



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

03 - Bay

Mark McQueen, Superintendent
Rachel Heide, Northwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

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

b. District Vision Statement

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

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

http://www.bay.k12.fl.us/DesktopModules/Bring2mind/DMX/Download.aspx?TabId=783&DMXModule=2489&Command=Core_Download&EntryId=943&PortalId=0

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.

Twice monthly the Director of Elementary Education and Coordinator of School Improvement (turnaround lead) will conduct classroom walkthroughs and debrief in which the school principal will report progress monitoring data, issues, concerns. During the first walkthrough, the Instructional Specialists for MTSS-B and ESE will attend; during the second, ELA and math coaches. The Department of Education School Improvement Specialist as well as the principals assigned mentor will also attend both walkthrough sessions. This process will enable state, district and school staff immediate understanding of Lucille Moore needs in order to effectively and quickly route support, personnel and resources.

The District Assistance Team (DAT) will meet once quarterly to receive a report from the Director of Elementary Education and the Coordinator of School Improvement (turnaround lead). This review shall include progress monitoring data such as NWEA MAP data, classroom walkthrough data, behavioral and common assessment data as well as any issues or concerns that need addressing. As attendees are those with leadership over federal, state and local budgets this team can work together to reduce barriers, implement services or programs, and align interventions in our schools in Turnaround.

The DAT team will develop support and facilitate the implementation of policies and procedures that guide the school-based leadership team and provide direct support systems, as they are needed.

DAT will consist of the Superintendent, Assistant Superintendent, Elementary & Secondary Directors of Education, Directors of ESE and Student Services, Coordinators of Professional Development and School Improvement, Instructional Specialists for ELA, math, science, ESE and MTSS as well as anyone necessary to providing support to Lucille Moore Elementary School.

The following supports have been provided as a result of data driven decision making:

*Systemic coaching support in literacy and mathematics through a literacy coach and math coach. Schools in Turnaround have elected to use Title I funds to purchase the services of a math coach and these schools are also assigned a literacy coach. As per Title I requirements, the district will monitor the effectiveness of the math coaches via NWEA MAP assessment data and through a math coach PLC led by the Instructional Specialist for math. The Instructional Specialist for ELA will evaluate Literacy Coaches. Additionally, every coach completes and submits a coaches' log to the respective district content instructional specialist who monitors the logs. The district content instructional specialists monitor the coaches' logs to ensure that the majority of coaches' time is spent in direct contact coaching teachers.

*Bay District Schools MTSS (Multi-Tiered System of Supports) Staff Training Specialists (STS) are responsible for supporting and monitoring the data-based problem solving process for each of the schools to which they are assigned. MTSS STSs collaborate with school-based teams to analyze student data and monitor targeted interventions to ensure learning for all students. MTSS STSs lead and participate in student driven data chats, monitor plans and data entry in our district-wide database, and guide teachers with developing intervention plans, implementation fidelity, and progress monitoring. Elementary schools identified as DA receive weekly support from an academic MTSS STS.

*Bay District Schools Behavior Staff Training Specialists (STS) support the same data-based problem solving process for our schools. Behavior STSs will work with all schools to provide training and relevant professional development to strengthen Tier 1/Core behavior, closely support students at Tier 2, and provide intensive support for students at Tier 3. They will assist school-based teams with the Functional Behavior Assessment (FBA)/Positive Behavior Intervention Plan (PBIP) process, provide schools with resources, help teams evaluate the effectiveness of interventions and lead teams with utilizing discipline data to make informed decisions for students. Elementary schools identified as DA will be considered as high priority by the MTSS Behavior Team.

*Schools in Turnaround have elected to use Title I funds to purchase the services of Social Workers. Social Workers support with attendance, behavior, safety and health for students and families. School social workers develop and implement small groups for social skills lessons, conduct home visits, monitor students' attendance, and provide parents and families with community resources and services.

*Additionally, schools have access to two instructional coaches housed through Human Resources who focus support on Needs Improvement/Unsatisfactory teachers, and any other teachers in need of assistance in classroom management or effective planning.

*BDS has implemented the use of Instructional Specialists and Staff Training Specialists to focus supports in core content areas of ELA, math, science, and social studies instruction. New teachers and alternative certification teachers receive support through coaches and Staff Training specialists as well.

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.

Tamra Hogue, Technology and Media Services

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

students and educators.

The program establishes cooperative partnerships with teacher and other educators to enhance curriculum development and implementation by providing resources and technical support. The program encourages planning with the schools, the district and the community for the most effective use of current and emerging media and technology resources. All Bay District Schools have media centers containing library collections and electronic resources that support and enhance curriculum at all levels.

Each member of the instructional staff, who will be teaching a specific course, has the opportunity to preview, evaluate, and vote for core instructional materials that are proposed for district-wide adoption. The district follows the State of Florida adoption cycles, guidelines, timelines, and state laws in regards to the adoption of instructional materials. Instructional materials involved in the adoption process are also available for preview by the general public and public hearings are held to allow the public to comment on the materials being adopted and selected.

Technology goals for Bay District Schools are aligned to the Bay District Schools Strategic Plan. Bay District Schools currently has a half cent sales tax that supports technology and facilities. Funds from the half cent sales tax support classroom technology, software programs and infrastructure. The Florida Digital Classroom Plans has help Bay District add additional computers at each school for computer based testing.

Professional development for technology is provided by Instructional Technology and Media Services and the Office of Staff Development. The Florida Digital Classroom Plan has provided means for additional professional development opportunities with technology experts and has provided additional devices for classroom use.

Genia Robinson, Title I Supervisor

For Title I Schools, the supervisor of Title I allocates Title I funds through per pupil allocation. Monies are differentiated to schools based on direct certification data with higher per pupil allocations provided to the schools in greater need. After completing a comprehensive needs assessment, each school develops a Title I Schoolwide Program Plan. Goals and strategies are formulated to overcome weaknesses and barriers. Title I funds are budgeted to support the strategies and increase parental involvement. The Title I office oversees all expenditures and manages Title I budgets for each school with ongoing monitoring measures. Additional Title I UniSIG resources are provided to Focus and Priority schools and high schools with 64% or less graduation rate.

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.

Policies and practices that need to be added, modified or removed in order to establish or strengthen systems that support school-based leadership teams to implement interventions will be established based on need identified in the aforementioned process:

Twice monthly the Director of Elementary Education and Coordinator of School Improvement (turnaround lead) will conduct classroom walkthroughs and debrief in which the school principal will report progress monitoring data, issues, concerns. During the first walkthrough, the Instructional Specialists for MTSS-B and ESE will attend; during the second, ELA and math coaches. The Department of Education School Improvement Specialist as well as the principals assigned mentor will also attend both walkthrough sessions. This process will enable state, district and school staff

immediate understanding of Lucille Moore needs in order to effectively and quickly route support, personnel and resources.

The District Assistance Team (DAT) will meet once quarterly to receive a report from the Director of Elementary Education and the Coordinator of School Improvement (turnaround lead). This review shall include progress monitoring data such as NWEA MAP data, classroom walkthrough data, behavioral and common assessment data as well as any issues or concerns that need addressing. As attendees are those with leadership over federal, state and local budgets this team can work together to reduce barriers, implement services or programs, and align interventions in our schools in Turnaround.

The DAT team will develop support and facilitate the implementation of policies and procedures that guide the school-based leadership team and provide direct support systems, as they are needed.

DAT will consist of the Superintendent, Assistant Superintendent, Elementary & Secondary Directors of Education, Directors of ESE and Student Services, Coordinators of Professional Development and School Improvement, Instructional Specialists for ELA, math, science, ESE and MTSS as well as anyone necessary to providing support to Lucille Moore Elementary School.

Additionally, school based administrators maintain control over their own school based leadership teams.

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.

Schools in Turnaround have site based administration in charge of staffing, scheduling, and budgeting. Schools are currently monitored closely by BDS Office of School Improvement and Director of Elementary Instruction.

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.

Bay District Schools plans to assist schools with sustaining improvements in the following manner:

1. Continue monthly walkthroughs and debrief facilitated by Coordinator of School Improvement. The purpose of the walkthrough is to ensure schools that recently exited Turnaround are continuing the momentum and focus that brought them out of Turnaround in the first place. Additionally, this monthly check in with the school principal allows for ongoing conversation around needs or questions that the school leader may have. The Coordinator for School Improvement can bring this back immediately to the Director of Elementary or Secondary Instruction, as appropriate and to the District Assistance Team quarterly.

2. Continue providing literacy coach support. Acknowledging that our schools that recently exit Turnaround are still fragile, ELA instructional coach support is continued for these schools.

3. Continue providing principal and administrator training in the implementation of standards-based instruction aligned to the rigor of the standard. This training will be completed via cord of 3-4; small group walkthroughs using a district-created classroom walkthrough form. This walkthrough form was completed in collaboration with The New Teacher Project (TNTP) and TNTP will provide assistance in

the walkthrough training. Additionally, quarterly meetings will be held for principals and administrators in which the focus is on how principals and administrators can assist teachers in the implementation of the new Eureka math program, Achieve 3000 in ELA classrooms, use of the classroom walkthrough form, and planning and preparing for instruction using the protocols created in collaboration with TNTP.

4. Continue liaison training. One representative from each school/each grade level for ELA and math are brought together every other month in order to receive specific training and guidance in the implementation of Eureka math, Achieve 3000 and using a newly created planning and preparation protocol. Liaisons then take this information to support PLCs.

5. Engage in additional support as needed. Ongoing collection of data may reveal a need for additional supports. In the event this occurs, district funds will be allocated based on that need. For example, for our 6 schools that recently exited DA status, a need to support PLCs was revealed. Because our coaches are limited in number, Bay District Schools will be contracting with an outside entity to provide support to these schools specifically in the PLCs. The goal of the PLC work is to continue to coach teachers in providing standards-based instruction that is on-grade level and to the full extent of the standard.

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.

BDS engages families and community members in school improvement efforts through the schools' advisory councils who complete assurances of SAC membership composition to include all stakeholders representative of the school.

BDS has aligned with Alignment Bay County (ABC) <http://portal.alignmentbaycounty.org/>. The ABC mission is to align community organizations and resources so that their coordinated support of Bay County's youth has a positive impact on public school success, children's health, and the success of our community as a whole.

Bay District Schools and Superintendent Bill Husfelt has begun the "Elevate Bay District Schools" which plans to bring in 1000 mentors into our elementary schools- including schools in Turnaround. These mentors are being actively recruited so that students have another positive role model in their lives to encourage and support not only their academic but mental well-being as well.

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.

During the 16/17 school year, Bay District Schools began including Springfield and Lucille Moore stakeholders in the turnaround option process. Under the prior Turnaround Option requirements, these schools were considered to be in the "planning" phase. Therefore, district staff engaged in regular classroom walkthroughs and school visits guided by the partnership between Bay District Schools and TNTP (The New Teacher Project). At that time, TNTP was working with three other Bay District Schools that were in the turnaround process- implementation phase. The work with these schools included a focus on standards-based instruction, complex text usage, and regular classroom walkthroughs with a heavy emphasis on monitoring standards-based instruction. By exposing Lucille Moore and Springfield

Elementary School stakeholders to the turnaround process at work in other schools, they learned the steps that would be taken should they not exit out of DA status with the 16/17 school grade release. Once school grades were known and there was an understanding that Lucille Moore and Springfield would enter into the turnaround option process, they were able to use their awareness of what district-managed turnaround will look like, how TNTP's work can assist both the district and the school in improving student achievement, and the success that the partnership between TNTP and Bay District Schools had in the prior year.

Open lines of communication are extremely important to the success of our schools in Turnaround. Ongoing implementation of the turnaround plan will be completed using the aforementioned process: Twice monthly the Director of Elementary Education and Coordinator of School Improvement (turnaround lead) will conduct classroom walkthroughs and debrief in which the school principal will report progress monitoring data, issues, concerns. During the first walkthrough of the month, the Instructional Specialists for MTSS-B and ESE will attend; during the second, ELA and math coaches. The Department of Education School Improvement Specialist as well as the principals assigned mentor will also attend both walkthrough sessions. This process will enable state, district and school staff immediate understanding of the schools in Turnaround needs in order to effectively and quickly route support, personnel and resources. Additionally, the FLDOE Bureau of School Improvement representative has already engaged in regular visits with the schools in Turnaround and lines of communication are encouraged to be open and free-flowing.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Capes, Dawn, capesda@bay.k12.fl.us

b. Employee's Title

Administrator

c. Employee's Phone Number

(850) 767-5449

d. Employee's Phone Extension

e. Supervisor's Name

Denise Kelley and Suzanne Farrar

f. Supervisor's Title

Director

g. Employee's Role and Responsibilities

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

instruction.

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

2. District Leadership Team:

Capes, Dawn, capesda@bay.k12.fl.us	
Title	Administrator
Phone	(850) 767-5449
Supervisor's Name	Denise Kelley and Suzanne Farrar
Supervisor's Title	Director
Role and Responsibilities	<ol style="list-style-type: none"> 1. Provides leadership and support for school-based personnel in all areas related to K-12 and Adult curriculum, assessment, and instruction. 2. Works with school-based administrators and personnel to establish instructional program priorities based on statute, rule, data analysis, and research. 3. Collects and evaluates data related to instructional programs and student performance. 4. Assists in the determination of the district's curriculum needs and makes recommendations for study, revision, adoption, and implementation. 5. Assists school-based personnel in the selection, implementation, and assessment of appropriate curricula and instructional materials. 6. Assists with the development, publication, and dissemination of materials related to curriculum and instruction. 7. Assists with the problematic intervention and resolution of incidents and issues related to K-12 and Adult programs. 8. Assists with the coordination and implementation of grants and associated program responsibilities. 9. Provides leadership, knowledge, and expertise to personnel within the division in order to build, support, and maintain a positive systemic relationship with an ultimate goal of success for all students. 10. Performs other duties as assigned. 11. Performs other incidental tasks consistent with the goal and responsibilities of this position.
Robinson, Eugenia, robiner@bay.k12.fl.us	
Title	Director
Phone	
Supervisor's Name	Gena Burgans
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Title I, DAT Member, PLUS2 Participant, Supporter of Schools

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

Pitts, Linda, pittslg@bay.k12.fl.us**Title** Administrator**Phone****Supervisor's Name** Denise Kelley and Suzanne Farrar**Supervisor's Title** Director**Role and Responsibilities** K-12 Instructional Specialist for ELA, DAT Member, PLUS2 Participant, Supporter of Schools**Rowell, Cylle, rowelmj@bay.k12.fl.us****Title** Administrator**Phone****Supervisor's Name** Denise Kelley and Suzanne Farrar**Supervisor's Title** Director**Role and Responsibilities** K-12 Instructional Specialist for Mathematics, DAT Member, PLUS2 Participant, Supporter of Schools**McCurdy, Katie, mccurks@bay.k12.fl.us****Title** Administrator**Phone****Supervisor's Name** Denise Kelley and Suzanne Farrar**Supervisor's Title** Director**Role and Responsibilities** K-12 Instructional Specialist for Science, DAT Member, PLUS2 Participant, Supporter of Schools**Jennings, Jennifer, jenni jr@bay.k12.fl.us****Title** Administrator**Phone****Supervisor's Name** Denise Kelley and Suzanne Farrar**Supervisor's Title** Director**Role and Responsibilities** K-12 Instructional Specialist for Graduation, DAT Member, PLUS2 Participant, Supporter of Schools

Capes, Dawn, capesda@bay.k12.fl.us**Title** Administrator**Phone****Supervisor's Name** Denise Kelley and Suzanne Farrar**Supervisor's Title** Administrator**Role and Responsibilities** Coordinator of Teacher and Administrator Appraisal, DAT Member, PLUS2
Secondary Facilitator, Supporter of Schools**Husfelt, William, husfewv@bay.k12.fl.us****Title** Superintendent**Phone** 850-767-4101**Supervisor's Name** Bill Husfelt**Supervisor's Title** Superintendent**Role and Responsibilities** Mr. Husfelt is the leader of Bay District Schools.**Burgans, Gena, burgaga@bay.k12.fl.us****Title** Assistant Superintendent**Phone** 850-767-4114**Supervisor's Name** Mr. Bill Husfelt**Supervisor's Title** Superintendent**Role and Responsibilities****Davis, Sandra, davisd@bay.k12.fl.us****Title** Assistant Superintendent**Phone** 850-767-4217**Supervisor's Name** Mr. Bill Husfelt**Supervisor's Title** Superintendent**Role and Responsibilities**

Cannon, John, cannojc@bay.k12.fl.us

Title Director

Phone 850-767-4223

Supervisor's Name William Husfelt

Supervisor's Title Superintendent

Role and Responsibilities

1. Develops, maintains, interprets, and executes administrative procedures and practices as related to the human resources function of the district.
2. Manages and monitors the services required by the functions of Human Resources to include job descriptions, employment contract compensation, personnel records, retirement, teacher certification, instructional and non-instructional staffing, substitute teachers, leaves of absence, and other personnel procedures.
3. Develops long and short-range (1-5 years) goals, objectives, and priorities for the Human Resources Department.
4. Ensures compliance with local, state, and federal regulations regarding all phases of employment, including certification monitoring and staffing needs.
5. Serves as the custodian of personnel records and assures compliance with Florida Statute when reviewing personnel records.
6. Maintains strict confidentiality of accessible records
7. Serves as the district contact for public records requests and maintains compliance with Florida Statute regarding public records requests
8. Assists with the coordination and monitoring of the system of compliance for background checks for employees, contractors and vendors as specified in Florida Statute.
9. Assists with the monitoring of all FLDOE/FLDE/FBI Level II background screening and assures compliance including conducting fingerprint committee hearings and responding in writing to applicants/employees regarding the committee's decision.
10. Plans, recommends, and implements procedures for the recruitment, selection and assignment of highly qualified and critical area teachers, administrators and support personnel.
11. Serves as the Equity and Access coordinator for the district.
12. Monitors the development of job descriptions and approves job descriptions for presentation to school board.
13. Supervises and evaluates the performance of all staff in the Department of Human Resources.
14. Assumes administrative responsibility for the department's budget.
15. Plans and supervises a program for the advertising of all available positions with focus on providing the most technologically efficient methods of application submission and response to applicants.

16. Provides support to schools and departments in implementing the District performance appraisal system for all employees.
17. Plans and facilitates the selection process for all administrative positions in the district in compliance with Florida Statute and Board Policy.
18. Confers with prospective administrative employees and advises them of District hiring procedures and employment opportunities.
19. Reviews and investigates complaints related to employment issues and employee discipline.
20. Implements and monitors established procedures for progressive discipline.
21. Assures adherence to the requirement of due process.
22. Develops a recommendation for resolution for complaints related to employment issues in conjunction with the Superintendent and other supervisors involved.
23. Serves as the district liaison for the Florida Education Standards Commission and submits reports regarding instructional staff misconduct.
24. Develops and monitors the District's procedures for meeting certification requirements for all employees.
25. Develops procedures for personnel, policies, and administrative directives.
26. Interprets School Board policy, State and Federal regulations and laws relating to the personnel function in the district.
27. Serves as the district contact for drug and substance abuse testing.
28. Participates in legal matters involving unemployment compensation, arbitration, unfair labor practices, personal injury, and related matters.
29. Maintains procedures to assure compliance with required EEOC issues
30. Investigates issues relating to employment practices, leaves, transfers/ reassignments and the Master Contract.
31. Advises school-based and district level administrators regarding personnel matters.
32. Assists with the development and implementation of substitute and new employee training programs.
33. Participates, as required, in appropriate local, state, and national meetings.
34. Liaisons with Department of Education officials and other state agencies concerned with human resources and employee relations issues.
35. Develops and maintains a personnel policy handbook.
36. Plans and presents inservice training regarding the personnel function of the district.
37. Performs other incidental tasks consistent with the goal and responsibilities of this position.
37. Recommends the employment and retention of all personnel within the assigned area of

responsibility on organizational chart based on district's employment and assessment policies and procedures.

38. Performs other related duties as assigned by the Superintendent.

Edwards, Kim, edwarkf@bay.k12.fl.us

Title Administrator

Phone 850-767-4340

Supervisor's Name Lee Stafford

Supervisor's Title Director

Role and Responsibilities

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

Mulkusky, Kara, mulkukm@bay.k12.fl.us**Title** Administrator**Phone** 850-767-4117**Supervisor's Name** Lee Stafford**Supervisor's Title** Director**Role and Responsibilities**

1. Provides leadership and support for school-based personnel in all areas related to K-12 and Adult curriculum, assessment, and instruction.
2. Works with school-based administrators and personnel to establish instructional program priorities based on statute, rule, data analysis, and research.
3. Collects and evaluates data related to instructional programs and student performance.
4. Assists in the determination of the district's curriculum needs and makes recommendations for study, revision, adoption, and implementation.
5. Assists school-based personnel in the selection, implementation, and assessment of appropriate curricula and instructional materials.
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7. Assists with the problematic intervention and resolution of incidents and issues related to K-12 and Adult programs.
8. Assists with the coordination and implementation of grants and associated program responsibilities.
9. Provides leadership, knowledge, and expertise to personnel within the division in order to build, support, and maintain a positive systemic relationship with an ultimate goal of success for all students.
10. Performs other duties as assigned.
11. Performs other incidental tasks consistent with the goal and responsibilities of this position.

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.

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

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.

A similar process occurs at the school level. Utilizing teacher appraisal and student achievement data, school-based leaders ensure that they have the most highly qualified staff possible. In the event that under contributing members of the staff are identified, district-staff assist the school leaders in determining whether or not the situation can be rectified by providing job-embedded professional development, a different teaching assignment within the same school, a different teaching assignment within the district or other, more permanent, employment actions.

In order to impact the number of teachers rated NI or U at a school, each principal is asked that prior to hiring they contact the Coordinator for School Improvement/Appraisal Systems to check the known value added rating for potential candidates. Many positions are filled during the BDS transfer window or over the summer. During these times, the available VAM rating for teachers would have been the 15/16 VAM rating. Administrators were given that information as it was all that was available. As soon as the 16/17 ratings were released, the principal of the school was provided the updated VAM information.

It should be noted that Bay District Schools experienced an extreme shortfall of qualified instructional staff applicants. Once VAM scores were released in August, the pool of candidates was limited. Not only were there very few candidates, but some candidates were simply not a good fit for our students or schools. Approximately 20 instructional staff positions were unfilled across the district at the start of school and because of this, many principals began the school year with substitutes filling instructional staff positions due to this shortfall. Several positions closed with NO applicants. We have reached out to TNTP to provide advice on recruitment and retention strategies and a district committee has been established to address this shortfall. This committee will present its findings and recommendations to the Bay District School Board.

Therefore, the principal of the schools in Turnaround established the support for all teachers including those rated NI or U that includes the following:

- Full time ELA coach works weekly with PLCs, observes classrooms- provides feedback to teachers, works with PLCs to use the Bay Literacy Café and pacing guides.
- Full or part time math coach works every other week with PLCs and assists with implementation of the Eureka math curriculum with manipulatives and assessments.
- District science coach works with PLCs, planning science curriculum grades 3-5 and modeling lessons for grades 4-5.
- Administration completes frequent walkthroughs using classroom walkthrough form developed in collaboration with TNTP (The New Teacher Project) to track pacing, implementation of Eureka Math, use of Achieve 3000, etc, monitors lowest 30% students in ELA and math
- Support specific to those rated NI/U includes one on one coaching and planning/preparing with ELA and/or math coach.

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.

Master schedules are reviewed to ensure common planning time is provided by the Director of Elementary/Secondary Instruction.

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.

The following supports have been provided as a result of data driven decision making:

*Systemic coaching support in literacy and mathematics through a literacy coach and math coach. Schools in Turnaround have an assigned full time literacy coach and these schools elected to use Title I funds to purchase the services of a math coach (full or part time as budgets allowed.) As per Title I requirements, the district will monitor the effectiveness of the math coaches via NWEA MAP assessment data and through a math coach PLC led by the Instructional Specialist for math. The Instructional Specialist for ELA will evaluate Literacy Coaches using the same process. A district science coach works with each school in Turnaround on a regular schedule. This science coach works with grades 3-5 in planning and preparing science lessons and models lessons in grades 4-5. Additionally, all coaches complete and submit a coach's log to the respective district content instructional specialist who monitors the logs. The district content instructional specialists monitor the coaches' logs to ensure that the majority of coaches' time is spent in direct contact coaching teachers.

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/bay?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:

Text-Based Writing and Writing Instruction

Program Type	Core, Supplemental
School Type	Elementary School

Schools will implement text-based writing and writing instruction in the 120 minute Language Arts block (30 minute of process writing block and 90 minute uninterrupted reading block). Writing associated with the core reading program will also be part of the 90 minute uninterrupted reading block with text-based writing as part of the writing station and/or technology station activities.

Description Schools are encouraged to use monthly school-based writing tasks based on the Florida Standards and the Florida Standards Assessments writing protocols to serve as progress monitoring tools to make data driven decisions about writing instruction in each classroom. Writing is integrated across the content areas using K-12 content/objectives listed in the Comprehensive Reading Plan. The ELA/FS or Literacy/FS are woven into all content areas.

In addition to the writing curriculum associated with the reading program(s), schools utilize scientifically research-based writing strategies to provide individualized instruction while incorporating authentic literature. Specific differentiated instruction is provided to all students based on students' individual needs.

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:

Eureka Math- Great Minds

Program Type	Core
School Type	Elementary School

Eureka Math will be implemented this year for the first time in our PREK - 5th grade classrooms. This curriculum carefully sequences the mathematical progressions into expertly crafted module, and provides educators with a comprehensive standards based aligned curriculum, in-depth professional development, and excellent support materials.

Description PreK through 12 curriculum that carefully sequences the mathematical progressions into expertly crafted modules. Eureka provides educators with a comprehensive curriculum, in-depth professional development, books, and support materials. PreK through 12 curriculum that carefully sequences the mathematical progressions into expertly crafted modules. Eureka provides educators with a comprehensive curriculum, in-depth professional development, books, and support materials.

SRA Connecting Math Concepts: Comprehensive Edition

Program Type Intensive Intervention

School Type Elementary School

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

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

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

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:

Florida Science Fusion Interactive Program- Houghton Mifflin Harcourt

Program Type Core

School Type Elementary School

Description Florida Science Fusion is a research based science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on many technology devices, or using the science textbook. The digital curriculum, virtual labs and hands-on activities as well as write-in science textbook help to develop important critical thinking skills that prepare students for success in future science courses. The curriculum consists of leveled readers and videos to help reinforce and enrich important concepts.

The curriculum provides three levels of support in every unit on the differentiated instruction page in the Teacher Edition: below level, on level/enrichment, and above-level/challenge readers. Teachers are able to choose from nonfiction information text selections with a Lexile measure of up to 1160.

National Geographic Explorer Magazine

Program Type	Supplemental
School Type	Elementary School
Description	In grades K-2, a National Geographic Explorer Magazine subscription is provided for every student.

SRA Snapshots Video Science

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

STEMscopes

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

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.

During the 2017-18 school year, Bay District Schools implemented two new instructional programs-- Eureka math and Achieve 3000. The implementation of these two new curriculums was based on walkthrough data, progress monitoring data, as well as input from The New Teacher Project (TNTP). Data indicated that the curriculum previously used either needed replaces or supplementing. During the 16-17 school year, two schools in the Turnaround Process piloted implementation of the Eureka math program and those two schools experienced growth in math scores as well as exited the Turnaround Process. For the current schools in Turnaround, professional development was provided to teachers over the 2017 summer and additional PLC time was allotted for each school during pre-school planning. Each school has a full time ELA coach and either a full or part time math coach who will assist with ongoing implementation.

BDS will audit these supports and interventions through twice monthly walkthroughs at each school in the Turnaround Process. During the first walkthrough of the month, the Instructional Specialists for MTSS and ESE will attend to ensure that ambitious instruction and learning is accessible by all students. A debrief after each walkthrough will provide principals opportunities to ask questions as well as allow content specialists the opportunity to problem solve any issues or questions observed during walkthroughs. During the second walkthrough of the month, the Literacy and math coaches attend the walkthrough opportunity with a particular focus on content implementation. A walkthrough form, created in collaboration with The New Teacher Program (TNTP) is being used to gather data relative to implementation of the Eureka math and ACHIEVE programs. While the district Turnaround team will walk classrooms twice monthly, the principal and admin team at each school will walk each classroom at least once every two weeks. The school's classroom walkthrough form will be shared with the Coordinator of School Improvement and will be a portion of the debrief that occurs at the end of teach Turnaround Team visit.

This walkthrough data, along with other progress monitoring data, will be used during the quarterly District Assistance Team meeting. DAT will use this data to further problem solve, adjust implementation, or reduce barriers as necessary to support the school improvement efforts of schools in the Turnaround Process.

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?

Yes

a. Link to Student Progression Plan

<http://www.bay.k12.fl.us/schoolboard/Minutes/tabid/345/DMXModule/2587/Default.aspx?EntryId=2947>

b. Provide the page numbers of the plan that address this question.

800-801

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.

The needs assessment that Bay District Schools engaged in for Lucille Moore Elementary School compared the Lucille Moore's data with Parker Elementary (a Title I school rated C within a 5 mile radius). Our intent was to compare a "like" school in order to most accurately capture areas of strength and opportunity for Lucille Moore as compared to a school close in demographic, but achieving a higher school grade.

Data compared: ELA and math FSA data for the 2016-2017 school year, ELA and math FSA data for the 2016-2017, 2015-2016, 2014-2015 school years, 3rd grade reading FSA data and Climate Survey data. (Climate Survey data is only for Lucille Moore.)

Summary: As compared to Parker Elementary School, the 2016-2017 data shows both areas of strength for Lucille Moore as well as areas of opportunity. For Lucille Moore, ELA learning gains of the lowest 25% and learning gains of all students were the areas in which they are the most successful, while math learning gains for lowest 25% and learning gains of all students and science are areas of opportunity. Lucille Moore is making strides in student achievement as noted by the increasing ELA learning gains of the lowest 25% from 44% to 54%. While math proficiency between 15-16 and 16-17 did see a decline of 9%, math learning gains of the lowest 25% increased by 8%.

The 3rd grade FSA results shows that Lucille Moore was able to decrease the number of students receiving a level 2 by 2%. It appears as though some of the students moved into the Level 3 area, while some did move into level 1.

The discipline at the school has shown an improvement from the 4th nine weeks since the 2nd nine weeks; however, opportunities for improvement exist.

Summary Climate Survey Data: Data indicates that high expectations are clearly communicated by school leaders and teachers and this is acknowledged by parents and students. Additionally, academic expectations are clear to all stakeholders. The lowest scoring item for both parents and staff indicated a lack of opportunity for students in activities that interest them. The lowest scoring item for students was that student treat adults with respect.

The needs assessment that Bay District Schools engaged in for Springfield Elementary School compared the Springfield's data with Parker Elementary (a Title I school rated C within a 5 mile radius). Our intent was to compare a "like" school in order to most accurately capture areas of strength and opportunity for Springfield as compared to a school close in demographic, but achieving a higher school grade.

Data compared: ELA and math FSA data for the 2016-2017 school year, ELA and math FSA data for the 2016-2017, 2015-2016, 2014-2015 school years, 3rd grade reading FSA data and Climate Survey data. (Climate Survey data is only for Springfield.)

Summary: As compared to Parker Elementary School, the 2016-2017 data shows both areas of strength for Springfield as well as areas of opportunity. For Springfield, 3rd grade ELA and math achievement, 4th grade ELA learning gains, 45th grade gains of lowest 25% superseded Parker's and they within 1 percentage point in grade 4 ELA learning gains as compared to Parker. Springfield's ELA learning gains

and learning gains of the lowest 25% jumped from 37% to 44% and 29% to 54% respectively in 2016 school grades to 2017 school grades. Areas of opportunity do exist specifically in the areas of math learning gains of the lowest 25% and in science achievement as Parker was able to achieve 45% learning gains of the lowest 25% while Springfield achieved 28%. In Science, Parker was able to achieve 43% student achievement in the science cell, while Springfield gained 11%.

The 3rd grade FSA results shows that overall Springfield had an increase of 11%, a 10% growth over those that Parker. Springfield was able to decrease the number of level 1 students by 1% and were able to increase level 3s and 4 by 3% in each area and level 5 by 1%.

The discipline referrals at the two schools indicate that Parker has fewer overall than Springfield.

Summary Climate Survey Data: Data indicates that high expectations are clearly communicated by school leaders and teachers and this is acknowledged by parents and students. Additionally, academic expectations are clear to all stakeholders. The lowest scoring item for both parents and staff indicated a lack of opportunity for students in activities that interest them. The lowest scoring item for students was that student treat adults with respect.

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.

Both the district and school has worked with The New Teacher Project in data examination that included student growth performance and classroom walkthrough data. Together, we identified the following main areas of concern: lack of on-standard instruction, need for better preparation and planning prior to instruction, lack of complex non-fiction text, and need for quality instructional materials. As such, Bay District Schools has committed to professional development for administrators and staff in the support, implementation and planning/preparing for standards-based instruction that incorporates complex text and uses higher quality instructional materials. Additionally, Bay District Schools has an opportunity continue its work with TNTP as funded by our work with FADSS and the Bill and Melinda Gates Foundation. Bay District Schools also recognizes the need for additional PLC support and has a Request For Proposal out relative to this need.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Bay District Schools implements systemic, high quality aligned curricular materials and processes for planning and preparing for instruction, then students will show learning gains in ELA, math and science.

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. If Bay District Schools implements systemic, high quality aligned curricular materials and processes for planning and preparing for instruction, then students will show learning gains in ELA, math and science. **1a**

 G044126

Targets Supported **1b**

Focus	Indicator	Year	Target
All Turnaround Schools	ELA/Reading Gains	2018-19	60.0
All Turnaround Schools	Math Gains	2018-19	46.0
All Turnaround Schools	FCAT 2.0 Science Proficiency	2018-19	43.0

Targeted Barriers to Achieving the Goal **3**

- Lack of consistent and clear communication among the departments of the Division of Teaching and Learning and between the Division and schools regarding high quality instructional materials, planning and preparation protocols, implementation of PLCs, and support of ELA, math and science coaches
- Student Behavior and Attendance negatively impacting instructional time

Resources Available to Help Reduce or Eliminate the Barriers **2**

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

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

The DAT team will examine student performance and classroom walkthrough data to determine if barriers need to be addressed in order for the goal established for schools in Turnaround will be met.

Person Responsible

Dawn Capes

Schedule

Quarterly, from 9/7/2017 to 4/5/2018

Evidence of Completion

Student performance and CWT data



District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. If Bay District Schools implements systemic, high quality aligned curricular materials and processes for planning and preparing for instruction, then students will show learning gains in ELA, math and science. **1**

 G044126

G1.B2 Lack of consistent and clear communication among the departments of the Division of Teaching and Learning and between the Division and schools regarding high quality instructional materials, planning and preparation protocols, implementation of PLCs, and support of ELA, math and science coaches **2**

 B108376

G1.B2.S1 Implementation of regular classroom walkthroughs and support of the District Assistance Team (DAT) **4**

 S119821

Strategy Rationale

- Twice monthly the Director of Elementary Education and Coordinator of School Improvement (turnaround lead) will conduct classroom walkthroughs and debrief in which the school principal will report progress monitoring data, issues, concerns. During the first walkthrough, the Instructional Specialists for MTSS-B and ESE will attend; during the second, ELA and math coaches. The Department of Education School Improvement Specialist as well as the principals assigned mentor will also attend both walkthrough sessions. This process will enable state, district and school staff immediate understanding of the needs of schools in Turnaround in order to effectively and quickly route support, personnel and resources. In addition to these walkthroughs, school administrative staff will also engage in regular, systematic walkthroughs each month. Walkthroughs will use a classroom walkthrough form created in collaboration with The New Teacher Project.
- The District Assistance Team (DAT) will meet once quarterly to receive a report from the Director of Elementary Education and the Coordinator of School Improvement (turnaround lead). This review shall include progress monitoring data such as NWEA MAP data, classroom walkthrough data, behavioral and common assessment data as well as any issues or concerns that need addressing.
- The DAT team will develop support and facilitate the implementation of policies and procedures that guide the school-based leadership team and provide direct support systems, as they are needed.
- DAT will consist of the Superintendent, Assistant Superintendent, Elementary & Secondary Directors of Education, Directors of ESE and Student Services, Coordinators of Professional Development and School Improvement, Instructional Specialists for ELA, math, science, ESE and MTSS as well as anyone necessary to providing support to Springfield Elementary School.

Action Step 1 5

Conduct professional development on classroom walkthrough form so that administrators understand the purpose, intent, and use of the CWT form.

Person Responsible

Denise Kelley

Schedule

Quarterly, from 8/10/2016 to 6/5/2018

Evidence of Completion

Administrative training on classroom walkthrough form

Action Step 2 5

Collect classroom walkthrough data

Person Responsible

Denise Kelley

Schedule

Monthly, from 9/8/2014 to 4/6/2018

Evidence of Completion

CWT data for Turnaround Schools

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

DAT team monitors CWT and student achievement data in order to reduce barriers and problem solve as necessary for schools in Turnaround.

Person Responsible

Dawn Capes

Schedule

Semiannually, from 10/11/2017 to 4/11/2018

Evidence of Completion

CWT and student achievement data

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

DAT team monitors CWT and student achievement data in order to reduce barriers and problem solve as necessary for schools in Turnaround.

Person Responsible

Dawn Capes

Schedule

Quarterly, from 10/11/2017 to 4/11/2018

Evidence of Completion

Agendas, meeting minutes

G1.B2.S2 Stakeholders engage in Professional Learning Communities PLC in order to collectively engage in data analysis, problem identification, sound strategies and implementation of those strategies in order to impact student growth and achievement. 4

 S119823

Strategy Rationale

DuFour/Hattie/5 Essentials of School Improvement

Action Step 1 5

The Division of Teaching and Learning will join together in a singular PLC that works together to meet the goal, "No Bay District Schools will be rated below a C in the 2017-2018 school year." Focus will be on appropriate data (CWT, attendance, behavior, MAP, etc) and using that data to problem solve needs for resources (materials/people), removal of barriers, and consistent but not duplicative support to schools.

Person Responsible

Dawn Capes

Schedule

Every 2 Months, from 9/27/2017 to 5/7/2018

Evidence of Completion

Agendas, meeting minutes

Action Step 2 5

School-based PLCs will work together on implementation of new curricular materials (Eureka math and Achieve 3000) using lesson planning and preparation protocols.

Person Responsible

Denise Kelley

Schedule

Weekly, from 8/14/2017 to 6/5/2018

Evidence of Completion

Classroom walkthroughs and common assessment data

Action Step 3 5

School-based administrators receive professional development in new curricular materials, lesson planning and preparation protocols and guidance on how to support PLCs as they implement the materials and protocols.

Person Responsible

Suzanne Farrar

Schedule

Quarterly, from 8/14/2017 to 4/5/2018

Evidence of Completion

Sign in sheets; agendas

Action Step 4 5

Hire consultant to work with PLCs in order to provide additional PLC support in the implementation of high quality instructional materials and use of the lesson planning and preparation protocol.

Person Responsible

Dawn Capes

Schedule

Monthly, from 9/27/2017 to 6/5/2018

Evidence of Completion

Schedule of PLC visits

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

The District Coordinator of Appraisal Systems/School Improvement will facilitate the Division PLC process to ensure that appropriate PLC guidelines are implemented.

Person Responsible

Dawn Capes

Schedule

Every 2 Months, from 9/27/2017 to 5/7/2018

Evidence of Completion

Agenda; meeting minutes

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

The District Coordinator of Appraisal Systems/School Improvement will facilitate the Turnaround School walkthrough and debrief process to record concerns, problem solving, and information that needs to be reported to DAT or the Division PLC.

Person Responsible

Dawn Capes

Schedule

Monthly, from 9/8/2017 to 4/5/2018

Evidence of Completion

Debrief meeting minutes will be recorded and action steps, issues and concerns will be monitored for fidelity by the DAT and/or Division of Learning PLC.

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

Cord of 3-4; small group walkthroughs will be implemented to monitor implementation of standards-based instruction and lesson planning and preparation protocols

Person Responsible

Suzanne Farrar

Schedule

Semiannually, from 10/11/2017 to 10/11/2017

Evidence of Completion

Classroom walkthrough data and anecdotal information

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

Student achievement data will be monitored during the Division PLC and DAT meeting to determine effectiveness of PLCs implementation of high quality instructional materials, standards-based instruction and planning and preparation protocols.

Person Responsible

Gena Burgans

Schedule

Every 2 Months, from 9/27/2017 to 5/11/2018

Evidence of Completion

Student Achievement Data

G1.B2.S3 Implement high quality instructional materials (Eureka math and Achieve 3000) 4

S119824

Strategy Rationale

According to research provided by TNTF, strong curricular materials have a higher impact on student achievement than teacher quality; therefore, curricular materials that have shown a strong correlation to student achievement will be used in Bay District Schools.

Action Step 1 5

School-based admins and teachers are provided professional development on Eureka Math and Achieve 3000.

Person Responsible

Denise Kelley

Schedule

Weekly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Professional development schedule, admin training schedule, coaching logs

Action Step 2 5

School-based admins facilitate implementation of Eureka Math and ELA Common Assessments (as available) at school sites

Person Responsible

Denise Kelley

Schedule

Quarterly, from 8/14/2017 to 6/5/2018

Evidence of Completion

Common assessment data

Action Step 3 5

SOUND Training

Person Responsible

Russell Brock

Schedule

On 9/19/2017

Evidence of Completion

TDY

Action Step 4 5

Purchase student laptops for use in accessing high quality curriculum materials

Person Responsible

Russell Brock

Schedule

Daily, from 10/30/2017 to 6/1/2018

Evidence of Completion

Classroom Walkthroughs

Action Step 5 5

Provide tutorials (during school day and after school day) as well as summer school to extend instructional time and learning opportunities for students.

Person Responsible

Russell Brock

Schedule

Daily, from 10/1/2017 to 7/19/2018

Evidence of Completion

Purchase order requests, transportation invoices, student sign in sheets

Action Step 6 5

Provide tutorials (during school day and after school day) as well as summer school to extend instructional time and learning opportunities for students.

Person Responsible

Lisa Jones

Schedule

Daily, from 10/1/2017 to 7/19/2018

Evidence of Completion

Purchase order requests, transportation invoices, student sign in sheets

Action Step 7 5

Reduce class size and provide tutorials to extend instructional time and learning opportunities for students.

Person Responsible

Darnita Rivers

Schedule

Daily, from 10/1/2017 to 6/5/2018

Evidence of Completion

Student sign-ins, classroom walk-throughs

Action Step 8 5

Provide student workshops

Person Responsible

Shelly Rouse

Schedule

On 6/1/2018

Evidence of Completion

Student sign-ins, purchase order requests

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

Common Assessment Data will be reviewed to monitor implementation of the common assessments

Person Responsible

Denise Kelley

Schedule

Quarterly, from 8/14/2017 to 6/5/2018

Evidence of Completion

Common assessment data available upon request

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

Common Assessment Data will be reviewed to monitor implementation of the common assessments

Person Responsible

Suzanne Farrar

Schedule

Quarterly, from 9/27/2017 to 6/5/2018

Evidence of Completion

Common assessment data, as appropriate

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

Common assessment data will be reviewed quarterly by the Department of K-12

Person Responsible

Suzanne Farrar


Schedule

Quarterly, from 8/14/2017 to 6/5/2018

Evidence of Completion

Common assessment data available upon request

G1.B2.S4 Strengthen the Instructional Coaching process systemically by applying and utilizing the Partnership Coaching Approach by Jim Knight and Elaina Aguilar's The Art of Coaching Teams **4**

 S139427

Strategy Rationale

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

Equality

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

Choice

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

Voice

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

Reflection

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

Dialogue

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

Praxis

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

Action Step 1 5

Build capacity of all Instructional Coaches (Data, Literacy, Writing, Mathematics, TOSA, and MTSS) through monthly coaches' meetings. Professional development will center around the review of Jim Knight's Partnership Coaching and the training in Elaina Aguilar's The Art of Coaching Teams.

Person Responsible

Lisa Churchwell

Schedule

Monthly, from 9/8/2017 to 6/5/2018

Evidence of Completion

Sign-in Sheets

Action Step 2 5

Work with administrators of schools where coaches are in place to ensure an understanding of support the coach should be providing to PLCs and individuals in the area of implementation of high quality curricular materials, lesson planning and preparation protocols, common assessments, etc.

Person Responsible

Lisa Churchwell

Schedule

Quarterly, from 9/6/2017 to 6/5/2018

Evidence of Completion

Agendas of quarterly admin meetings

Action Step 3 5

Engage in classroom walkthroughs and debrief session with ELA and math coaches in order to gain an understanding of the implementation of high quality materials, use of lesson planning and preparation protocol in PLCs, and common assessment implementation.

Person Responsible

Dawn Capes

Schedule

Monthly, from 9/7/2017 to 4/5/2018

Evidence of Completion

CWT data and debrief notes

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

Monitoring of Coaches' Logs

Person Responsible

Linda Pitts

Schedule

Quarterly, from 9/27/2017 to 6/5/2018

Evidence of Completion

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

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

Review NWEA MAP data as well as other student performance data (common assessment data) to determine effectiveness of coaching process.

Person Responsible

Cylle Rowell

Schedule

Quarterly, from 9/27/2017 to 6/5/2018

Evidence of Completion

NWEA MAP and other student performance data

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

B180472

G1.B3.S1 BDS will monitor and support attendance and behavior data of schools in Turnaround 4

S191774

Strategy Rationale

When students are present in classrooms instructional time and time on task will increase leading to student achievement. Additionally, students who are in attendance are more likely to graduate, and if necessary appropriate interventions will implemented so that every Bay District student has an opportunity to graduate on time.

Action Step 1 5

District Attendance and Behavior staff training specialists to provide professional development, monitor MTSS framework, suggest research-based interventions and monitoring implementation of those interventions

Person Responsible

Kara Mulkusky

Schedule

Monthly, from 8/14/2017 to 6/5/2018

Evidence of Completion

Job Assignments, EWS Reports, other data as requested, Intervention Menu

Action Step 2 5

District Level Monitoring of EWS

Person Responsible

Kara Mulkusky

Schedule

Monthly, from 8/14/2017 to 6/5/2018

Evidence of Completion

EWS Reports

Action Step 3 5

Complete monthly walkthroughs and debrief at schools in Turnaround

Person Responsible

Dawn Capes

Schedule

Monthly, from 9/7/2017 to 4/5/2018

Evidence of Completion

Classroom walkthrough data and MTSS/ESE classroom and debrief data

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

Monitoring EWS and other data

Person Responsible

Kara Mulkusky

Schedule

Monthly, from 9/7/2017 to 4/5/2018

Evidence of Completion

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

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

Monitoring Attendance and Behavior Data of schools in Turnaround

Person Responsible

Kara Mulkusky

Schedule

















Monthly, from 8/14/2017 to 6/5/2018

Evidence of Completion

Attendance and behavior 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					
G1.B2.S3.A3 A349919	SOUND Training	Brock, Russell	9/18/2017	TDY	9/19/2017 one-time
G1.B2.S2.MA4 M365025	Cord of 3-4; small group walkthroughs will be implemented to monitor implementation of...	Farrar, Suzanne	10/11/2017	Classroom walkthrough data and anecdotal information	10/11/2017 semiannually
G1.MA1 M056046	The DAT team will examine student performance and classroom walkthrough data to determine if...	Capes, Dawn	9/7/2017	Student performance and CWT data	4/5/2018 quarterly
G1.B3.S1.MA1 M212892	Monitoring EWS and other data	Mulkusky, Kara	9/7/2017	Data will be analyzed monthly identifying strategies and determining fidelity of implementation to determine the need for further support.	4/5/2018 monthly
G1.B3.S1.A3 A344043	Complete monthly walkthroughs and debrief at schools in Turnaround	Capes, Dawn	9/7/2017	Classroom walkthrough data and MTSS/ESE classroom and debrief data	4/5/2018 monthly
G1.B2.S2.MA3 M364970	The District Coordinator of Appraisal Systems/School Improvement will facilitate the Turnaround...	Capes, Dawn	9/8/2017	Debrief meeting minutes will be recorded and action steps, issues and concerns will be monitored for fidelity by the DAT and/or Division of Learning PLC.	4/5/2018 monthly
G1.B2.S2.A3 A344075	School-based administrators receive professional development in new curricular materials, lesson...	Farrar, Suzanne	8/14/2017	Sign in sheets; agendas	4/5/2018 quarterly
G1.B2.S4.A3 A344118	Engage in classroom walkthroughs and debrief session with ELA and math coaches in order to gain an...	Capes, Dawn	9/7/2017	CWT data and debrief notes	4/5/2018 monthly
G1.B2.S1.A2 A156927	Collect classroom walkthrough data	Kelley, Denise	9/8/2014	CWT data for Turnaround Schools	4/6/2018 monthly
G1.B2.S1.MA1 M098600	DAT team monitors CWT and student achievement data in order to reduce barriers and problem solve as...	Capes, Dawn	10/11/2017	Agendas, meeting minutes	4/11/2018 quarterly
G1.B2.S1.MA1 M098597	DAT team monitors CWT and student achievement data in order to reduce barriers and problem solve as...	Capes, Dawn	10/11/2017	CWT and student achievement data	4/11/2018 semiannually
G1.B2.S2.MA1 M056051	The District Coordinator of Appraisal Systems/School Improvement will facilitate the Division PLC...	Capes, Dawn	9/27/2017	Agenda; meeting minutes	5/7/2018 every-2-months
G1.B2.S2.A1 A129786	The Division of Teaching and Learning will join together in a singular PLC that works together to...	Capes, Dawn	9/27/2017	Agendas, meeting minutes	5/7/2018 every-2-months
G1.B2.S2.MA1 M056052	Student achievement data will be monitored during the Division PLC and DAT meeting to determine...	Burgans, Gena	9/27/2017	Student Achievement Data	5/11/2018 every-2-months
G1.B2.S3.A4 A349948	Purchase student laptops for use in accessing high quality curriculum materials	Brock, Russell	10/30/2017	Classroom Walkthroughs	6/1/2018 daily
G1.B2.S3.A8 A350350	Provide student workshops	Rouse, Shelly	11/15/2017	Student sign-ins, purchase order requests	6/1/2018 one-time
G1.B2.S1.A1 A129784	Conduct professional development on classroom walkthrough form so that administrators understand...	Kelley, Denise	8/10/2016	Administrative training on classroom walkthrough form	6/5/2018 quarterly
G1.B3.S1.MA1 M212893	Monitoring Attendance and Behavior Data of schools in Turnaround	Mulkusky, Kara	8/14/2017	Attendance and behavior data	6/5/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1  A233866	District Attendance and Behavior staff training specialists to provide professional development,...	Mulkusky, Kara	8/14/2017	Job Assignments, EWS Reports, other data as requested, Intervention Menu	6/5/2018 monthly
G1.B3.S1.A2  A233867	District Level Monitoring of EWS	Mulkusky, Kara	8/14/2017	EWS Reports	6/5/2018 monthly
G1.B2.S2.A2  A344070	School-based PLCs will work together on implementation of new curricular materials (Eureka math and...	Kelley, Denise	8/14/2017	Classroom walkthroughs and common assessment data	6/5/2018 weekly
G1.B2.S2.A4  A344128	Hire consultant to work with PLCs in order to provide additional PLC support in the implementation...	Capes, Dawn	9/27/2017	Schedule of PLC visits	6/5/2018 monthly
G1.B2.S3.MA1  M056054	Common assessment data will be reviewed quarterly by the Department of K-12	Farrar, Suzanne	8/14/2017	Common assessment data available upon request	6/5/2018 quarterly
G1.B2.S3.MA1  M056053	Common Assessment Data will be reviewed to monitor implementation of the common assessments	Kelley, Denise	8/14/2017	Common assessment data available upon request	6/5/2018 quarterly
G1.B2.S3.MA3  M365050	Common Assessment Data will be reviewed to monitor implementation of the common assessments	Farrar, Suzanne	9/27/2017	Common assessment data, as appropriate	6/5/2018 quarterly
G1.B2.S3.A1  A156934	School-based admins and teachers are provided professional development on Eureka Math and Achieve...	Kelley, Denise	8/7/2017	Professional development schedule, admin training schedule, coaching logs	6/5/2018 weekly
G1.B2.S3.A2  A156936	School-based admins facilitate implementation of Eureka Math and ELA Common Assessments (as...	Kelley, Denise	8/14/2017	Common assessment data	6/5/2018 quarterly
G1.B2.S3.A7  A350338	Reduce class size and provide tutorials to extend instructional time and leaning opportunities for...	Rivers, Darnita	10/1/2017	Student sign-ins, classroom walk-throughs	6/5/2018 daily
G1.B2.S4.MA1  M098618	Review NWEA MAP data as well as other student performance data (common assessment data) to...	Rowell, Cylle	9/27/2017	NWEA MAP and other student performance data	6/5/2018 quarterly
G1.B2.S4.MA1  M098617	Monitoring of Coaches' Logs	Pitts, Linda	9/27/2017	Instructional Specialists will monitor coaches logs and provide feedback as necessary.	6/5/2018 quarterly
G1.B2.S4.A1  A156942	Build capacity of all Instructional Coaches (Data, Literacy, Writing, Mathematics, TOSA, and MTSS)...	Churchwell, Lisa	9/8/2017	Sign-in Sheets	6/5/2018 monthly
G1.B2.S4.A2  A344008	Work with administrators of schools where coaches are in place to ensure an understanding of...	Churchwell, Lisa	9/6/2017	Agendas of quarterly admin meetings	6/5/2018 quarterly
G1.B2.S3.A5  A349955	Provide tutorials (during school day and after school day) as well as summer school to extend...	Brock, Russell	10/1/2017	Purchase order requests, transportation invoices, student sign in sheets	7/19/2018 daily
G1.B2.S3.A6  A349968	Provide tutorials (during school day and after school day) as well as summer school to extend...	Jones, Lisa	10/1/2017	Purchase order requests, transportation invoices, student sign in sheets	7/19/2018 daily

V. Professional Development Opportunities

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

G1. If Bay District Schools implements systemic, high quality aligned curricular materials and processes for planning and preparing for instruction, then students will show learning gains in ELA, math and science.

G1.B2 Lack of consistent and clear communication among the departments of the Division of Teaching and Learning and between the Division and schools regarding high quality instructional materials, planning and preparation protocols, implementation of PLCs, and support of ELA, math and science coaches

G1.B2.S1 Implementation of regular classroom walkthroughs and support of the District Assistance Team (DAT)

PD Opportunity 1

Conduct professional development on classroom walkthrough form so that administrators understand the purpose, intent, and use of the CWT form.

Facilitator

The Department of K-12 Instruction in collaboration with The New Teacher Project (TNTP)

Participants

Department of K-12 Directors, Coordinators, and Instructional Specialists; School-based Administrators

Schedule

Quarterly, from 8/10/2016 to 6/5/2018

G1.B2.S2 Stakeholders engage in Professional Learning Communities PLC in order to collectively engage in data analysis, problem identification, sound strategies and implementation of those strategies in order to impact student growth and achievement.

PD Opportunity 1

The Division of Teaching and Learning will join together in a singular PLC that works together to meet the goal, "No Bay District Schools will be rated below a C in the 2017-2018 school year." Focus will be on appropriate data (CWT, attendance, behavior, MAP, etc) and using that data to problem solve needs for resources (materials/people), removal of barriers, and consistent but not duplicative support to schools.

Facilitator

The Division of Teaching and Learning/Gena Burgans, Assistant Superintendent

Participants

The Division of Teaching and Learning- Assistant Superintendent, Directors, Coordinators, Instructional Specialists and staff training specialists in the areas of math, ELA and science.

Schedule

Every 2 Months, from 9/27/2017 to 5/7/2018

PD Opportunity 2

School-based administrators receive professional development in new curricular materials, lesson planning and preparation protocols and guidance on how to support PLCs as they implement the materials and protocols.

Facilitator

Department of K-12 in collaboration with TNTP

Participants

School-based administrators

Schedule

Quarterly, from 8/14/2017 to 4/5/2018

PD Opportunity 3

Hire consultant to work with PLCs in order to provide additional PLC support in the implementation of high quality instructional materials and use of the lesson planning and preparation protocol.

Facilitator

Consultant is unknown at this time (RFP released)

Participants

School-based PLCs

Schedule

Monthly, from 9/27/2017 to 6/5/2018

G1.B2.S3 Implement high quality instructional materials (Eureka math and Achieve 3000)

PD Opportunity 1

School-based admins and teachers are provided professional development on Eureka Math and Achieve 3000.

Facilitator

Eureka Math and Achieve 3000 PD providers, ELA and math coaches

Participants

School based administrators and ELA and math teachers

Schedule

Weekly, from 8/7/2017 to 6/5/2018

PD Opportunity 2

SOUND Training

Facilitator

PAEC

Participants

Paraprofessionals

Schedule

On 9/19/2017

G1.B2.S4 Strengthen the Instructional Coaching process systemically by applying and utilizing the Partnership Coaching Approach by Jim Knight and Elaina Aguilar's The Art of Coaching Teams

PD Opportunity 1

Build capacity of all Instructional Coaches (Data, Literacy, Writing, Mathematics, TOSA, and MTSS) through monthly coaches' meetings. Professional development will center around the review of Jim Knight's Partnership Coaching and the training in Elaina Aguilar's The Art of Coaching Teams.

Facilitator

Various Presenters

Participants

Instructional Coaches

Schedule

Monthly, from 9/8/2017 to 6/5/2018

PD Opportunity 2

Work with administrators of schools where coaches are in place to ensure an understanding of support the coach should be providing to PLCs and individuals in the area of implementation of high quality curricular materials, lesson planning and preparation protocols, common assessments, etc.

Facilitator

Department of K-12

Participants

Department of K-12; school-based admins

Schedule

Quarterly, from 9/6/2017 to 6/5/2018

G1.B3 Student Behavior and Attendance negatively impacting instructional time

G1.B3.S1 BDS will monitor and support attendance and behavior data of schools in Turnaround

PD Opportunity 1

District Attendance and Behavior staff training specialists to provide professional development, monitor MTSS framework, suggest research-based interventions and monitoring implementation of those interventions

Facilitator

MTSS team

Participants

Teachers, school-based administrators

Schedule

Monthly, from 8/14/2017 to 6/5/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Conduct professional development on classroom walkthrough form so that administrators understand the purpose, intent, and use of the CWT form.	\$0.00
2	G1.B2.S1.A2	Collect classroom walkthrough data	\$0.00
3	G1.B2.S2.A1	The Division of Teaching and Learning will join together in a singular PLC that works together to meet the goal, "No Bay District Schools will be rated below a C in the 2017-2018 school year." Focus will be on appropriate data (CWT, attendance, behavior, MAP, etc) and using that data to problem solve needs for resources (materials/people), removal of barriers, and consistent but not duplicative support to schools.	\$0.00
4	G1.B2.S2.A2	School-based PLCs will work together on implementation of new curricular materials (Eureka math and Achieve 3000) using lesson planning and preparation protocols.	\$0.00
5	G1.B2.S2.A3	School-based administrators receive professional development in new curricular materials, lesson planning and preparation protocols and guidance on how to support PLCs as they implement the materials and protocols.	\$0.00
6	G1.B2.S2.A4	Hire consultant to work with PLCs in order to provide additional PLC support in the implementation of high quality instructional materials and use of the lesson planning and preparation protocol.	\$0.00
7	G1.B2.S3.A1	School-based admins and teachers are provided professional development on Eureka Math and Achieve 3000.	\$0.00
8	G1.B2.S3.A2	School-based admins facilitate implementation of Eureka Math and ELA Common Assessments (as available) at school sites	\$0.00
9	G1.B2.S3.A3	SOUND Training	\$0.00
10	G1.B2.S3.A4	Purchase student laptops for use in accessing high quality curriculum materials	\$0.00
11	G1.B2.S3.A5	Provide tutorials (during school day and after school day) as well as summer school to extend instructional time and learning opportunities for students.	\$0.00
12	G1.B2.S3.A6	Provide tutorials (during school day and after school day) as well as summer school to extend instructional time and learning opportunities for students.	\$0.00
13	G1.B2.S3.A7	Reduce class size and provide tutorials to extend instructional time and leaning opportunities for students.	\$0.00
14	G1.B2.S3.A8	Provide student workshops	\$0.00
15	G1.B2.S4.A1	Build capacity of all Instructional Coaches (Data, Literacy, Writing, Mathematics, TOSA, and MTSS) through monthly coaches' meetings. Professional development will center around the review of Jim Knight's Partnership Coaching and the training in Elaina Aguilar's The Art of Coaching Teams.	\$0.00
16	G1.B2.S4.A2	Work with administrators of schools where coaches are in place to ensure an understanding of support the coach should be providing to PLCs and individuals in the area of implementation of high quality curricular materials, lesson planning and preparation protocols, common assessments, etc.	\$0.00

17	G1.B2.S4.A3	Engage in classroom walkthroughs and debrief session with ELA and math coaches in order to gain an understanding of the implementation of high quality materials, use of lesson planning and preparation protocol in PLCs, and common assessment implementation.	\$0.00
18	G1.B3.S1.A1	District Attendance and Behavior staff training specialists to provide professional development, monitor MTSS framework, suggest research-based interventions and monitoring implementation of those interventions	\$0.00
19	G1.B3.S1.A2	District Level Monitoring of EWS	\$0.00
20	G1.B3.S1.A3	Complete monthly walkthroughs and debrief at schools in Turnaround	\$0.00
Total:			\$0.00