional personnel in order to ensure that these schools whether qualifying for Targeted and Comprehensive status or improving to a grade of 'C' or higher, will have effective instructors at their schools.

Support for schools in turnaround status or nearing this status involves collaborative work to conduct classroom walkthroughs, foster and implement data-driven decisions, and provide customized assistance and training grounded in real-world experience and evidence-based practices. Instructional coaches work daily with teachers to support student learning and provide professional development opportunities that expand and refine the effective instruction at each school.

Targeted schools will receive the following supports:

- (1) An instructional review at the beginning of the year will be conducted. During this time, the SIP will be adjusted as needed to target primary deficits in teaching and learning.
- (2) Learning community, STO and Corrective Programs personnel will assist in closing the achievement gap by facilitating the coaching cycle, professional development, and participating in PLCs to analyze data to inform instructional decisions. This support will be provided on a weekly basis.
- (3) Learning community, STO and Corrective Program personnel will have monthly direct meetings with school principals.
- (4) A mid-year instructional review will be completed to align with the mid-year narrative required by the FDOE.

(5) A final end-of-year review will be completed along with a sustainability plan developed to continue improvements and monitor implementation of research-based practices for the 2017-18 school year.

Comprehensive schools will receive the following supports:

(1) An instructional review at the beginning of the year will be conducted. During this time, the SIP will be adjusted as needed to target primary deficits in teaching and learning.

(2) Staff members from learning communities, STO and Corrective programs will assist in closing the achievement gap by facilitating the coaching cycle, professional development, and participating in PLCs to analyze data to inform instructional decisions. This support will be provided every two weeks.

(3) If student progress cannot be demonstrated through school-level systems of progress monitoring, supporting staff will assist with the completion of a mid-year instructional review.

(4) A final end-of-year instructional review will be completed and a sustainability plan developed to continue improvements and monitor implementation of research-based practices for the 2017-18 school year.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Shuler, Kathryn, kathryn.shuler@ocps.net

b. Employee's Title

Other

c. Employee's Phone Number

(407) 317-3244

d. Employee's Phone Extension

200-3244

e. Supervisor's Name

Dr. Jesus Jara

f. Supervisor's Title

Other

g. Employee's Role and Responsibilities

As the Associate Superintendent, Mrs. Shuler serves as the District Turnaround Lead, directly reporting to the deputy superintendent. Mrs. Shuler supervises principals and orchestrates a team of education leaders consisting of three former principals (that have a track record in improving student achievement in Title 1 schools) who serve as executive area directors, eleven senior administrators, and instructional coaches in Math, English Language Arts (ELA), Science, Multi-Tiered Systems of Support (MTSS), Exceptional Student Education (ESE) and English Language Learners (ELL) who formerly provided support under Curriculum Services. This team assists school-based leaders and staff in implementing standards-based instruction, research based instructional strategies, and progress monitoring systems. In addition, the department supports common planning with teachers to share resources and develop rigorous lessons/activities that align with the full intent of the standards.

Principal data chats are conducted to ensure schools are making data-driven decisions about the curriculum, instruction, intervention and ongoing assessment based on the Differentiated Accountability Model and the Florida Continuous Improvement Model (FCIM). Classroom walk-throughs are held to identify school needs and ensure that ongoing, job-embedded professional development that helps teachers on-site and in their classrooms is responsive to these trends. To assist schools in showing growth, Mrs. Shuler works in collaboration with the Florida Department of Education to monitor and support the SIP, monitor a multi-tiered system of support, and implement the coaching cycle, which is viewed as an effective tool for targeted improvement in building capacity with instructional pedagogy, content and practice at the school level; thus creating an atmosphere for change. Goals are accomplished through initiatives that focus on teacher quality, leadership capacity, parental involvement and community partners. The associate superintendent, area executive directors, and senior administrators work collaboratively with school leadership teams to conduct classroom walkthroughs and provide side-by-side coaching at the school level to help principals foster, implement, and make instructional changes that are based upon data.

2. District Leadership Team:

Jara, Jesus, jesus.jara@ocps.net	
Title	Other
Phone	(407) 317-3200
Supervisor's Name	Dr. Barbara Jenkins
Supervisor's Title	Superintendent
Role and Responsibilities	As Deputy Superintendent of Orange County Public Schools (OCPS), Dr. Jara supervises the Chief Academic Officer, the Minority Achievement Officer, Area Superintendents, Chief of High Schools, Associate Superintendents for the School Transformation Office (STO), Research, Accountability and Grants (RAG), School Choice Services, and Career and Technical Education (CTE). Dr. Jara directly supports and oversees the division of Teaching and Learning. In this role, he formally oversees initiatives and the responsibilities of his team, including leading the turnaround effort at the district level.
Diaz, Anna, anna.diaz@ocps.net	
Title	Assistant Superintendent
Phone	(407) 317-3200
Supervisor's Name	Dr. Jesus Jara
Supervisor's Title	Other
Role and Responsibilities	Area Superintendent supervises 20-30 schools and provides leadership support to principals to increase student achievement.

Vazquez, Maria, maria.vazquez@ocps.net**Title** Other**Phone** 407-317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other

Role and Responsibilities Chief Academic Officer: Provides leadership in planning, implementation and monitoring of all educational programs of Orange County Public Schools by providing oversight to, and ensuring accountability of, curriculum and instruction to general, special education and adult populations and all related student services. Also leads the Corrective Program team providing Tier 2 support to district's schools to build capacity leading a shift back to Learning Community support .

Shuler, Kathryn, kathryn.shuler@ocps.net**Title** Assistant Superintendent**Phone** 407-317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other

Role and Responsibilities Associate Superintendent supervises 11 schools and provides leadership support to principals to increase student achievement.

Moody, Gregory, gregory.moody@ocps.net**Title** Assistant Superintendent**Phone** (407) 317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other

Role and Responsibilities Area Superintendent supervises 20-30 schools and provides leadership support to principals to increase student achievement.

Bernier, Christopher, christopher.bernier@ocps.net**Title** Assistant Superintendent**Phone** (407) 317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other**Role and Responsibilities** Associate Superintendent of School Choice Services: Responsible for multiple locations including 32 charter schools, 31 OCPS Choice program sites (Magnet Schools, Acceleration, OCVS), 14 Alternative Education sites, 2 contractual programs (EXCEL and DBI), and 2 alternative to suspension centers, comprising of 81 sites.**Cartwright, Vickie, vickie.cartwright@ocps.net****Title** Assistant Superintendent**Phone** 407-317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other**Role and Responsibilities** The Associate Superintendent for Exceptional Student Education (ESE) department assists with the district's process for behavior and academics related to school psychologists, behavior specialists, and social workers from the ESE department as they work with school personnel.**Border, Harold, harold.border@ocps.net****Title** Assistant Superintendent**Phone** (407) 317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other**Role and Responsibilities** The Chief of the High School office supervises 19 high schools and provides leadership support to principals to increase student achievement.

Wright, John, john.wright@ocps.net**Title** Assistant Superintendent**Phone** (407) 317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other**Role and Responsibilities** Area Superintendent supervises 20-30 schools and provides leadership support to principals to increase student achievement.**McKelvey, Brandon, brandon.mckelvey@ocps.net****Title** Assistant Superintendent**Phone** (407) 317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other**Role and Responsibilities** Associate Superintendent for Research, Accountability, and Grants: leads the Research, Accountability and Grants office, including Accountability and Improvement, Research and Evaluation, Test Development and Measurement, Strategic Planning and Improvement Performance, and Grants and Special Projects.**Lawson, James, james.lawson@ocps.net****Title** Other**Phone** 407-317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other**Role and Responsibilities** Minority Achievement Officer focuses on on issues and initiatives, especially student performance by advancing the mission of OCPS to ensure all students have the skills, knowledge and attitudes necessary to succeed in order to close the student achievement gap.

Lapace, Patricia, patricia.lapace@ocps.net**Title** Assistant Superintendent**Phone** (407)317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title****Role and Responsibilities** Area Superintendent supervises 20-30 schools and provides leadership support to principals to increase student achievement.**Gullett, Diane, diane.gullett@marion.k12.fl.us****Title** Assistant Superintendent**Phone** (407) 317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other**Role and Responsibilities** Area Superintendent supervises 20-30 schools and provides leadership support to principals to increase student achievement.**3. Educator Quality****a. School Leadership Teams**

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.

OCPS recognizes that the principal plays the most critical role as the instructional leader of the school in selecting and maintaining a strong school leadership team. One of their top priorities is developing a team who will deliver effective and high-quality instruction. School leadership teams will be supported this year through the District PLC (DPLC) process that will provide high-quality professional development that will transfer to every classroom in the district.

The Teaching and Learning leadership team to include the Deputy Superintendent, Area Superintendents and Associate Superintendents work collaboratively to select leadership teams to support Targeted and Comprehensive schools. This includes an evaluation of the effectiveness of the school principal if a school does not show improvement. In addition, there is a review of the placement of the assistant principal(s) and instructional coaches assigned to the school. Multiple sources of data to include school leader evaluation scores, progress monitoring results, and Florida Standards Assessment data will be used to make determinations about the staff assigned to schools.

To further support this work, Professional Development Services (PDS) revamped the district's preparation of new principals to increase the caliber of the candidates entering the administrative pool. As a part of the OCPS Leadership Pathways program, the program was renamed the Preparing New Principals Academy (PNPA) and aims to develop what the district describes as Level 5 leaders. Participants of the PNPA undertake a rigorous program designed to include high-quality training and

authentic experiences to prepare for the role of principal.

OCPS expects that all newly, appointed assistant principals and assistant directors participate in the PNPA, even if the personnel do not currently aspire to a principal position. District Senior Administrators and Directors who hold state certification in education leadership are also given the opportunity to apply to a cohort pending their supervisor's approval. A support team evaluates participants each year to determine competencies and provide differentiated professional development to meet each participant's needs. After a PNPA cohort has been completed, the candidate is eligible to seek principal certification.

b. Instructional Staff

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.

Area Superintendents and Associate Superintendents supervising Targeted and Comprehensive schools work with school leadership teams and the Human Resources department to ensure that high quality teachers are recruited for vacancies at Targeted and Comprehensive schools. The Area Superintendents, Associate Superintendents and Principals use and review multiple sources of data to monitor and determine teacher effectiveness. Support is provided through the coaching cycle to ensure a high-quality teacher is in every classroom.

Specifically, the district reviews the placement of staff in these schools and reassigns all ELA, Mathematics and Science teachers based on their effectiveness of instruction and learning gains over a three-year period. Reassignment of teachers is based on school-wide progress monitoring data, FSA assessment data, and other information provided in the teacher evaluation system. Teachers in need of improvement are identified and supported by school and district coaches through STO and/or Curriculum and Instruction and placed on an improvement plan. Teachers that fail to show adequate improvement in two consecutive years are replaced or reassigned.

D. Professional Capacity

1. Common Planning Time

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 Targeted and Comprehensive schools are provided guidance and support from Area Superintendents, Associate Superintendents, Executive Area Directors, and Senior Administrators regarding the creation of a master schedule that ensures protected time available for common, collaborative planning regularly throughout the school year. Principals are required to submit master schedules prior to the beginning of the school year to ensure that this common planning time is embedded in the schedule. Additionally, ongoing support is provided from the district and learning community resources teams comprised of instructional coaches and administrators. These resource teams guide the work of weekly common planning to include deliverables such as lesson plans, higher order thinking questions, engagement strategies, and school-level progress monitoring.

2. Instructional Coaches

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 Targeted and Comprehensive schools are provided with instructional coaching support from a district team throughout the year that is differentiated to meet the needs of the school. It is the work of the district instructional coaches to build capacity with teachers, school-based coaches and administrators by implementing the coaching cycle with fidelity, facilitating common planning, creating school-level systems of progress monitoring and guiding the school through the MTSS process.

The learning community works collaboratively with the Curriculum and Instruction department in establishing relationships throughout the schools to provide the most efficient and effective support. Based on the data from schools and walkthroughs, deliverables and targets are developed with the district support coaches and their support is streamlined to best meet the school's demands. District and learning community administrators will attend these activities and require deliverables of the school accomplish this work. These deliverables may include common planning agendas and reflections of both the school and district based coaches. The district instructional coaches, in addition to submitting their logs to district administrators, meet weekly to review progress of the schools and enhance their coaching knowledge through professional development activities that are used to guide the next cycle of instructional coaching to occur in the schools.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.

Yes

District Reading Plans

https://www.floridacims.org/districts/orange?current_tab=reading

b. Writing

1. Description of Programs

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

Journeys HMH (K-5)

Program Type

Core

School Type

Elementary School

Description

HMH Journeys integrates reading and writing instruction utilizing the anchor text in the basal program as the mentor text. The district has written a scope and sequence document along with Curriculum Resource Materials and lesson plans to assist teachers with planning writing instruction using the adopted core program as a tool.

HMH Florida Collections 9-12**Program Type** Core**School Type** High School

Description HMH Collections is aligned to the Language Arts Florida Standards. The district has written a scope and sequence document along with Curriculum Resource Materials to assist teachers with planning writing instruction using the adopted core program as a tool.

College Board's SpringBoard 6-8**Program Type** Core**School Type** Middle School

Description SpringBoard is a proven Pre-AP ELA program aligned to the Language Arts Florida Standards. The district has written a scope and sequence document along with Curriculum Resource Materials to assist teachers with planning writing instruction using the adopted core program as a tool.

c. Mathematics**1. Description of Programs**

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

Approved Interventions for Secondary Math**Program Type** Intensive Intervention**School Type** Elementary School, Middle School

Description i-Ready is being purchased by the district for use by all students in grades K-8 as a Math intervention to support student achievement.
In addition, the district is purchasing MATHia by Carnegie Learning as a supplemental resource to support student achievement in Algebra, Geometry and Algebra 2.

Go Math!**Program Type**

Core

School Type

Elementary School, Middle School

Description

OCPS's core mathematical program for K-8 is Go Math! published by Houghton Mifflin Harcourt. Go Math! contains a number of resources for instruction and assessment. Go Math! features a variety of digital components, hands-on manipulatives, interventions, and assessments. Go Math! was designed to be aligned with the Math Florida Standards. The digital components of the program have since been correlated to the MAFS and made available digitally.

The instruction in each high school Math course focuses on the depth and rigor of the standards, as prescribed by the appropriate course description. Various resources are used to support instruction in secondary science classrooms, such as textbooks, Curriculum Resource Materials, and carefully procured digital objects.

Math Nation (formerly Algebra Nation)**Program Type**

Supplemental

School Type

Middle School, High School

Description

Math Nation is a collaborative initiative aimed at helping students across FL conquer the Algebra 1, Geometry, and Algebra 2 EOCs. The University of FL partnered with Study Edge to create the online supplement. Math Nation is used by OCPS Middle and High Schools for remediation and additional practice of math skills. The students may be in Pre-Algebra, Algebra 1, Geometry or Algebra 2. All OCPS students from Gr 5 - Gr 12 and all math teachers have access to Math Nation through a data integration with Clever. Math Nation also plays a fundamental role in the Algebra 1 Rotational Model.

Math XL for Schools (Pearson)**Program Type**

Supplemental

School Type

Middle School, High School

Description

Math XL for School is an online addition to the core curriculum and has been adopted for Geometry, Pre-Calculus, and Math for College Readiness to supplement the Pearson textbooks for these courses. Additionally, Math XL for School is now available for support to all math courses on high school campuses and to the digital middle schools.

d. Science**1. Description of Programs**

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

Science Fusion (K-5)**Program Type** Core**School Type** Elementary School

Description Science Fusion is our adopted curriculum tool for K-5 science instruction. Our district has created a scope and sequence document and Curriculum Resource Materials that show schools how to best use the Science Fusion textbook as a tool to teach the Florida Standards.

Programs such as P-SELL (Promoting Science Among English Language Learners) and PLTW (Project Lead the Way) provide supplemental support to the core Science program.

Science Curriculum (6-12)**Program Type** Core**School Type** Middle School, High School

Description The instruction in each secondary science course focuses on the depth and rigor of the standards, as prescribed by the appropriate course description. Various resources are used to support instruction in secondary science classrooms, such as textbooks, Curriculum Resource Materials, and carefully procured digital objects.

2. Instructional Alignment and Pacing**a. Program Monitoring**

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.

Learning Community leaders monitor the implementation of instructional programs and the alignment of instruction to the Florida Standards through classroom walkthroughs and data meetings. When poor implementation has been noted, district-level resources have been mobilized to assist the school-based team.

b. Supports for Student Transitions

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

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

No

*a. Link to Student Progression Plan**b. Provide the page numbers of the plan that address this question.*

District scope and sequence documents allow for teachers align their instruction with state standards and the pacing of other schools. This eases the transition of students from one school to another. The

district has a wide range of curricular supports including multiple computer-based intervention and supplemental programs. Student information from these programs is updated nightly to support the seamless transition of data and student information from one school to another when transitions occur.

c. Alignment of Pacing Guides to Florida Standards

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

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Overarching Need: To sustain a comprehensive system of support for school leaders focused on developing and retaining effective school leaders

Focus Area: Teacher and Principal Effectiveness

Is the need trending better or worse over time? Worse

Can cause(s) be identified? Yes

Additional considerations (optional): Need for systems support continues to increase yearly due to a rapid increase of school leaders with three years or less experience.

Overarching Need: To build instructional expertise within all teachers in order to develop a comprehensive instructional development pathway

Focus Area: Teacher and Principal Effectiveness

Is the need trending better or worse over time? Does not change

Can cause(s) be identified? Yes

Overarching Need: To enhance the comprehensive system of support for beginning teachers focused on developing and retaining effective teachers

Focus Area: Teacher and Principal Supply

Is the need trending better or worse over time? Worse

Can cause(s) be identified? Yes

Additional considerations (optional): Systems are in place and are continuing to build the support for beginning teachers at the district and school levels.

Overarching Need: To identify interventions to improve ELA achievement in grades 3-10

Focus Area: Student Achievement

Is the need trending better or worse over time? Worse

Can cause(s) be identified? Yes

Additional considerations (optional): District focus for next three years is literacy across content areas.

Overarching Need: To identify interventions to improve Science achievement in grades 5 and 8 as well as in Biology

Focus Area: Student Achievement

Is the need trending better or worse over time? Worse

Can cause(s) be identified? Yes

Additional considerations (optional): District is in process of changing from discipline specific courses in middle school science to comprehensive courses and expanding access to P-SELL materials in grade 5.

Overarching Need: To improve student performance in Geometry

Focus Area: Student Achievement

Is the need trending better or worse over time? Worse

Can cause(s) be identified? Yes

Additional considerations (optional): There is limited understanding of the standards, new instructional personnel teaching these courses and limited progress monitoring measures.

Overarching Need: To improve student performance in Algebra I

Focus Area: Student Achievement

Is the need trending better or worse over time? Does not change

Can cause(s) be identified? Yes

Additional considerations (optional): There is limited understanding of the standards, new instructional personnel teaching these courses and limited progress monitoring measures.

Overarching Need: To increase the number of students matriculating to Calculus prior to high school graduation

Focus Area: Student Achievement

Is the need trending better or worse over time? Better

Can cause(s) be identified? Yes

Overarching Need: To improve student support for higher level mathematics learning

Focus Area: Student Achievement

Is the need trending better or worse over time? Better

Can cause(s) be identified? Yes

Overarching Need: To improve instructor support focused on higher level mathematics instruction

Focus Area: Teacher and Principal Effectiveness

Is the need trending better or worse over time? Better

Can cause(s) be identified? Yes

B. 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 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.

Student Achievement

Summarize the trends and patterns observed by the team while analyzing student achievement data. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

Areas of Strength

Closing the academic achievement gap that exists among the subgroup population of students (i.e., ESE,

ELL, African-American, Hispanic, lowest 25% in Reading, recipients of free/reduced priced lunch, and gender) continues to be a primary objective for OCPS. FSA and current assessments such as EOC exams are administered and used to identify the extent of the achievement gap and where it does and does not exist for students. The goal in Orange County is to accelerate the gains of subgroups while continuing to increase achievement of all students as the district commits to growth for all students and instructional personnel by moving from a fixed mindset (i.e. intelligence is static) to a growth mindset (i.e. intelligence can be developed) in support of the philosophies of Carol Dweck; and creating a culture of 'grit' (i.e. a special blend of passion and persistence) where the focus is not solely on talent but places importance on effort which in turn builds skill. "Grit" is the work of pioneering psychologist Angela Duckworth. Along with these beliefs, the district will continue to incorporate the use of other processes, strategies and proven research aimed at closing the academic achievement gap.

OCPS has identified key processes (i.e., PLC, FCIM, RtI, MTSS, etc.) to increase student success and each school is responsible for planning, implementing, monitoring and evaluating its progress toward becoming culturally embedded in each of these areas. To better meet the professional development needs of our classroom teachers, especially beginning teachers, teachers not in-field and teachers who are persistently less effective, OCPS has hired Title II – Part A funded Program Specialists dedicated to conducting activities to address the major objective of decreasing the academic achievement gap for identified subgroups in support of our School Board Strategic Goal #1 – Intense Focus on Student Achievement.

We have had success with strategies/initiatives such as providing training to ensure that teachers are well versed in research-based practices as they work with at-risk students; pairing the highest performing personnel to work with the neediest students; and expanding and effectively using Professional Learning Communities. Our professional learning supports the Marzano Instructional Framework Evaluation System and leadership best practices. The research-based teacher evaluation model identifies the direct cause-and-effect relationship between teaching practices and student achievement which works in alignment with our companion leadership evaluation model to facilitate a system-wide common language of instruction. Both models help teachers and leaders make the most informed decisions that yield the greatest benefits for students. The expected outcome is to see a reduction in the achievement gap by effectively implementing and applying the strategies at the appropriate time, in the appropriate place of the lesson, and with the support of effective leadership. An added strategy proposed to eliminate the achievement gap is to have trainings that incorporate the philosophies of Angela Duckworth's Grit research.

Challenges

There continues to be disconnection between the evaluative instructional practice scores teachers receive and scores students receive based on student growth on final common assessments and state standardized assessments. Our achievement gaps remain the same --- not expanding but also not narrowing as we look closely at secondary mathematics and the limited improvements we've seen in elementary English Language Arts scores. A main area of challenge for OCPS is to better prepare our students enrolled in Algebra I and Geometry courses for end-of-course (EOC) exams. Presently our students' performance on EOCs are behind State performance.

Teacher and Principal Supply

Summarize the trends and patterns observed by the team while analyzing teacher and principal supply data. What are the important trends and patterns that will support the identification of teacher and principal supply needs?

Areas of Strength

Despite retention problems across the state and nation along with declining enrollments at schools of education, OCPS has continually had a teacher in 99 percent of our classrooms on the first day of school. Each school year OCPS offers Great Beginnings --- professional development based on the work of Paula

Rutherford's Why Didn't I Learn This in College --- designed to prepare new teachers for classroom effectiveness. The following groups are targeted for participation:

- All new teachers hired at the beginning of the school year
- All teachers who were on temporary contract the prior school year and rehired for the upcoming school year
- Non-education majors (who hold at least a bachelor's degree in a subject for which a professional certificate may be issued) interested to be trained as an educator

Through Great Beginnings, new teachers have opportunities to review research and practice skills that assist with classroom management. These teachers receive additional support before reporting to their schools at a district-conducted pre-service induction professional learning opportunity. This session specifically models and utilizes research-based strategies that are active learning strategies for teaching the standards in a positive environment. This is followed up with two years of online professional learning that is facilitated by classroom teachers and coaches.

Through the district's Professional Development Certification Program (PDCP), the non-education majors have opportunities to complete the following professional development components designed to provide participants with quality training:

- Module 1: Instructional Design and Lesson Planning and Professional and Ethical Conduct – participants learn how to align instruction with state-adopted standards at the appropriate level of rigor; use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons, etc.
- Module 2: The Learning Environment – participants learn how to adapt the learning environment to accommodate the differing needs and diversity of students; use current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their education goals, etc.
- Module 3: Instructional Delivery and Facilitation – participants learn how to identify gaps in student's subject matter knowledge; differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students, etc.
- Module 4: Assessment – participants learn how to use a variety of assessment tools to monitor student progress, achievement and learning gains; apply technology to organize and integrate assessment information, etc.
- Independent Study: Continuous Professional Development – participants learn how to engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; implement knowledge and skills learned in professional development in the teaching and learning process, etc.
- Online Beginning Teacher Portfolio – participants learn how to document completion of various professional development components to include: Differentiated Instruction, Classroom Management, Classroom Environment, Code of Ethics, Diversity, and Great Beginnings
- ESOL Essentials – participants learn how to assess initial English language proficiency and use ESOL strategies and techniques to provide English language learners with comprehensible instruction based on the Florida META Consent Decree requirements
- Foundations for Research Based Practices (Reading Competency 2) – participants learn how to understand the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery

Every beginning teacher is paired with a mentor and offered mentor/coaches support through resources such as:

- OCPS Management Directive A-7 Induction Program --- includes language stating that all new instructional personnel must participate in the Induction Program and all principals are required to facilitate activities leading to accomplishment of Induction Program requirements

- Instructional Coaching --- one stipend allocation per school (188 schools) to be used for mentor to work with new teachers; includes professional development such as Code of Ethics, Protocol Standards and other training
- Mentor --- an allocation for stipends to allow all mentors in every school (188 schools) to be paired with up to three mentees per year
- Clinical Educator --- training for instructional personnel who direct internships for teacher preparation students; OCPS requires this training for personnel desiring to serve as a mentor to new teachers.

School-based coaches in Orange County are the recipients of services provided by district-level program specialists to each of the five area learning communities and our high schools. Those services include side by side coaching offered to school coaches to build capacity in the core subject areas, on the implementation of the resources, and to assist with training in what to look for as it relates to the Marzano instructional model and the implementation of the K-12 Literacy and Math Plan. Classroom teachers in the district receive services to include: 1) group professional development learning sessions throughout the year that focus specifically on building and sustaining professional learning communities, 2) implementation of the Florida Standards and district adopted core, 3) supplemental and comprehensive resources, 4) professional learning that meets the professional learning protocol standards, 5) supporting new teachers in the induction program, as well as 6) offering lesson study, instructional strategies, coaching and the like. Instructional leaders and principals are the recipients of professional development offerings that blend district-developed leadership preparation programs with state-adopted standards based on contemporary research on multi-dimensional school leadership knowledge needed to bring about effective schools.

Challenges

Nationwide, the decline in enrollment at schools of education has led to a challenge in hiring and retaining classroom teachers. The district has a large number of teachers who are within their first 3 years of teaching, with many entering the education field through a non-traditional certification path. 1,842 new teachers began the 2015-16 school year but only 1,367 were still working for the district at the start of the 2016-17 school year. "Other employment" was selected by 25% of exit survey respondents as their reason for separation from the district.

Almost half of principals have fewer than three years of school principal experience. The majority of assistant principals have fewer than three years of administrative experience.

Teacher Effectiveness

Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of teachers. What are the important trends and patterns that will support the identification of teacher learning needs?

Areas of Strength

OCPS has less than one percent of our teachers with an "Unsatisfactory" or "Needs Improvement" rating. The district's observation on the effectiveness of teachers and supports for their learning needs includes a plan of action to:

- (1) evaluate professional learning initiatives, retention and attrition analysis, and program assessments
- (2) provide definitive approaches to improving instructional strategies, methods, and skills implemented within the classroom
- (3) support classroom teachers in the planning, design, and implementation of proven pedagogical practices
- (4) support administrators with cutting-edge research, best practices, and the leadership skills needed to exceed the standards for performance and productivity within their schools

Instructional Personnel Evaluation System (IPES)

OCPS uses an Instructional Personnel Evaluation System designed to foster improvement of professional practice by all teachers. Data from that system is used to identify areas of strength and weakness to inform the choice of professional development, and coaching and mentoring to support teachers as they build mastery of their craft. The differences in teacher effectiveness are addressed through coaching and mentoring, pedagogy, technology, leadership, and culture. The professional learning supports the Marzano Instructional Framework Evaluation System and leadership best practices. The IPES is cooperatively developed annually by appointees from the Orange County Classroom Teachers Association and the school board of Orange County. This collaboration includes quarterly meetings of classroom and district resource teachers, principals and district administrators to ensure that the teacher evaluation system supports teacher growth by providing feedback, resources and assistance to teachers to continuously improve their practice. All teachers are introduced and updated on the evaluation system during pre-planning. Throughout the school year teachers receive online follow-up training developed by Professional Development Services (PDS) and support information is permanently posted on the PDS website. Additional resources are made available through PDS online, iObservation, and Marzano Self Study courses.

Corrective Programs

The School Transformation Office (STO) was established to provide strategic, centralized support based on prioritized needs for the district's highest need schools. The focus of the office is to help schools function as high-performing and dedicated teams, provide training on rigor and standards-based instruction, concentrate on the individual needs of students, use data to drive instruction, and sustain community engagement. A total of 11 STO schools are targeted for support school year 2017-2018. To support the professional learning of educators at these schools, district-level administrators work collaboratively with high-need school leadership teams to use data to inform decisions, help leaders foster and implement innovation, and provide customized assistance and training grounded in real-world experience and evidence-based practice. Additionally, instructional coaches provide side-by-side coaching to personalize support through a coaching cycle (e.g., coaching, modeling, observation, conferencing, etc.) based on the goals and identified needs of individual teachers. Instructional coaches also provide support in analyzing student assessment data and making instructional decisions based on student need. To assist schools in showing growth, STO works in collaboration with the FLDOE to monitor and support School Improvement Plans, monitor a multi-tiered system of support, conduct instructional rounds with principals, and create a network of best practices. They also help schools form partnerships with families, neighboring schools, and the community. STO works with community members to coordinate events and provide training, workshops, and learning experiences for parents.

A tiered system, based on current school needs, has been developed to provide differentiated support to targeted schools.

Tier I --- district-wide support provided from the district-level

Tier II --- specific support provided for what we are identifying as our "Risk Factor" schools. A risk factor analysis was done in quarters two and three of this year using state historical data to determine schools at-risk of falling behind in student and teacher performance. This data was used to determine schools in greatest need of support in the content areas.

Tier III --- addresses professional development needs for teacher in our lowest performing schools.

Through this proposed three tier approach, the district will now be able to provide support for schools in the middle. All schools will receive Tier 1 support. Based on the risk factor analysis data, additional schools will receive both Tier 1 and Tier II support. Finally, our most at fragile schools will receive Tier I, Tier II and Tier III support. This scaffolding of support will ensure OCPS provides a systematic approach to supporting all

schools in our district.

To address differences in teacher effectiveness throughout Orange County we use the iObservation process of the Marzano Teacher Evaluation System. Marzano incorporates a formalized system for identifying key areas for improvement. Through our office of Professional Development Services there are instructional development activities designed and offered to provide support for classroom teachers in the planning, design, and implementation of proven pedagogical practices, specific to the Marzano Teacher Evaluation System.

OCPS addresses equitable distribution in teacher effectiveness between particular types of schools through collaboration between Corrective Programs, Curriculum and Instruction, Instructional Development, Multilingual Services and Exceptional Student Services. Specific strategies to ensure equitable distribution of effective teachers and administrators between particular types of schools include:

? Early hiring: STO and selected schools (Title I, etc.) hire and fill teacher vacancies one month prior to allowing all other schools to start the hiring process

? Job Fairs/Recruitment Fairs: Regularly attended for the purpose of attracting the best teachers to OCPS

? Specialized PD offerings: Cyclical coaching for STO teachers that involves Reading Coaches/Content Specific Coaches/STO Coaches to provide coaching, modeling, observation, co-teaching and reflection; District-provided trainings (i.e., Marzano, Florida Standards, Lesson Study, MTSS, etc.); and State-provided trainings solely for particular types of schools like STO elementary and middle schools (i.e., DA Summer Academy)

Students with Different Learning Styles

Our students come from 200 countries and speak 167 different languages and dialects. Historically, there has been a high number of ESE and ESOL students particularly in the Title I schools. OCPS is required to meet the needs identified in our needs assessment plan and provide training consistent with the requirements of the Consent Decree, IDEA and FDLRS. Throughout OCPS training requirements are an expectation of job responsibilities. Teacher mandated training (examples described below) have been built into staff development plans and/or included in our Master In-Service Plan as follows:

- ESOL Endorsement --- face to face PD training to include five Domains (Culture; Language and Literacy; Methods of Teaching English to Speakers of Other Languages; ESOL Curriculum and Materials Development; and Assessment) or one Essential for content area teachers,
- Sheltered Instruction Observation Protocol (SIOP) training,
- IDEA, FDLRS and other training associated with students with disabilities

School-wide Behavior Programs

To equip teachers with strategies to assist in improved student behavior and provide appropriate interventions to help students learn at a higher level, OCPS has adopted the Multi-Tiered System of Supports (MTSS) --- a process of providing high quality instruction and interventions matched to student need to monitor progress frequently to make decisions about changes in instruction or goals and to apply child response data to important educational decisions. District MTSS coaches use research-based tools in the areas of school-wide behavior programs, interventions and progress monitoring to provide training and ensure these tools are easily accessible to schools through IMS. The MTSS approach for behavior will be addressed through core curriculum and research-based interventions in a model structured as follows:

- School-wide, Preventive Systems of Support/Tier 1 – schools will be required to implement a school-wide behavior program (i.e., CHAMPS, PBS, etc.). The MTSS coaches will train and guide school teams in the creation or improvement of existing programs.
- Targeted Supplemental Interventions and Supports/Tier 2 – students will be provided with behavior plans, classrooms interventions, social emotional counseling and/or classes to target specific behaviors.

- Intensive Individualized Intervention/Tier 3 – students will be provided extensive behavior plans, group and/or individual counseling, evaluations for ESE services, and/or alternative placements.

Some of the professional learning opportunities available online, face-to-face and/or through evening group meetings include:

- CHAMPS Facilitator Series – designed to help classroom teachers develop or fine tune an effective classroom management plan that is proactive and positive.
- Positive Behavior Support – aligned with the Florida ESE K-12 certification competencies.
- Interventions Team Training – prepares a school team in the implementation of a problem-solving process to provide support to teachers as they deal with individual students who exhibit persistent and/or difficult behaviors. Uses Response to Intervention (RtI) model to teach teams how to use data to determine the reasons for misbehavior, apply targeted, evidenced-based interventions and evaluate the results, moving to a more intense intervention when necessary.
- The Structured Classroom Series – effective practices related to: physical structure, class scheduling and individual schedules, work tasks, collaboration, instructional strategies, positive behavior supports and social skills, visual supports, data-based driven decision making, and communication.
- Universal Design for Learning (UDL) – an approach that focuses on common barriers to learning for student and offers guidance on how incorporating technology can make education more inclusive and effective for all learners.
- Marzano Art and Science of Teaching Model – identifies the 41 key strategies revealed by research for effective teaching. Domain 1: Lesson Segments Enacted on the Spot, specifically addresses the monitoring and improvement of student behavior through student engagement (noticing and reacting when students are not engaged, using academic games, etc.), rules and procedures (applying consequences, adhering to rules and procedures, etc.), and teacher/student relationships (understanding student's interest and backgrounds, displaying objectivity and control, etc.).

Parent Involvement

District provided training (i.e., FCIM, SIP, iObservation, data meetings, PLCs, and Instructional Management System) and support is provided to assist teachers in soliciting parents as equal partners to improve student academic achievement and school performance. In addition, the Marzano model, Domain 4: Collegiality and Professionalism, identifies the promotion of positive interactions with student and parents as an expectation of high quality teacher performance, and Domain 1: Lesson Segments Involving Routine Events, emphasizes the need to continuously track and communicate student progress.

All related training will be consistent with the parent involvement goals identified in our schools individual School Improvement Plans to include:

- Communicating to parents through Progress Book --- classroom access for parents and students to report student progress and achievement
- Communicating with parents through email, Connect-Orange, and monthly grade level newsletters
- Conducting monthly School Advisory Council (SAC), Parent-Teacher Association (PTA), Parent-Teacher Organizations (PTO) meetings (depending on the school)
- Encouraging parental involvement in classrooms, mentoring, Professional Learning Communities (PLC) --- process used to establish a school-wide culture, ADDitions School Volunteers --- individuals working at a school (without compensation) and participating in activities that match their interests (i.e., mentoring, tutoring, etc.), and Partners In Education (PIE) --- links businesses and organizations with schools in relationships that enhance student learning and promote school improvement.

Using Data to Inform Instruction

An established data base of individual student information is an essential foundation for all needs assessments. With platforms like Performance Matters --- a data management system and an assessment

management system where OCPS stores all state testing data, local testing data and local assessments --- and the Educational Data Warehouse --- an application that takes in data from many sources, validates the data, and stores it in one location --- we have access to student data. Through the use of consultants and selected district personnel, training will be provided to teachers who are not highly effective and/or infield to allow them to learn how to: 1) access student data; 2) analyze student data; and 3) utilize student data to improve classroom practices and student learning.

Challenges

There continues to be disconnection between the evaluative instructional practice scores teachers receive and scores students receive based on student growth on common final assessments and state standardized assessments.

The student learning growth portion of the district's evaluation of classroom teachers is at times overwhelmed by other portions of the evaluation making it less likely to be an area for discussion and improvement.

Principal and Other School Leader Effectiveness

Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of principals and other school leaders. What are the important trends and patterns that will support the identification of principal and other school leader learning needs?

Areas of Strength

Though ratings of our principals are lower than ratings of our teachers, this in part is due to the higher standards for performance expectation we have for school administrators. To aid principals in turning around school performance while also learning to become an effective school administrator, OCPS has state-adopted principal leadership standards, research-based pedagogy and other district-adopted indicators of effective school leadership programs making up some of the professional development services delivered through programs such as:

- The Coaching Academy – an annual coaching academy; part of a four-leveled plan to develop the leadership skills of school-level instructional coaches to increase their effectiveness and offer support from district-level program specialists to increase the effectiveness of the instructional strategies captured in the Marzano Framework for Teacher Evaluation in order to further the instructional vision of the school district.
- Aspiring Leaders Academy – supports potential leaders in a three-month long program of study that involves practical, school-level leadership experiences to reinforce concepts learned through regular classroom activities delivered in a blended instruction model.
- Preparing New Principals Academy – designed for newly appointed assistant principals and assistant directors to acquire and demonstrate the skills and standards necessary to be a successful instructional leader. The program is comprised of leadership training and offers participants an opportunity to use their experiences in developing qualities that meet the Florida Standards for School Leaders.
- The Harvard School Leadership Academy – designed for principals having one to seven years of experience to attend professional education programs (i.e., National Institute for Urban School Leaders, Improving Schools: The Art of Leadership) at Harvard University. Program participants learn how to: 1) be a successful leader, 2) create a successful school, and 3) set achievement standards to enhance student learning.
- Coaching Support to New Principals – ongoing mentoring and coaching in the school building as principals perform daily duties. Retired OCPS principals will assist new principals and those principals needing additional support to develop the skills and strategies needed to be an effective instructional leader.

Challenges

There is a disparity among data revealing mostly “highly effective” or “effective” appraisal ratings for our school leaders and student learning growth based on common final assessments and state standardized

assessments.

Almost half of principals have fewer than three years of school principal experience. The majority of assistant principals have fewer than three years of administrative experience.

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.** Accelerate Student Performance: If we create and support a District Professional Learning Community with a focus on ELA, we will improve student achievement and build district structures that support collaboration in all areas of work.
- G2.** Accelerate Student Performance: If we provide targeted support to schools in Corrective Programs, we will increase student achievement and build capacity at these schools.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Accelerate Student Performance: If we create and support a District Professional Learning Community with a focus on ELA, we will improve student achievement and build district structures that support collaboration in all areas of work. 1a

G075873

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	60.0

Targeted Barriers to Achieving the Goal 3

- Varied and layered programs and interventions that take time and energy away from the instructional core as it relates to ELA

Resources Available to Help Reduce or Eliminate the Barriers 2

- DPLC Meetings
- Aligned learning community and Corrective Program walks
- Consistent district messaging

Plan to Monitor Progress Toward G1. 8

Monitor communication, mentoring, and iObservation reports

Person Responsible

Maria Vazquez

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

District PLC participation, Learning community and Corrective Program walks

G2. Accelerate Student Performance: If we provide targeted support to schools in Corrective Programs, we will increase student achievement and build capacity at these schools. 1a

G075841

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	58.0
District-Wide	FSA Mathematics Achievement	2017-18	56.0
District-Wide	ELA/Reading Gains	2017-18	56.0
District-Wide	Math Gains	2017-18	58.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2017-18	91.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack basic skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- District PLCs
- Common Planning
- CRMs
- Item Specifications
- High Yield Strategies
- Data Chats
- Progress Monitoring through iReady assessments and Progress Monitoring Activities (PMAs) (district, learning community/area office/school-level)
- Calibration Walk-throughs

Plan to Monitor Progress Toward G2. 8

Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results

Person Responsible

Maria Vazquez

Schedule

Every 2 Months, from 12/15/2017 to 5/25/2018

Evidence of Completion

*iObservation data *Student achievement data *Administrator evaluation data

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

District Action Plan for Improvement


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

G1. Accelerate Student Performance: If we create and support a District Professional Learning Community with a focus on ELA, we will improve student achievement and build district structures that support collaboration in all areas of work. 1

 G075873

G1.B1 Varied and layered programs and interventions that take time and energy away from the instructional core as it relates to ELA 2

 B198279

G1.B1.S1 Focused DPLC 4

 S257570

Strategy Rationale

DPLC will provide consistent district messaging

Action Step 1 5

Principal Facilitator Training

Person Responsible

Maria Vazquez

Schedule

Every 6 Weeks, from 8/31/2017 to 4/26/2018

Evidence of Completion

Implementation of District PLC, Principal Facilitator Training Logs

Action Step 2 5

Principal Supervisor Training

Person Responsible

Maria Vazquez

Schedule

Every 6 Weeks, from 9/1/2017 to 4/27/2018

Evidence of Completion

Implementation of District PLC, Principal Supervisor Training Logs

Action Step 3 5

DPLC Meetings

Person Responsible

Maria Vazquez

Schedule

Every 6 Weeks, from 9/11/2017 to 5/11/2018

Evidence of Completion

District PLC participation logs, District PLC schedule (attached)

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

Monitor communication, mentoring, and iObservation reports

Person Responsible

Maria Vazquez

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

District PLC participation, Learning community and Corrective Program walks

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

Monitor communication, mentoring, and iObservation reports

Person Responsible

Maria Vazquez

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

District PLC participation, Learning community and Corrective Program walks

G2. Accelerate Student Performance: If we provide targeted support to schools in Corrective Programs, we will increase student achievement and build capacity at these schools. 1

 G075841

G2.B1 Teachers lack basic skills 2

 B198215

G2.B1.S1 Targeted support to corrective program schools 4

 S209966

Strategy Rationale

To ensure standards based instruction is consistent throughout the district

Action Step 1

 5

Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results (Budget Part 1)

Person Responsible

Maria Vazquez

Schedule

Every 2 Months, from 12/15/2017 to 5/25/2018

Evidence of Completion

*iObservation data *Student achievement data *Administrator evaluation data

Action Step 2

 5

Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results (Budget Part 2)

Person Responsible

Maritza Vaquez

Schedule

On 5/28/2018

Evidence of Completion

*iObservation data *Student achievement data *Administrator evaluation data

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

Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results

Person Responsible

Maria Vazquez

Schedule

Every 2 Months, from 12/15/2017 to 5/25/2018

Evidence of Completion

*iObservation data *Student achievement data *Administrator evaluation data

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

Monitor iObservation data and student achievement data; list of tiered schools and coaches; monitor learning community data meeting results

Person Responsible

Maria Vazquez

Schedule

Every 2 Months, from 12/15/2017 to 5/25/2018

Evidence of Completion

*iObservation data *Student achievement data *Administrator evaluation data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.MA2 M404666	[no content entered]		No Start Date		No End Date once
G1.B1.S1.A1 A342823	Principal Facilitator Training	Vazquez, Maria	8/31/2017	Implementation of District PLC, Principal Facilitator Training Logs	4/26/2018 every-6-weeks
G1.B1.S1.A2 A342826	Principal Supervisor Training	Vazquez, Maria	9/1/2017	Implementation of District PLC, Principal Supervisor Training Logs	4/27/2018 every-6-weeks
G1.B1.S1.A3 A338493	DPLC Meetings	Vazquez, Maria	9/11/2017	District PLC participation logs, District PLC schedule (attached)	5/11/2018 every-6-weeks
G1.MA1 M300783	Monitor communication, mentoring, and iObservation reports	Vazquez, Maria	8/14/2017	District PLC participation, Learning community and Corrective Program walks	5/25/2018 quarterly
G2.MA1 M325380	Monitor iObservation and student achievement data, as well as an analysis of learning community...	Vazquez, Maria	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/25/2018 every-2-months
G2.B1.S1.MA1 M325379	Monitor iObservation data and student achievement data; list of tiered schools and coaches; monitor...	Vazquez, Maria	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/25/2018 every-2-months
G2.B1.S1.MA1 M325378	Monitor iObservation and student achievement data, as well as an analysis of learning community...	Vazquez, Maria	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/25/2018 every-2-months
G2.B1.S1.A1 A298551	Monitor iObservation and student achievement data, as well as an analysis of learning community...	Vazquez, Maria	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/25/2018 every-2-months
G1.B1.S1.MA1 M357595	Monitor communication, mentoring, and iObservation reports	Vazquez, Maria	8/14/2017	District PLC participation, Learning community and Corrective Program walks	5/25/2018 quarterly
G1.B1.S1.MA1 M357585	Monitor communication, mentoring, and iObservation reports	Vazquez, Maria	8/14/2017	District PLC participation, Learning community and Corrective Program walks	5/25/2018 quarterly
G2.B1.S1.A2 A346731	Monitor iObservation and student achievement data, as well as an analysis of learning community...	Vaquez, Maritza	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/28/2018 one-time

V. Professional Development Opportunities

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

G1. Accelerate Student Performance: If we create and support a District Professional Learning Community with a focus on ELA, we will improve student achievement and build district structures that support collaboration in all areas of work.

G1.B1 Varied and layered programs and interventions that take time and energy away from the instructional core as it relates to ELA

G1.B1.S1 Focused DPLC

PD Opportunity 1

Principal Facilitator Training

Facilitator

OCPS Professional Development Services

Participants

OCPS Principals

Schedule

Every 6 Weeks, from 8/31/2017 to 4/26/2018

PD Opportunity 2

Principal Supervisor Training

Facilitator

OCPS Professional Development Services

Participants

OCPS Principals

Schedule

Every 6 Weeks, from 9/1/2017 to 4/27/2018

PD Opportunity 3

DPLC Meetings

Facilitator

OCPS Professional Development Services

Participants

School based staff

Schedule

Every 6 Weeks, from 9/11/2017 to 5/11/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Principal Facilitator Training	\$0.00
2	G1.B1.S1.A2	Principal Supervisor Training	\$0.00
3	G1.B1.S1.A3	DPLC Meetings	\$0.00
4	G2.B1.S1.A1	Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results (Budget Part 1)	\$0.00
5	G2.B1.S1.A2	Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results (Budget Part 2)	\$0.00
Total:			\$0.00