2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

58 - Sarasota

Mrs. Lori White, Superintendent

Jim Browder, Region 4 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

To prepare students to reach educational success, social responsibility, emotional well being, and develop ethical values by providing dynamic and relevant curriculum, effective instruction, and a safe, nurturing and confidence-building environment.

District Vision Statement

The School District of Sarasota County places learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives.

Supports for School Improvement

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

The Superintendent's Cabinet, Executive Leadership Team in cooperation with the School Board are responsible for identifying and aligning all district resources in order to meet the needs of students. Federal, state and local funds are aligned to school needs. Sarasota does not have any Priority and Focus Schools. The Integrated Instructional Services Division comprised of the Professional Development, Curriculum and Instruction and Research, Assessment and Evaluation and School Improvement Departments work cooperatively to determine how resources will have the highest impact. The district has a multitude of projects and committees which meet regularly to accomplish this common goal.

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports

The Superintendent's Cabinet, Executive Leadership Team in cooperation with the School Board are responsible for identifying and aligning resources to schools based on student population and need according to state and federal guidelines. Federal, state, and local funds are aligned to meet school needs. Each department is responsible for preparing regular data reports that are shared with all stakeholders so the best instructional decisions are made, reviewed, and applied in a continuous model of improvement.

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

The district is involved with several initiatives to support school-based leadership teams. These systems of support were strategically chosen so our schools are informed and ready to meet the challenging new state standards and assessments. The Integrated Instructional Services Division is implementing extensive professional development on the Florida Standards, the Florida Standards

Assessments and the Teacher Evaluation System, and the Instructional Improvement System. The district is piloting a new digital MTSS system to assist with student interventions. The district instructional offices will work with the schools to support and strengthen these systems through workshops, video, and more standardized training depending on specific topic. Every attempt will be made to integrate these large projects to facilitate a seamless transition to better support schools. Sarasota county schools continually reflects and revises policies in accordance with these goals.

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

This is not applicable.

Sustainability of Improvement

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

This is not applicable as Sarasota does not have any Focus or Priority schools.

Stakeholder Involvement

PIP Link
https://www.floridacims.org/documents/275353

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

The DIAP is publicized to other stakeholder groups including parents and community members. In addition, each year district staff conduct an orientation and training at the beginning of the school year to help parents understand how they can fully participate as SAC members. The district-based leadership team will continue to work with school SACs as they complete and review their SIPs.

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

This district does not have to implement any turn around plans.
However, in all school-level interventions and models of change, the district works directly with the school leadership team from the problem identification phase through implementation to the evaluation of effectiveness. These efforts are the collaborative effort of various committees to ensure the intervention is a success.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Employee's Title

Employee's Phone Number

Employee's Phone Extension	
Supervisor's Name	
Supervisor's Title	
Employee's Role and Responsibilities	

District Leadership Team:

Roca, Natalie, natalie.roca@sarasotacountyschools.net	
Title	Director
Phone	(941) 927-9000
Supervisor's Name	Lori White
Supervisor's Title	Superintendent
Role and Responsibilities	Executive Director of Integrated Instructional Services

Cantalupo, Denise, denise_cantalupo@sarasota.k12.fl.us	
Title	Director
Phone	941-927-9000
Supervisor's Name	Dr. Natalie Roca
Supervisor's Title	Director
Role and Responsibilities	Director of Research, Assessment, Evaluation and School Improvement

Cantees, Steve, stephen.cantees@sarasotacountyschools.net	
Title	Director
Phone	941-927-9000
Supervisor's Name	Executive Director of High Schools
Supervisor's Title	Superintendent
Role and Responsibilities	Executive Director of High Schools

Meckler, Sue, sue.meckler@sarasotacountyschools.net	
Title	Director
Phone	941-927-9000
Supervisor's Name	Dr. Natalie Roca
Supervisor's Title	Director
Role and Responsibilities	Director of Curriculum and Instruction

Rose, Karen, karen.rose@sarasotacountyschools.net	
Title	Director
Phone	941-927-9000
Supervisor's Name	Lori White
Supervisor's Title	Superintendent
Role and Responsibilities	Executive Director of Middle Schools

Kingsley, Laura, laura.kingsley@sarasotacountyschools.net	
Title	Director
Phone	941-927-9000
Supervisor's Name	Lori White
Supervisor's Title	Superintendent
Role and Responsibilities	Executive Director of Elementary Schools

Educator Quality

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team

Sarasota County does not have any Focus or Priority Schools.

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

Sarasota County does not have any Focus or Priority Schools.

Public and Collaborative Teaching

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

Sarasota County does not have any Focus or Priority Schools.

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

Sarasota County does not have any Focus or Priority Schools.

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Writing

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

Collections (Houghton, Mifflin, Harcourt)

Program Type	Core
School Type	Middle School, High School
Description	Collections helps students develop abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully through speaking and written communication.

Springboard (Collegeboard)

Program Type	Core
School Type	Middle School, High School
Description	Springboard helps students develop abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully through speaking and written communication.

Mathematics

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

Elementary: Houghton Mifflin Harcourt Go Math!

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School
Description	Supplementals: 1. iReady Diagnostic and Instruction 2. MFSA Formative Assessments-Instructional Focus Guides 3. K-5 Teaching Resource Journal Prompts 3. Professional Development/Support Programs 1. Implementation of the standards utilizing the textbook resource including the digital components. 2. Understanding Math Florida Standards 3. Implementing the Florida Math Standards utilizing the District Instructional Focus Guides 4. Differentiated Instruction in Math

MIDDLE SCHOOL:
Big Ideas Math: Course 1 and Advanced 1 (6th Grade), Course 2 and Advanced 2 (7th Grade), Pre-Algebra (8th Grade).

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School
Description	SUPPLEMENTALS: 1. DISTRICT FORMATIVE ASSESSMENT PROGRAM FOR GRADES 6-8; 2. iEngage Learning (a)Classrooms and community (b) 21st Century Skills 3. TechActive Classrooms 4. Apex Learning

High School: Glencoe/McGraw Hill: 1. Florida Pre-Algebra; Big Idea Math: Algebra 1, Geometry, Algebra 2
Florida Geometry (Honors Geometry) 5. Florida Geometry Concepts and Applications (Informal Geometry) 6. Math Matters 2: An integrated Program, 2009 (Liberal Arts Mathematics)
Pearson / Prentice Hall: 1. Florida Algebra; 2. Florida Algebra 3. Florida Geometry 4. Precalculus: Graphical, Numerical, Algebraic Florida Edition (Precalculus) 5. Algebra and Trigonometry, Blitzer (Integrated III) 6. Calculus; Graphical, Numerical, Algebraic, Media Update (Advanced Placement Calculus AB and Calculus Honors) 7. Elementary Statistics: Picturing the World (Probability and Statistics with Applications). Holt/McDougal: 1. Trigonometry, Larson (Trigonometry) 2. Precalculus with Limits: A Graphicg Approach (Math Analysis) 3. Calculus, Larson (Advanced Placement Calculus BC). Bedford/Freeman/Worth: 1. The Practice of Statistics (Advanced Placement Statistics).

Program Type	Core, Supplemental, Intensive Intervention
School Type	High School
Description	SUPPLEMENTALS: 1. District Formative Assessment for Algebra 1, Geometry and Algebra 2. 2. Apex Learning

High School: 1. Glencoe/McGraw Hill: Florida Pre-Algebra; 2. Big Idea Math: Algebra 1, Geometry, Algebra Florida Geometry (Honors Geometry), Florida Geometry Concepts and Applications (Informal Geometry): Math Matters 2: An Integrated Program, 2009 (Liberal Arts Mathematics); 3. Pearson/Prentice Hall: Florida Algebra, Florida Algebra 3, Florida Geometry, Pre-Calculus: Graphical Numerical, Algebraic; Florida Edition; Algebra and Trigonometry, Blitzer (Integrated III); Calculus: Graphical, Numerical, Algebraic, Media Update (Advance Placement Cacalcus AB and Calculus Honors) Elementary Statistics: Picturing the World (Probability and Statistics with applications) 4. Holt/McDougal Trigonometry: Larson (Trigonometry) PreCalculus with Limits: A Graphing Approach (Math Analysis) Calculus, Larson Advanced Placement Calculus BC: 5. Bedford/Freeman/Worth: The Practice of Statistics (Advanced Placement Statistics).

Program Type	Core, Supplemental, Intensive Intervention
School Type	High School
Description	Supplementals: Formative Assessments, AIMS, Think Central

Science

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

Elementary Schools:
Houghton Mifflin/Harcourt - Fusion Series

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School
Description	Supplementals: Formative Assessments; AIMS; Think Central

Middle Schools:
Glencoe Science

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School
Description	Supplementals: Connect Ed.; Formative Assessments: FCAT Explorer and FOCUS

High Schools: Biology 1 - Pearson; Biology 2 - Glencoe; AP Biology - PH Pearson Biology; Anatomy & Physiology - PH; Essentials of Human Anatomy & Physiology; Zoology - Glencoe Zoology; Earth-Space Science-Glencoe Earth Science; Environmental Science- Florida Holt Environmental Science; Astronomy - PH Astronomy Today; Integrated Science - Glencoe Physical science w/Earth Science; Marine Science-Current Publishing Life on an Ocean Planet; Physical Science 1-Glencoe Physical Science Honors; Chemistry 1-McDougal Littell World of Chemistry; Chemistry II-PH General Chemistry; AP Chemistry-McDougal Littell Chemistry; Physics I - Holt Physics; Physics II – Physics for Scientists and Engineers; AP Physics B - PH Physics; AP Physics C - Thomson Learning Physics for Scientists & Engineers.

Program Type	Core, Supplemental, Intensive Intervention
School Type	High School
Description	Supplementals: Connect Ed.; FCAT Explorer; Formative Assessments.

Instructional Alignment and Pacing

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals

The district's Instructional Focus Guides (IFG) are aligned to the Florida Standards (FSS) or Next Generation Sunshine State Standards (NGSSS) for reading, writing, mathematics, and science. The IFG are available digitally and comprise an important component of the district's Instructional Improvement System. In addition the district implements a series of formative and interim assessments throughout the year. The results are available to district, school and instructional staff to monitor student progress as evidence of standards implementation. Reports are generated indicating the strengths and weaknesses of classes, students and schools in reference to specific standards. In addition the district has developed a observational tool for use by administrators when observing teachers and learning in classrooms. Observations are recorded digitally and made available for immediate review by the teacher. This leads to very productive discussions about the implementation of core instructional and intervention programs, which may lead to revisions dependent of student need.

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

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

Provide the hyperlink to the plan

http://sarasotacountyschools.net/search.aspx?querytext=Pupil%20Progression%20Plans

Provide the page numbers of the plan that addresses this question

Sarasota does not have any Focus or Priority schools.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolios are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

N/A

Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

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.   Science- By the year 2016, there will be a minimum of four percentage point increase for all schools when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all schools where 70% or more are currently demonstrating proficiency. If a school proficiency rate is at 90% or higher a school can maintain or demonstrate an improvement in percent proficient. No proficiency target will be less than 35% .

G2.   Mathematics- By the year 2016, there will be a minimum of four percentage point increase for all schools when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all schools where 70% or more are currently demonstrating proficiency. If a school's proficiency rate is at 90% or higher a school can maintain or demonstrate an improvement in percent proficient. No proficiency target will be less than 35%.

G3.   English Language Arts- By the year 2016, there will be a minimum of four percentage point increase for all schools when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all schools where 70% or more are currently demonstrating proficiency. If school's proficiency rate is at 90% or higher a school can maintain or demonstrate an improvement in percent proficient. No proficiency target will be less than 35%

G4.   Attendance- By the year 2016, there will be a minimum of 2% decrease in the number of students with 21 or more days absent if the school has a greater than 10% absent (21+ days rate.) There will be a 1% decrease in the number of students with 21 or more days absent if the school has a less than 10% absent.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Science- By the year 2016, there will be a minimum of four percentage point increase for all schools when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all schools where 70% or more are currently demonstrating proficiency. If a school proficiency rate is at 90% or higher a school can maintain or demonstrate an improvement in percent proficient. No proficiency target will be less than 35% . `1a`

`G045662`

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	FCAT 2.0 Science Proficiency	2015-16	71.0
District-Wide	Bio I EOC Pass	2015-16	77.0

Resources Available to Support the Goal `2`

- Schools have a wide variety of instructional resources that are alignment with the Next Generation Sunshine State Standards and Florida State Standards. Instructional Focus Guides with associated resources have been developed and are widely used. Additionally, SCPS have purchased Stoneware where all resources will be housed together to meet the requirements of the Instructional Improvement System.

Targeted Barriers to Achieving the Goal `3`

- The Florida Standards have higher levels of complexity and require a new method of teaching. We are working diligently to meet the increasing instructional demands of the state. The demanding timeline to implement the standards is challenging.

Plan to Monitor Progress Toward G1. `8`

The district and school-based staff will use benchmark assessment and school formative assessments.

Person Responsible
Denise Cantalupo

Schedule
Quarterly, from 10/26/2015 to 1/22/2016

Evidence of Completion
District and instructional staff will run reports from MyIIS on the Science Benchmark Assessment, and monitor department chairs' use of the data.

G2. Mathematics- By the year 2016, there will be a minimum of four percentage point increase for all schools when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all schools where 70% or more are currently demonstrating proficiency. If a school's proficiency rate is at 90% or higher a school can maintain or demonstrate an improvement in percent proficient. No proficiency target will be less than 35%. `1a`

🔍 G045637

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	Algebra I FSA EOC Pass Rate	2015-16	73.0
District-Wide	FSA Mathematics - Achievement	2015-16	67.0
District-Wide	Geometry EOC Pass Rate	2015-16	69.0
District-Wide	FAA Mathematics Achievement	2015-16	73.0
District-Wide	Algebra II EOC Pass Rate	2015-16	56.0

Resources Available to Support the Goal `2`

- The district-wide development of the Instructional Focus Guides for mathematics teachers to use in all courses with alignment to the Florida Standards, pacing information, and other resources for instruction are available.

Targeted Barriers to Achieving the Goal `3`

- Changing the strategies of teaching from Depth of Knowledge 1 to higher levels on all mathematics tasks, and to make this the common practice of mathematics in the classroom is challenging. The integration of real world problems within instruction and making students aware of how to speak the language of mathematics is a priority.

Plan to Monitor Progress Toward G2. `8`

The district will use district mathematics benchmark assessments and school formative assessments.

Person Responsible
Denise Cantalupo

Schedule
Weekly, from 10/3/2014 to 5/29/2015

Evidence of Completion
The RAE office will use iReady and benchmark data to check the progress being made by students who scored at FSA Level 1 and Level 2.

G3. English Language Arts- By the year 2016, there will be a minimum of four percentage point increase for all schools when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all schools where 70% or more are currently demonstrating proficiency. If school's proficiency rate is at 90% or higher a school can maintain or demonstrate an improvement in percent proficient. No proficiency target will be less than 35% `1a`

🔍 G045421

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	FAA Reading Proficiency	2015-16	59.0
District-Wide	FSA English Language Arts - Achievement	2015-16	71.0
District-Wide	FAA Writing Proficiency	2015-16	83.0

Resources Available to Support the Goal `2`

- The Instructional Focus Guides include access to deconstructed standards, lesson resources, FSA information, and formative assessments aligned to FSA specifications (i.e., writing and editing tasks).

- The district created formative and summative assessments aligned to FSA specifications for areas of writing and editing to prepare students for the change in the assessment format as well as to monitor student progress toward mastery.

- The grades 6-12 textbook series (Collections and SpringBoard) that are aligned to the Florida Standards were purchased.

- The C2 Collaborative is providing professional development that is focused on using precise language, increasing text complexity, and creating ELA tasks that target all levels of Depth of Knowledge. This is helping teachers become familiar with the Florida Standards and assisting the teachers as they consider instructional shifts and the implications of the shifts.

- iReady training has been ongoing.

Targeted Barriers to Achieving the Goal `3`

- This is the second year mastery of the LAFS will be assessed using a new assessment. Mastering the new standards is an ongoing challenge.

Plan to Monitor Progress Toward G3. `8`

The district will review FAIR-FS, iReady, and Achieve 3000 results.

Person Responsible
Denise Cantalupo

Schedule
Annually, from 10/23/2015 to 5/27/2016

Evidence of Completion
The Office of Research, Assessment, Evaluation and School Improvement team will use district FAIR-FS, iReady and Achieve 3000 data to check the progress being made by students who scored at the FSA Lowest Quartile.

Plan to Monitor Progress Toward G3. `8`

Data reports produced by the IIS and other learning systems will be used to progress monitor all students.

Person Responsible
Denise Cantalupo

Schedule
On 5/27/2016

Evidence of Completion
Principals will work with Office of Research, Assessment, Evaluation and School Improvement to track and monitor progress made by individual schools.

G4. Attendance- By the year 2016, there will be a minimum of 2% decrease in the number of students with 21 or more days absent if the school has a greater than 10% absent (21+ days rate.) There will be a 1% decrease in the number of students with 21 or more days absent if the school has a less than 10% absent. `1a`

🔑 G069704

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	Attendance Below 90%	2015-16	5.1

Resources Available to Support the Goal `2`
- The district employs social workers who are sent out to the homes of students who have extreme attendance issues. An achievement GAP task force has been created and is studying this issue strategically.

Targeted Barriers to Achieving the Goal `3`
- Students do not relate attendance issues with academic progress, many have family issues that over-ride the need to be at school.

Plan to Monitor Progress Toward G4. `8`

Attendance data by school will be analyzed and monitored.

Person Responsible
Sonia Figaredo-Alberts

Schedule
Daily, from 9/25/2015 to 8/19/2016

Evidence of Completion
State data will be collected on students with 21+ days absence and ADA rates for each school.

District Action Plan for Improvement

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. Science- By the year 2016, there will be a minimum of four percentage point increase for all schools when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all schools where 70% or more are currently demonstrating proficiency. If a school proficiency rate is at 90% or higher a school can maintain or demonstrate an improvement in percent proficient. No proficiency target will be less than 35% . [1]

🔑 G045662

G1.B1 The Florida Standards have higher levels of complexity and require a new method of teaching. We are working diligently to meet the increasing instructional demands of the state. The demanding timeline to implement the standards is challenging. [2]

🔑 B112785

G1.B1.S1 The district level progress monitoring systems are being designed to mimic Florida Standards type questions, in both form and complexity. [4]

🔑 S124153

Strategy Rationale

Progress monitoring is a research driven strategy which will provide information to guide instruction.

Action Step 1 [5]

Professional development and technical assistance will be provided.

Person Responsible

Sue Meckler

Schedule

Daily, from 8/24/2015 to 5/27/2016

Evidence of Completion

Professional Development and Technical Assistance is an ongoing process. However the results of benchmark assessments and summative assessments will be analyzed.

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

Observation records of teacher implementation will be housed digitally in the new IIS.

Person Responsible

Denise Cantalupo

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

District and School-based leadership will observe instructional approaches to ensure fidelity of implementation.

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

Progress monitoring will be conducted with local assessments and classroom observations.

Person Responsible

Denise Cantalupo

Schedule

Semiannually, from 10/26/2015 to 1/22/2016

Evidence of Completion

District administration, school-based leaders and teachers will review assessment data and revise instruction accordingly.

G2. Mathematics- By the year 2016, there will be a minimum of four percentage point increase for all schools when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all schools where 70% or more are currently demonstrating proficiency. If a school's proficiency rate is at 90% or higher a school can maintain or demonstrate an improvement in percent proficient. No proficiency target will be less than 35%. 1

G045637

G2.B1 Changing the strategies of teaching from Depth of Knowledge 1 to higher levels on all mathematics tasks, and to make this the common practice of mathematics in the classroom is challenging. The integration of real world problems within instruction and making students aware of how to speak the language of mathematics is a priority. 2

B112907

G2.B1.S1 To improve the lesson plan creation process to align to the Florida Standards and use the district resources in a manner that improves student achievement. 4

S124254

Strategy Rationale

Teachers across the district are requesting assistance in this area.

Action Step 1 5

To provide professional development, technical assistance and follow-up at the school level.

Person Responsible

Sue Meckler

Schedule

Daily, from 8/1/2014 to 5/29/2015

Evidence of Completion

Professional Development Calendar records all scheduled professional development.

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

The district will monitor results of formative and summative assessments. School leadership will conduct classroom observations.

Person Responsible

Denise Cantalupo

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

District reports on formative and summative results and records of ongoing observations.

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

The district will monitor the results of formative and summative classrooms. School leadership will conduct classroom observations.

Person Responsible

Denise Cantalupo

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

District reports on formative and summative results and records of ongoing observations.

G3. English Language Arts- By the year 2016, there will be a minimum of four percentage point increase for all schools when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all schools where 70% or more are currently demonstrating proficiency. If school's proficiency rate is at 90% or higher a school can maintain or demonstrate an improvement in percent proficient. No proficiency target will be less than 35% 1

G045421

G3.B4 This is the second year mastery of the LAFS will be assessed using a new assessment. Mastering the new standards is an ongoing challenge. 2

B121421

G3.B4.S1 Workshops 4

S133377

Strategy Rationale

Teachers will be trained to define, analyze, and apply new instruction strategies in alignment with FSA test standards and assessment specifications.

Action Step 1 5

District provided professional development and technical assistance follow-up at the school level will be a priority.

Person Responsible

Sue Meckler

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Evidence of completion can be derived from the following: PD calendar, records of PLC meeting at schools, formative and summative data and classroom observation.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 `6`

The district will review FAIR -FS, benchmark assessments, iReady and Achieve 3000. School leadership will conduct ongoing classroom observations.

Person Responsible

Denise Cantalupo

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Evidence of completion will be derived from FCRR FAIR reports, iREady reports, Achieve 3000, and all FSA summative data.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

District staff and school leadership will monitor the implementation of professional development strategies by reviewing data from formative and summative student achievement data and classroom observation records.

Person Responsible

Denise Cantalupo

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Evidence of completion will be derived from FCRR FAIR reports, iREady reports, Achieve 3000, and all FSA summative data.

G4. Attendance- By the year 2016, there will be a minimum of 2% decrease in the number of students with 21 or more days absent if the school has a greater than 10% absent (21+ days rate.) There will be a 1% decrease in the number of students with 21 or more days absent if the school has a less than 10% absent. 1

G069704

G4.B2 Students do not relate attendance issues with academic progress, many have family issues that over-ride the need to be at school. 2

B181318

G4.B2.S1 At the school level, continue to have MTSS meetings to review students who have attendance issues, and send out social workers to the home, and send letters to the home about manditory attendance laws. 4

S192805

Strategy Rationale

This is a direct consequence for high absenteeism on student achievement.

Action Step 1 5

The MTSS process for identifying students with academic and attendance issues is ongoing at each school and directed by a person of the school leadership team.

Person Responsible

Sonia Figaredo-Alberts

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

The schools digital records of MTSS meetings where students are being identified with attendance issues.

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

District wide meetings of social workers, truancy workers and others to collaborate on issues and progress of students with attendance issues.

Person Responsible

Sonia Figaredo-Alberts

Schedule

Every 2 Months, from 9/25/2015 to 5/27/2016

Evidence of Completion

Meeting agendas, and meeting notes, are kept on all MTSS meetings.

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

Pupil Support Services is working with all staff involved with MTSS sessions, and attendance monitoring to ensure they have all the tools the district can provide to impact students with attendance problems.

Person Responsible

Sonia Figaredo-Alberts

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

MTSS notes and logs of the different workers assigned to address attendance issues. Monthly attendance reports are evaluated at the district and school levels.

Implementation Timeline

Professional Development Opportuntities

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

G1. Science- By the year 2016, there will be a minimum of four percentage point increase for all schools when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all schools where 70% or more are currently demonstrating proficiency. If a school proficiency rate is at 90% or higher a school can maintain or demonstrate an improvement in percent proficient. No proficiency target will be less than 35% .

G1.B1 The Florida Standards have higher levels of complexity and require a new method of teaching. We are working diligently to meet the increasing instructional demands of the state. The demanding timeline to implement the standards is challenging.

G1.B1.S1 The district level progress monitoring systems are being designed to mimic Florida Standards type questions, in both form and complexity.

PD Opportunity 1

Professional development and technical assistance will be provided.

Facilitator

Depends on the presentation

Participants

Teachers

Schedule

Daily, from 8/24/2015 to 5/27/2016

G2. Mathematics- By the year 2016, there will be a minimum of four percentage point increase for all schools when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all schools where 70% or more are currently demonstrating proficiency. If a school's proficiency rate is at 90% or higher a school can maintain or demonstrate an improvement in percent proficient. No proficiency target will be less than 35%.

G2.B1 Changing the strategies of teaching from Depth of Knowledge 1 to higher levels on all mathematics tasks, and to make this the common practice of mathematics in the classroom is challenging. The integration of real world problems within instruction and making students aware of how to speak the language of mathematics is a priority.

G2.B1.S1 To improve the lesson plan creation process to align to the Florida Standards and use the district resources in a manner that improves student achievement.

PD Opportunity 1

To provide professional development, technical assistance and follow-up at the school level.

Facilitator

various, Sue D'Angelo, Jane Brand, etc

Participants

Math teachers at all levels

Schedule

Daily, from 8/1/2014 to 5/29/2015

G3. English Language Arts- By the year 2016, there will be a minimum of four percentage point increase for all schools when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all schools where 70% or more are currently demonstrating proficiency. If school's proficiency rate is at 90% or higher a school can maintain or demonstrate an improvement in percent proficient. No proficiency target will be less than 35%

G3.B4 This is the second year mastery of the LAFS will be assessed using a new assessment. Mastering the new standards is an ongoing challenge.

G3.B4.S1 Workshops

PD Opportunity 1

District provided professional development and technical assistance follow-up at the school level will be a priority.

Facilitator

Curriculum and Instruction Specialists, RAE Specialists. Consultants and others

Participants

ELA, Math, science and Social Studies teachers, and other subject area teachers

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Technical Assistance Items

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

G4. Attendance- By the year 2016, there will be a minimum of 2% decrease in the number of students with 21 or more days absent if the school has a greater than 10% absent (21+ days rate.) There will be a 1% decrease in the number of students with 21 or more days absent if the school has a less than 10% absent.

G4.B2 Students do not relate attendance issues with academic progress, many have family issues that over-ride the need to be at school.

G4.B2.S1 At the school level, continue to have MTSS meetings to review students who have attendance issues, and send out social workers to the home, and send letters to the home about manditory attendance laws.

PD Opportunity 1

The MTSS process for identifying students with academic and attendance issues is ongoing at each school and directed by a person of the school leadership team.

Facilitator

Sonia works with the social workers on applicable laws and board policies on attendance.

Participants

Social workers, school psychologists, and truancy workers

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Budget

Budget Data

1	G1.B1.S1.A1	Professional development and technical assistance will be provided.	$0.00
2	G2.B1.S1.A1	To provide professional development, technical assistance and follow-up at the school level.	$0.00
3	G3.B4.S1.A1	District provided professional development and technical assistance follow-up at the school level will be a priority.	$0.00
4	G4.B2.S1.A1	The MTSS process for identifying students with academic and attendance issues is ongoing at each school and directed by a person of the school leadership team.	$0.00
		Total:	$0.00