



Manny Diaz, Jr., Commissioner of Education

## 2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 41 - Manatee

Dr. Jason Wysong, Superintendent  
, Southwest Executive Director

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## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

Manatee County Public Schools will be an exemplary student-focused school system that develops lifelong learners to be globally competitive.

##### b. District Vision Statement

Manatee County Public Schools will educate and develop all students today for their success tomorrow.

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

<http://bit.ly/2c8Kvoq>

#### 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.

Under the leadership of our Superintendent, Manatee County is committed to promoting excellence for all students in order to improve student achievement and maximize student outcomes and opportunities for post graduation.

The Deputy Superintendent of Instructional Services and Operations supports schools through management of buildings, busing, human resources, and services and oversees Pre-K through 12. The Deputy Superintendent works with the Executive Directors of Elementary and Secondary Schools, the Executive Director of Curriculum and Professional Learning, Director of Exceptional Student Education, Director Federal Programs and Grants, Director Assessment and Research, Director of Adult, Career, and Technical Education, and the Director of School Improvement to establish a three-tiered system of support for all schools. Multiple data sources are analyzed throughout the year to determine the level of support for each school. Several student data points are included in the analysis (i.e., longitudinal data on Florida Standards Assessments, attendance rates, discipline data, progress monitoring assessments) along with 5Essentials Survey data, school climate data, principal data, and other data impacting student achievement. Data is collected and monitored monthly. Support for individual schools is differentiated based on school need.

As a means of aligning instruction to the Florida Standards, the District purchased new K-5 English Language Arts and mathematics and 6-8 English Language Arts curricula in 2014-15, and new 6-8 mathematics and 9-12 English Language Arts curricula in 2015-16. The District obtained a new assessment and dashboard platform to improve data collection and analysis of student progress in as well as a system for collecting and analyzing early warning systems data in 2015-16. The District has developed curriculum maps aligned with state standards for all K-12 core content areas. Professional Development is provided throughout the year for all stakeholders.

The Executive Directors of Elementary and Secondary Schools provide support for leadership

development and management. They are responsible for meeting with school leadership teams monthly to review school data and oversee implementation of action plans to address student needs and changes in instruction necessary to improve student achievement. They supervise Instructional Specialists who are assigned to schools to provide additional support based on school needs as determined by a review of school data. Each school is required to use the Floridacims online School Improvement Plan template and develop a yearly School Improvement Plan (SIP) to address the needs of their students. The Executive Directors work closely with school administrators to develop the SIPs. School administrators monitor instruction using the district adopted Danielson Framework for Teaching. Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams (TCTs) to regularly review school data and modify instruction and support as necessary.

The Executive Director of Curriculum and Professional Learning supervises the Directors of Elementary and Secondary Curriculum and Director of Assessment and Research to provide support with staff and leadership development and assessments for both FSA and progress monitoring. He oversees the Curriculum Department and Curriculum Specialists who are tasked with developing district curriculum and assessments aligned with Florida Standards. He coordinates district and school-based support to ensure fidelity of implementation of district curricula. He also supervises professional development opportunities for all stakeholders. This year, he also facilitates weekly book studies with district administrators to build leadership capacity.

The Director of School Improvement reports directly to the Deputy Superintendent of Instructional Services and is charged with providing support to Focus, Priority, Turnaround Option Plan (TOP) schools, elementary schools identified as part of the "Lowest 300" schools, as well as other assigned schools identified through the district evaluation system as needing additional support. The Director of School Improvement collaborates with the Executive Directors of Elementary and Secondary Schools to review the SIPs for Focus, Priority, and TOP schools and provide support in the areas of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity. The Director of School Improvement supervises School Improvement Specialists who are assigned to identified schools to provide site-based support to implement SIP goals. The School Improvement Team conducts observations and instructional reviews in alignment with State Board Rule and attends the monthly ILT meetings for assigned schools. The Director of School Improvement provides monthly reports to the Executive Directors of Elementary and Secondary Schools on assigned schools. Additionally, the Director of School Improvement meets with the Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and the Directors of Federal Programs and Grants, Exceptional Student Education, Alternative Education, Assessment and Research, and Student Services to coordinate alignment of resources necessary to achieve District goals.

The Director of Federal Programs and Grants works closely with the Director of School Improvement and district and school administrators to identify student needs and ensure equitable distribution of funds to support district and school initiatives for our Title I schools. All Federal Grants funds are reviewed to ensure funds support our most needy areas and meet the federal requirements for supplementing and not supplanting.

#### **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.

Beginning in the spring of each year, the Deputy Superintendent of Instruction meets with Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and Directors of School Improvement, Professional Learning, Federal Programs and

Grants, Exceptional Student Education, Alternative Education, Assessment and Research, and Student Services to review current budgets and begin planning for the next year's budget. Decisions for allocating resources are based on analysis of district and school data to identify the most "at risk" schools.

The Deputy Superintendent of Instructional Services meets weekly with Executive Directors of Elementary and Secondary Schools to monitor the needs and capacity of each school, and the Executive Directors of Elementary and Secondary Schools meet weekly with their Instructional Specialists. Based on performance data, classroom visits, and team meetings, decisions are made to provide differentiated levels of support to schools.

The Deputy Superintendent of Instruction meets with the Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and Directors of School Improvement, Professional Learning, Federal Programs and Grants, Exceptional Student Education, Alternative Education, Assessment and Research, and Student Services every two weeks to monitor progress towards achieving District goals. Decisions for ongoing support are made based on reports from each department.

The Director of School Improvement collaborates with the Deputy Superintendent of Instruction and the Executive Directors of Elementary and Secondary schools, and the Executive Director of Curriculum and Professional Learning to identify specific needs for each school. She meets with the School Improvement Specialists weekly to monitor support provided to schools implementing Turnaround Option Plans (TOP schools) and determine progress towards achieving school and district goals. Modifications to site-based support are based on analysis of performance data, classroom visits, and team meetings. Additionally, the School Improvement Team facilitates initial instructional reviews that include classroom observations for each Priority and Focus School followed by extended ILT meetings to review current data, results from classroom observations, School Improvement Plans, and resources available to define an action plan to support each school. The Director of School Improvement and School Improvement Specialists attend the monthly ILT meetings to collaborate with the Executive Directors and school-based administrators to develop site-based decisions for modifying the action plans.

### **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.

Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams (TCTs) to regularly review school data and modify instruction and support as necessary. Action plans are reviewed at each ILT meeting and modified as necessary. Executive Directors of Elementary and Secondary Schools meet with site-based administrators to review ILT minutes and action plans and provide guidance for necessary changes and additional support.

Executive Directors of Elementary and Secondary schools assign Instructional Specialists to support site-based administrators at all non-TOP school based on need to implement SIPs and action plans and ensure all programs are implemented with fidelity. A Memorandum of Understanding has been developed to provide additional stipends for teachers at Title I schools to attend a minimum of one extra hour a week to collaboratively plan lessons aligned with Standards and district curriculum maps as well as to participate in four (4) hours of professional development monthly.

Director of School Improvement coordinates with Executive Directors of Elementary and Secondary Schools to conduct observations for all Focus, Priority, and TOP Schools. Observation reports are

submitted to the Executive Directors and site-based administrators for use within the Instructional Leadership Team to identify progress towards meeting goals outlined in the School Improvement Plans. The Director of School Improvement assigns School Improvement Specialists to provide weekly support for Priority and TOP schools. The specialists work closely with site-based administrators to build instructional capacity, collect and analyze data, and ensure fidelity of program implementation.

DMT 2: Additional policies and practices have been implemented for all TOP schools.

School Improvement Specialists are assigned to TOP schools to provide weekly support during collaborative lesson planning to develop lessons aligned with Standards and district curriculum maps and to provide instructional coaching support aligned with the SIP. School Improvement Specialists also coordinate with site-based Instructional Leadership Teams (ILTs) in the areas of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity. They serve as liaisons between the schools and the district to identify areas of concern and ensure additional support and materials are provided to our highest needs schools.

The Director of School Improvement collaborates with the Executive Directors to conduct monthly classroom observations for all TOP schools and provides a monthly report to the Principal, Executive Director, and Deputy Superintendent of Instructional Services documenting progress towards achieving goals outlined in the SIP. She coordinates support to the Priority and TOP Schools and ensures they have the support, materials, and equipment necessary to meet the needs of students.

All TOP school administrators are required to present quarterly "State of the School" reports to senior leadership. Senior leadership member provide guidance and determine any necessary changes in the level of support as a result of these presentations. A member from the senior leadership team is assigned to each principal at TOP schools to provide principal mentoring.

#### **d. Operational Flexibility**

Provide the district's definition of "operational flexibility"Â? 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.

Principals are provided flexibility to utilize Title I resources based on analysis of their school-wide data. Each year the Director of Federal Programs and Grants provides a "Title I Conference" to bring Title I principals together to learn of the available resources and meet with departments to determine the type of and level of support needed for the coming year. School teams work closely with district staff to identify specific needs for programs, instructional staffing, district support, and supplemental materials and resources. They submit their plans to the Director of Federal Programs and Grants who then uses this information to develop a district plan.

The Director of School Improvement works closely with the Focus, Priority, and TOP school principals to establish the SIP and provide professional learning opportunities to implement necessary changes. School Improvement Specialists work collaboratively with the principals to define support at the school sites. School Improvement Grant 1003(a) funds are provided to state-identified schools to support SIP initiatives. Principals collaborate with the Director of School Improvement to identify needs and ensure funds are utilized to support teacher professional learning and capacity building.

Senior Leadership works closely with school principals to review the curriculum and make modifications to the master schedule and curriculum resources based on analysis of student assessments. Principals collaborate with the Director of School Improvement, Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and



Deputy Superintendent of Instructional Services to identify needs in curriculum, instruction, materials, staffing, and master schedule necessary to support students.

DMT Item 4: DMT schools are provided funding through the general fund, Title I funds, SIG 1003(a) funds, as well as other applicable funds to fully implement their SIP. Principals work closely with their Executive Directors and Directors of School Improvement and Federal Programs and Grants to ensure appropriate funding and to identify staffing needs and to establish routines, procedures, and systems to implement a comprehensive approach to improving student achievement.

Executive Directors of Elementary and Secondary Schools and Director of School Improvement work closely with principals to determine class schedules and ensure students receive the necessary core and remedial support as determined through analysis of data. All TOP Schools have elected to modify their schedule to include a third grade academy to address the needs of third grade retainees with modified curriculum to address reading and mathematics achievement.

### 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.

The District has implemented a three-tiered system of support based on individual school needs. This support is provided primarily through assignment of Instructional Specialists, School Improvement Specialists, Curriculum Specialists, and Title I Specialists. The goal of the specialists is to build capacity within the school for ongoing progress monitoring and to develop strategic systems to maintain and improve student achievement once a school is no longer designated a Focus or Priority school. Schools that exit from a designation of Focus or Priority are provided additional instructional specialist support for the following year. Instructional Specialists work directly with school-based administrators to support the ILTs and data teams. School Improvement Specialists work more closely with instructional and coaching staff to build capacity for analyzing data and making necessary instructional changes.

Tier 2 support is provided to all schools with the majority of their students not demonstrating sufficient gains. All schools in Tier 2 are required to complete the School Improvement Plan (SIP) using Floridacims online template and 8-step problem solving process and to include strategies to support district expectations. They receive bi-monthly Instructional Specialist support and are required to hold monthly Instructional Leadership Team (ILT) meetings to review benchmark assessment data and early warning system data. Each administrator is required to provide documentation of a year-long professional development plan aligned with the SIP. All Focus and Priority schools and schools designated as “monitoring” will receive quarterly instructional reviews facilitated by the Director of School Improvement in collaboration with the Executive Director. Additional differentiated support will be provided upon request.

Tier 3 schools, those schools implementing Turnaround Option Plans, are required to complete the School Improvement Plan (SIP) using Floridacims online template and 8-step problem solving process to include strategies to support district expectations. They receive weekly School Improvement Specialist support and are required to hold monthly Instructional Leadership Team (ILT) meetings to review benchmark assessment data and early warning system data. The Director of School Improvement in collaboration with the Executive Director will conduct monthly instructional reviews. Tier 3 school administrators will present a quarterly “State of the School” presentation to Senior Leadership and are required to provide documentation of a year-long professional

development plan aligned with the SIP. They receive principal mentoring from a member of the Senior Leadership Team. Additional differentiated support will be provided upon request.

Closure Item 1: G D Rogers Garden elementary schools was closed at the end of 2015-16. All students have been reassigned to elementary schools with a "C" or higher. Students assigned to the other schools will receive quarterly monitoring through the district benchmark assessments.

## B. Stakeholder Involvement

### 1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361914>

### 2. Family and Community Engagement

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

Parental involvement participation is measured by an annual parent survey. Each school is also responsible for encouraging parent involvement at various school-based workshops, meetings, and events. The district redesigned the parent survey for the 2014-15 school year to reflect the 5 Essential Elements of School Improvement (Leadership, Collaborative Teachers, Ambitious Instruction, Supportive Environment, and Engaged Families). Additionally, 24 schools participated in the 2016 5Essentials survey through the University of Chicago.

The district engages families through stakeholder surveys, monthly communications, a new "app" for cell phones, district sponsored forums, and collaboration with district and community based programs. These activities include, but are not limited to, quarterly technical assistance meetings with school-based family involvement teams, web-based resources for teachers and families, and multiple opportunities for family input at the school, district, and community level.

The Parent Task Force (PTF) is comprised of active, engaged parents and community representatives from elementary, middle, high, and charter schools and consists of five core members who agree to serve for two years, facilitate the PTF meetings, and coordinate small committees to address concerns raised by parents and community members. The PTF meets approximately once every two months with the Director of School Improvement and hosts district SAC Chair meetings 2-4 times a year to gather information from school sites and share district initiatives. The goal is to improve communication between district and community and gather feedback to inform district planning. The public is invited to attend all meetings.

Community forums were held to discuss the plan to close Orange Ridge-Bullock and G. D. Rogers Garden and to discuss the move to close Harlee Middle School at the end of 2016-17 and reopen the schools as a 4-8 Gifted Center. Additional meetings were held at the schools to meet with staff and parents and explain the process and plan and to gather input. Community input was requested and used to formulate the final plan for placement of students in their new zones.

### 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.**

Director of School Improvement works closely with Executive Directors of Elementary and Secondary schools and school principals to provide professional development and support utilizing the online Floridacims platform and implementing a problem-solving process to analyze data and make informed decisions. Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams to regularly review school data and develop strategic plans to address student



needs. Instructional Specialists (IS) will work directly with assigned schools to provide professional development and support to analyze student data and adjust instruction as indicated. Results from these meetings are used to make informed decisions relating to school-level interventions as well as turnaround plans.

Senior leadership meets bi-weekly to review school data and discuss school needs. After reviewing available student and school-based data, a multi-tiered system for support was implemented. All TOP school administrators meet with the Director of School Improvement and Executive Director to collaborate and develop systems for sustainable change necessary for the individual schools.

## C. Effective Leadership

### 1. District Turnaround Lead

#### a. Employee's Name and Email Address

Craig, Pamela, craigp@manateeschools.net

#### b. Employee's Title

Director

#### c. Employee's Phone Number

(941) 751-6550

#### d. Employee's Phone Extension

2075

#### e. Supervisor's Name

Cynthia Saunders

#### f. Supervisor's Title

Other

#### g. Employee's Role and Responsibilities

Collaborate with Deputy Superintendent of Instructional Services and Executive Directors of Elementary and Secondary schools to provide direct support to Focus, Priority, TOP and L300 schools..

Serve as a liaison between district and office of Differentiated Accountability.

Coordinate initial instructional reviews for all Focus, Priority, and TOP schools.

Collaborate with Executive Directors to conduct quarterly instructional reviews for all Focus schools and provide written reports. Provide quarterly reports to Deputy Superintendent and Executive Directors summarizing progress made towards achieving SIP goals and analyzing instructional coaching support

Collaborate with Executive Directors to conduct monthly instructional reviews for all Priority and TOP schools. Provide monthly reports to Deputy Superintendent and Executive Directors summarizing progress made towards achieving SIP goals and analyzing instructional coaching support

Participate in monthly ILT meetings at TOP schools to identify areas of concern and specific support necessary to support initiatives.

Supervise weekly School Improvement Specialist support for Priority and TOP schools in collaboration with the principals.

Collaborate with Priority and TOP school principals to develop their SIP and review mid-year reflections.

Collaborate with Title I to ensure funding and resources are aligned with TOPs.

Meet monthly with DOE Regional Executive Director to ensure collaboration and support with the Department of Education.

Collaborate with senior leadership to establish and monitor implementation of a strategic plan for effective implementation of the extended reading hour for schools identified as the Lowest 300 in the State.

Evaluate effectiveness of instructional materials provided during the extended hour.

Review online School Improvement Plans for Focus, Priority, and TOP Schools and provide feedback to Principals.

Establish a system for monitoring and supporting schools identified as Focus, Priority, and TOP by the Department of Education.

Build rapport with principals and school staff to collaborate for ongoing, sustainable improvement in student achievement.

## 2. District Leadership Team:

<b>Rio, Mike, riom@manateeschools.net</b>	
<b>Title</b>	Other
<b>Phone</b>	(941) 708-8770
<b>Supervisor's Name</b>	Cynthia Saunders
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	Oversight of elementary schools
<b>Codelia, Annette, codeliaa@manateeschools.net</b>	
<b>Title</b>	Other
<b>Phone</b>	(941) 708-8770
<b>Supervisor's Name</b>	Cynthia Saunders
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	Oversight of elementary schools

**Craig, Pamela, craigp@manateeschools.net**

<b>Title</b>	Director
<b>Phone</b>	941-70-8770
<b>Supervisor's Name</b>	Cynthia Saunders
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	School Improvement

**Garcia, Elena, garcia3e@manateeschools.net**

<b>Title</b>	Director
<b>Phone</b>	941-751-6550
<b>Supervisor's Name</b>	Cynthia Saunders
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	Federal Programs and Grants

**Herring-Cayasso, Wylene, herring-cayassow@manateeschools.net**

<b>Title</b>	Director
<b>Phone</b>	(941) 751-6550
<b>Supervisor's Name</b>	Cynthia Saunders
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	Exceptional Student Education

**Saxe, Ryan, saxer@manateeschools.net**

<b>Title</b>	Other
<b>Phone</b>	
<b>Supervisor's Name</b>	Cynthia Saunders
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	Oversight of Curriculum, Instruction, and Professional Learning.

**Pauley, Jim, pauleyj@manateeschools.net**

<b>Title</b>	Other
<b>Phone</b>	(941) 708-8770
<b>Supervisor's Name</b>	Cynthia Saunders
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	Oversight of Secondary Schools

**Riley-Hawkins, Sandra, hawkinss@manateeschools.net**

<b>Title</b>	Director
<b>Phone</b>	(941) 708-8770
<b>Supervisor's Name</b>	Ryan Saxe
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	Oversight of Assessment and Research

**Saunders, Cynthia (Cindy), saundersc@manateeschools.net**

<b>Title</b>	Other
<b>Phone</b>	941-708-8770
<b>Supervisor's Name</b>	Diana Greene
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Oversees K-12 Instructional Services

**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.

Every effort has been made to ensure that school leaders meet the standard of highest quality. School-based administrators are regularly reviewed and reassigned in an effort to ensure that the more experienced principals are serving the schools of greatest need. Additional district level administrators have been added to provide support for school-based administrators. Schools are required to have an active Instructional Leadership Team (ILT) that meets monthly to analyze student achievement and modify instruction. Executive Directors for Elementary and Secondary Schools attend ILT meetings and provide feedback and support.

Retention or replacement of the leadership team members is determined through analysis of student progress monitoring data, student performance on Florida Standards Assessments, collection of survey feedback from parents and teachers, and regular observation of instruction and leadership.

**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.

DMT 5 & 6: Decisions to retain or replace members of the teaching staff are based on input from the school-based administrators who conduct ongoing data chats with teachers and complete observations using the district teacher evaluation system approved by the Department of Education. All experienced teachers assigned to TOP schools are designated effective or highly effective. Beginning teachers and/or teachers new to the district are provided mentoring support. It is a priority in the district to develop a quality instructional staff.

Teachers are provided opportunities for professional growth throughout the school year through curriculum specialists, Title I specialists, ESOL specialists, instructional coaches, instructional

specialists, and school improvement specialists. Principals encourage teacher teams to plan and work together to share strategies.

Student performance data is collected quarterly through district assessments. Classroom observations are conducted quarterly for all focus and priority schools and monthly for all TOP schools. Data collected during classroom observations are shared with administrators and Executive Director to guide staffing decisions. Staffing decisions are based on analysis of both student and observational data.

## 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.**

The master schedule is collected and reviewed by the School Improvement Office and Executive Directors in order to ensure that every effort has been made to provide common planning times where appropriate. Teams of teachers also meet regularly in Teacher Collaboration Teams to plan together.

All Title I schools are required to have an additional one hour a week of common planning. Teachers are paid additional stipends for attend the planning time.

### 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.**

Since many of the Focus and Priority schools are Title I schools, the Title I Office encourages schools to use money to purchase coaches based on the needs of the student served.

School Improvement Specialists provide site-based instructional coaching for reading, mathematics, and science at all Priority Schools.

A coaching pool has been established for 2016-17 to ensure coaches meet the minimum requirements for coaching. All coaches are expected to attend a three day summer professional learning opportunity along with Instructional and School Improvement Specialists to build capacity. Additionally, they attend monthly coaching meetings conducted through the Curriculum department.

Coaching logs are collected and monitored by the office of School Improvement.

## 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/manatee?current\\_tab=reading](https://www.floridacims.org/districts/manatee?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:

**Top Score Writing**

**Program Type** Supplemental

**School Type** Elementary School, Middle School, High School

**Description** Top Score Writing provides support for K-5. The program is used to support the development of appropriate structures for a variety of writing activities.

**Write Score**

**Program Type** Supplemental

**School Type** Elementary School, Middle School, High School

**Description** Write Score is used across 3-10 to progress monitor student writing and for targeted supplementary lessons.

**Wonders and Collections**

**Program Type** Core

**School Type** Elementary School, Middle School, High School

**Description** Wonders K-5  
Collections 6-12

**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:

**K-5 Go Math/Think Central**  
**6-8 Sun Bay Math Grant**  
**6-12 McGraw-Hill Mathematics Textbook**

**Program Type** Core

**School Type** Elementary School, Middle School, High School

**Description**

**Acaletics**

**Program Type** Supplemental, Intensive Intervention

**School Type** Elementary School

**Description** Acaletics provide support for filling academic deficits for math instruction.



**iReady**

<b>Program Type</b>	Supplemental, Intensive Intervention
<b>School Type</b>	Elementary School
<b>Description</b>	Online program to provide academic support in reading and math

**SuccessMaker; Odesseyware**

<b>Program Type</b>	Core, Supplemental, Intensive Intervention
<b>School Type</b>	Middle School, High School
<b>Description</b>	SuccessMaker - 6-12 Odesseyware - 6-12

**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:

**Glencoe, Pearson, CPO**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	

**Glencoe, Pearson**

<b>Program Type</b>	
<b>School Type</b>	Middle School
<b>Description</b>	

**National Geographic**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	

**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.

Instructional Specialists are assigned to each school. Their role is to ensure fidelity to all district programs. They are actively engaged on school-based leadership teams and data teams. They conduct ongoing classroom observations and walkthroughs. As members of data teams, Specialists are responsible for assisting schools in analyzing data and making subsequent decisions to intervene where needed.

Data Reports are also reviewed as a regular part of the district level leadership team in order to determine where additional support may be needed. Data points may include, but will not be limited to

- % of students meeting with success in the core areas
- %/# of students with discipline records
- %/# of students missing more than 5 days of schools without cause
- # of teachers/staff missing
- %/# of students requiring intense interventions
- Teacher experience, education
- %/# of proficient students

Curriculum Specialists develop Curriculum Maps and Unit Plans to align district-purchased curriculum with Florida Standards Assessments. These are published on the district website. Additionally, Curriculum Specialists provide professional development to school administrators, instructional coaches, and teachers to effectively implement the district curriculum.

School Improvement Specialists are assigned to provide coaching support for Priority and TOP schools to ensure effective implementation of district curriculum. School Improvement Specialists work closely with school administrators to analyze progress monitoring data and provide support to teachers to implement necessary instructional changes to address student needs.

#### **b. Supports for Student Transitions**

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

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

No

*a. Link to Student Progression Plan*

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

#### **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.

## **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.

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## District Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

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

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

## Strategic Goals Summary

- G6.** District-wide student achievement will improve when administrators are provided strategic support to build leadership capacity.
  
- G7.** Student achievement will improve in all core content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps and site-based decisions are based on analysis of student data.
  
- G8.** Early Learning Initiative: Increase attendance at all prekindergarten sites by: 1. launching a public campaign with a focus on the importance of attendance 2. increasing student engagement during the instructional day with the continued implementation of 4 science-based units of inquiry
  
- G9.** When parents understand the impact of absences on student performances, the percent of students with ten or more absences in grades K-12 will decrease.

## 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.*

**G6.** District-wide student achievement will improve when administrators are provided strategic support to build leadership capacity. 1a

G078594

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	60.0
District-Wide	FSA Mathematics Achievement	2017-18	60.0
District-Wide	Statewide Science Assessment Achievement	2017-18	60.0
District-Wide	U.S. History EOC Pass	2017-18	70.0
District-Wide	Civics EOC Pass	2017-18	70.0
District-Wide	Algebra I EOC Pass Rate	2017-18	70.0

### Targeted Barriers to Achieving the Goal 3

- Principals need additional support to develop systems for implementation and monitoring of effective instructional practices aligned with State Standards.

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

- Newly established department of curriculum and professional learning
- School Improvement Team
- School Improvement Grant 4

### Plan to Monitor Progress Toward G6. 8

Student achievement on district quarterly assessments will increase

#### Person Responsible

Pamela Craig

#### Schedule

Quarterly, from 8/1/2017 to 7/31/2018

#### Evidence of Completion

Reported on Quarterly Instructional Review Reports

**G7.** Student achievement will improve in all core content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps and site-based decisions are based on analysis of student data. 1a

G068087

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	60.0
District-Wide	FSA Mathematics Achievement	2017-18	60.0
District-Wide	FCAT 2.0 Science Proficiency	2017-18	60.0
District-Wide	Civics EOC Pass	2017-18	70.0
District-Wide	U.S. History EOC Pass	2017-18	70.0
District-Wide	Algebra I EOC Pass Rate	2017-18	70.0

### Targeted Barriers to Achieving the Goal 3

- Longitudinal and current FSA data indicate students are not performing at grade level standards.
- Effective analysis of student data to make informed decisions impacting instruction is not regularly occurring.

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

- Learning Focused Instructional Support
- School Improvement Specialists
- School City
- BrightBytes

### Plan to Monitor Progress Toward G7. 8

Student achievement will increase on quarterly district assessments.

#### Person Responsible

Cynthia (Cindy) Saunders

#### Schedule

Quarterly, from 8/1/2017 to 7/31/2018

#### Evidence of Completion

Data from quarterly assessments - Reported in Quarterly Instructional Reviews



**G8. Early Learning Initiative:** Increase attendance at all prekindergarten sites by: 1. launching a public campaign with a focus on the importance of attendance 2. increasing student engagement during the instructional day with the continued implementation of 4 science-based units of inquiry **1a**

 G068086

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

Focus	Indicator	Year	Target
District-Wide	Attendance rate	2017-18	97.0

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

- The public's perception that attendance is voluntary, since the program is called Voluntary Prekindergarten (VPK).

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

- We have a good relationship with the Early Learning Coalition and Manatee Community Action Agency. We have formed an Early Learning Community Task Force and launched a public campaign in which we make it common knowledge that attendance is not voluntary. We are going to continue our work to increase public awareness about the impact of good attendance on achievement. We are in the process of working together to establish universal student numbers that are issued prior to entering the public school system.

#### Plan to Monitor Progress Toward G8. **8**

Attendance data will be gathered quarterly

##### **Person Responsible**

Robin Thompson

##### **Schedule**

Quarterly, from 8/1/2017 to 6/29/2018

##### **Evidence of Completion**

attendance data

**G9.** When parents understand the impact of absences on student performances, the percent of students with ten or more absences in grades K-12 will decrease. **1a**

 G050210

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

Focus	Indicator	Year	Target
District-Wide	Attendance rate	2017-18	97.0

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

- Parents and Students are unaware of the impact of absences on student achievement. Parents and students lack resources and/or strategies to reduce barriers that impact school attendance.

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

- Graduation Enhancement Technicians

#### Plan to Monitor Progress Toward G9. **8**

Percent of students with 10 or more absences will decrease to 10 less than percent for the district. Progress monitoring of the attendance data will occur monthly. Tier reports and excessive absence reports are used to monitor at-risk students and drive interventions.

##### **Person Responsible**

Elena Garcia

##### **Schedule**

Monthly, from 8/4/2017 to 6/29/2018

##### **Evidence of Completion**

Attendance Data

District Action Plan for Improvement

Problem Solving Key

G = Goal                      B =  
Barrier                      S = Strategy

1 = Problem Solving Step      S123456 = Quick Key

**G6.** District-wide student achievement will improve when administrators are provided strategic support to build leadership capacity. **1**

 G078594

**G6.B2** Principals need additional support to develop systems for implementation and monitoring of effective instructional practices aligned with State Standards. **2**

 B206661

**G6.B2.S1** Build Administrator Capacity to establish routines and procedures necessary to improve student achievement **4**

 S218321

### Strategy Rationale

Administrators need additional support on implementing strategies and structures to ensure instruction is aligned with state standards

### Action Step 1 **5**

Principals will attend professional development on standards-based instruction.

#### Person Responsible

Cynthia (Cindy) Saunders

#### Schedule

Monthly, from 6/7/2017 to 6/29/2018

#### Evidence of Completion

Agenda from Professional Development; attendance at PD

### Action Step 2 **5**

Principals and assistant principals will participate in a year-long series of book studies.

#### Person Responsible

Anthony (Tony) Losada

#### Schedule

Quarterly, from 7/3/2017 to 6/29/2018

#### Evidence of Completion

Completion of online book study

**Action Step 3** 5

Principals and school leaders will attend the Commissioner's Leadership Academy required for SIG4 schools

**Person Responsible**

Pamela Craig

**Schedule**

Monthly, from 8/1/2017 to 7/31/2018

***Evidence of Completion***

Attendance at meetings

**Action Step 4** 5

Coaching and mentoring support will be provided for Oneco Elementary and Daughtrey Elementary

**Person Responsible**

Pamela Craig

**Schedule**

Monthly, from 9/1/2017 to 8/31/2018

***Evidence of Completion***

Learning Focused will conduct walk-throughs and consult with principals at these schools to establish systems for implementing standards-based instruction across all grades and content areas.

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

Attendance and participation at professional development opportunities

**Person Responsible**

Anthony (Tony) Losada

**Schedule**

Monthly, from 7/5/2017 to 6/29/2018

***Evidence of Completion***

Attendance will be recorded in the MyPGP system

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

Executive Directors will meet with school administrators and observe classrooms.

**Person Responsible**

Cynthia (Cindy) Saunders

**Schedule**


Monthly, from 7/5/2017 to 6/29/2018

***Evidence of Completion***

Site-based observations of instructional changes



**G7.** Student achievement will improve in all core content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps and site-based decisions are based on analysis of student data. **1**

 G068087

**G7.B1** Longitudinal and current FSA data indicate students are not performing at grade level standards. **2**

 B176375

**G7.B1.S1** Extended hour of reading instruction at elementary schools **4**

 S187649

### Strategy Rationale

Literacy is a significant factor in our low-performing schools. 12 Schools have been identified to receive an additional hour of reading instruction to support literacy development.

### Action Step 1 **5**

Extra hour of reading instruction will be provided at the following elementary schools: Ballard, Prine, Daughtrey, Tillman, Oneco, Samoset, Manatee, Rogers, Blackburn, Palm View, Bayshore.

#### Person Responsible

Cynthia (Cindy) Saunders

#### Schedule

Daily, from 7/5/2017 to 6/29/2018

#### Evidence of Completion

Master Schedules

### Action Step 2 **5**

Identify the specific curriculum to be used for the extended hour

#### Person Responsible

Pamela Craig

#### Schedule

On 7/31/2017

#### Evidence of Completion

Materials will be purchased and delivered to schools

### Action Step 3 5

Provide professional development and coaching support for implementing identified core curriculum.

#### **Person Responsible**

Pamela Craig

#### **Schedule**

Weekly, from 8/1/2017 to 7/31/2018

#### ***Evidence of Completion***

### Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Classroom observations

#### **Person Responsible**

Pamela Craig

#### **Schedule**

Weekly, from 8/1/2017 to 7/31/2018

#### ***Evidence of Completion***

School Improvement Specialist Logs

### Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Quarterly Instructional Reviews

#### **Person Responsible**

Pamela Craig

#### **Schedule**

Quarterly, from 8/1/2017 to 10/31/2018

#### ***Evidence of Completion***

Quarterly Instructional Review Reports

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Quarterly Instructional Reviews

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 11/1/2017 to 1/31/2019

***Evidence of Completion***

Quarterly Instructional Review Reports

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Quarterly Instructional Reviews

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 2/1/2018 to 4/30/2018

***Evidence of Completion***

Quarterly Instructional Review Reports

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Quarterly Instructional Reviews

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 5/1/2018 to 7/31/2018

***Evidence of Completion***

Quarterly Instructional Review Reports

**G7.B1.S2 Learning Focused Instructional Framework** 4

S221338

**Strategy Rationale**

In order to improve student achievement at these sites, Learning Focused has been hired to provide professional development support for standards-based, backwards planning instructional framework.

**Action Step 1** 5

Learning Focused PD: The High Performance Learning-Focused Lesson

**Person Responsible**

Pamela Craig

**Schedule**

Daily, from 8/1/2017 to 8/2/2017

***Evidence of Completion***

Attendance at PD

**Action Step 2** 5

Teaching with Higher Order Thinking and Rigor in Mind PD

**Person Responsible**

Pamela Craig

**Schedule**

On 1/5/2018

***Evidence of Completion***

Attendance at PD

### Action Step 3 5

Learning Focused PD: Accelerating Learning for All Students

**Person Responsible**

Pamela Craig

**Schedule**

Daily, from 6/1/2018 to 6/1/2018

***Evidence of Completion***

Attendance

### Action Step 4 5

Learning Focused PD: Coaching and Instructional Support for teachers

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 8/1/2017 to 6/29/2018

***Evidence of Completion***

Observation notes and debriefing

### Action Step 5 5

Learning Focused PD: Professional development materials, publications, and handouts will be provided

**Person Responsible**

Pamela Craig

**Schedule**

Monthly, from 7/18/2017 to 6/29/2018

***Evidence of Completion***

Learning Focused materials will be ordered and delivered

### Action Step 6 5

School Improvement Specialist support to implement Learning Focused Instructional Framework with fidelity

**Person Responsible**

Pamela Craig

**Schedule**

Weekly, from 8/1/2017 to 7/31/2018

***Evidence of Completion***

Specialist Logs

### Action Step 7 5

Learning Focused PD: Teaching in High Poverty Schools

**Person Responsible**

Pamela Craig

**Schedule**

On 6/8/2018

***Evidence of Completion***

Attendance

### Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Teachers will develop and deliver instruction using the Learning Focused Instructional Framework

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 8/1/2017 to 7/31/2018

***Evidence of Completion***

Increase in the number of teachers utilizing Learning Focused Instructional Framework with fidelity reported on Quarterly Instructional Reviews



**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

Student work aligned with grade level standards

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 8/1/2017 to 10/31/2017

***Evidence of Completion***

Quarterly Instructional Reviews

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

Student work aligned with grade level standards

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 11/1/2017 to 1/31/2018

***Evidence of Completion***

Quarterly Instructional Reviews

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

Student work aligned with grade level standards

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 2/1/2018 to 4/30/2018

***Evidence of Completion***

Quarterly Instructional Reviews

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

Quarterly Instructional Reviews

**Person Responsible**

Pamela Craig


**Schedule**

Quarterly, from 5/1/2018 to 7/31/2018

***Evidence of Completion***

Quarterly Instructional Reviews

**G7.B1.S4** Strategic support for teachers to develop and implement instruction aligned with grade level standards. 4

 S248084

### Strategy Rationale

Student achievement will improve when teachers provide rigorous tasks and activities to engage students in active learning opportunities.

### Action Step 1 5

Curriculum specialists will provide professional development for core instructional staff and site-based coaches to implement rigorous instruction aligned with Standards.

#### Person Responsible

Kimberly Organek

#### Schedule

Monthly, from 7/5/2017 to 7/31/2018

#### Evidence of Completion

Specialist Logs

### Action Step 2 5

Administrators will collaborate with Executive Directors to ensure teachers are provided collaborative planning time and support to implement standards based instruction.

#### Person Responsible

Cynthia (Cindy) Saunders

#### Schedule

Monthly, from 7/5/2017 to 7/31/2018

#### Evidence of Completion

Master Schedule

**Action Step 3** 5

Substitutes for SIG4 teachers to engage in facilitated lesson planning during the school day one day each quarter

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 8/1/2017 to 7/31/2018

***Evidence of Completion***

lesson plans and attendance sheets from facilitated planning

**Action Step 4** 5

Five days of facilitated lesson planning outside the school year for SIG4 Staff

**Person Responsible**

Pamela Craig

**Schedule**

Annually, from 8/1/2017 to 7/31/2018

***Evidence of Completion***

Lesson Plans and attendance sheets

**Action Step 5** 5

Specialist support based on a multi-tiered system of support for identified schools.

**Person Responsible**

Cynthia (Cindy) Saunders

**Schedule**

Weekly, from 8/1/2017 to 7/31/2018

***Evidence of Completion***

Specialist Logs

**Action Step 6** 5

Specialists will attend "Train the Trainer" professional development to be able to provide ongoing Learning Focused Instructional Framework support beyond the grant.

**Person Responsible**

Pamela Craig

**Schedule**

On 7/31/2018

***Evidence of Completion***

Attend training

**Plan to Monitor Fidelity of Implementation of G7.B1.S4** 6

Specialist Logs

**Person Responsible**

Pamela Craig

**Schedule**

Weekly, from 8/1/2017 to 7/31/2018

***Evidence of Completion***

School Improvement Specialists will keep weekly logs documenting school support.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S4** 7

Quarterly Instructional Reviews

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 8/1/2017 to 10/31/2017

***Evidence of Completion***

Quarterly Instructional Review Report

**Plan to Monitor Effectiveness of Implementation of G7.B1.S4** 7

Quarterly Instructional Reviews

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 11/1/2017 to 1/31/2018

***Evidence of Completion***

Quarterly Instructional Review Report

**Plan to Monitor Effectiveness of Implementation of G7.B1.S4** 7

Quarterly Instructional Reviews

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 2/1/2018 to 4/30/2018

***Evidence of Completion***

Quarterly Instructional Review Report

**Plan to Monitor Effectiveness of Implementation of G7.B1.S4** 7

Quarterly Instructional Reviews

**Person Responsible**

Pamela Craig

**Schedule**

Quarterly, from 5/1/2018 to 7/31/2018

***Evidence of Completion***

Quarterly Instructional Review Report

**G7.B2** Effective analysis of student data to make informed decisions impacting instruction is not regularly occurring. **2**

 B197697

**G7.B2.S1** Provide support to administrators to develop strategic plans for accessing and analyzing data to inform instruction and address barriers to student learning. **4**

 S209392

### Strategy Rationale

The district has acquired many new resources for accessing student data and administrators need support to implement effective analysis at their schools.

### Action Step 1 **5**

Professional development on the different platforms and how to utilize data appropriately will be provided.

#### Person Responsible

Kimberly Organeck

#### Schedule

Monthly, from 7/6/2016 to 6/29/2018

#### Evidence of Completion

Attendance at district professional development opportunities

### Action Step 2 **5**

Specialists will be assigned to support schools to analyze data and make informed decisions

#### Person Responsible

Cynthia (Cindy) Saunders

#### Schedule

Weekly, from 7/5/2017 to 6/29/2018

#### Evidence of Completion

Minutes from Instructional Leadership Team meetings

**Plan to Monitor Fidelity of Implementation of G7.B2.S1** 6

Minutes from Instructional Leadership Team meetings

**Person Responsible**

Cynthia (Cindy) Saunders

**Schedule**

Monthly, from 7/5/2017 to 6/29/2018

***Evidence of Completion***

Monthly meeting minutes

**Plan to Monitor Effectiveness of Implementation of G7.B2.S1** 7

Data will be analyzed during Instructional Leadership Team (ILT) meetings at each school site

**Person Responsible**

Cynthia (Cindy) Saunders

**Schedule**


Monthly, from 7/5/2017 to 6/29/2018

***Evidence of Completion***


Spreadsheets



**G8.** Early Learning Initiative: Increase attendance at all prekindergarten sites by: 1. launching a public campaign with a focus on the importance of attendance 2. increasing student engagement during the instructional day with the continued implementation of 4 science-based units of inquiry **1**

 G068086

**G8.B1** The public's perception that attendance is voluntary, since the program is called Voluntary Prekindergarten (VPK). **2**

 B176373

**G8.B1.S1** Work with our partners to develop a public awareness campaign, supported by posters posted in every classroom stating the impacts of good attendance, and its link to increased achievement. **4**

 S188754

### Strategy Rationale

Research shows that good attendance contributes to higher achievement. Patterns formed in young children continue throughout their school careers.

### Action Step 1 **5**

Meet with the Early Learning Coalition and the Manatee Community Action Agency to develop action plan, legislative changes, and community expectations. Create the Early Learning Community Task Force to include all early learning providers and community advocates. Participate on the Attendance Task Force for the district to examine and revise attendance procedures and policies.

#### Person Responsible

Robin Thompson

#### Schedule

Every 6 Weeks, from 9/1/2017 to 6/29/2018

#### Evidence of Completion

Agendas of the meetings, along with minutes will be used to document progress.

**Plan to Monitor Fidelity of Implementation of G8.B1.S1** 6

Report out to the Attendance Task Force, partner with other agencies to monitor and discuss progress, success, and difficulties. Continue to partner on the attendance task force to get additional clarification, explicit expectations, and establish consistent policies, etc.

**Person Responsible**

Robin Thompson

**Schedule**

Quarterly, from 8/1/2017 to 6/29/2018

***Evidence of Completion***

agendas, notes, increased attendance

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1** 7

Consider progress using attendance rates and discussing strategies for improving attendance with the Early Learning Community Task Force.

**Person Responsible**

Robin Thompson

**Schedule**

Quarterly, from 8/1/2017 to 6/29/2018

***Evidence of Completion***

attendance records; collaborative presentations with the Early Learning Community Task Force

**G9.** When parents understand the impact of absences on student performances, the percent of students with ten or more absences in grades K-12 will decrease. **1**

 G050210

**G9.B1** Parents and Students are unaware of the impact of absences on student achievement. Parents and students lack resources and/or strategies to reduce barriers that impact school attendance. **2**

 B176368

**G9.B1.S1** All Title I Schools will receive funding for a Graduation Enhancement Technician. **4**

 S187643

### Strategy Rationale

When we provide strategic support to monitor student absences and counsel students and parents about attendance, student attendance will improve.

### Action Step 1 **5**

Graduation Enhancement Technicians will receive ongoing professional development support.

#### Person Responsible

Elena Garcia

#### Schedule

Monthly, from 7/10/2017 to 6/29/2018

#### Evidence of Completion

Attendance sheets from professional development opportunities. Observations of implementation of the targeted practices, strategies, and programs.

### Plan to Monitor Fidelity of Implementation of G9.B1.S1 **6**

Graduation Enhancement Technicians will report attendance progress at monthly MTSS, Instructional Support Meetings and/or Instructional Leadership Team Meetings.

#### Person Responsible

Elena Garcia

#### Schedule

Monthly, from 8/4/2017 to 6/29/2018

#### Evidence of Completion

Minutes from Instructional Leadership Team Meetings

**Plan to Monitor Effectiveness of Implementation of G9.B1.S1** 7

The percent of students with 10 or more absences at each school will decrease to less than 10 percent. Each principal will interview and hire a Graduation Enhancement Technician to meet the needs of school. The funding is secured to ensure each school has a Graduation Enhancement Technician.

**Person Responsible**

Elena Garcia

**Schedule**

Monthly, from 8/4/2017 to 6/29/2018











***Evidence of Completion***

Personnel records will verify that each school has been equipped with a GET.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G7.B1.S1.A2 A323520	Identify the specific curriculum to be used for the extended hour	Craig, Pamela	7/5/2017	Materials will be purchased and delivered to schools	7/31/2017 one-time
G7.B1.S2.A1 A278965	Learning Focused PD: The High Performance Learning-Focused Lesson	Craig, Pamela	8/1/2017	Attendance at PD	8/2/2017 daily
G7.B1.S2.MA1 M276104	Student work aligned with grade level standards	Craig, Pamela	8/1/2017	Quarterly Instructional Reviews	10/31/2017 quarterly
G7.B1.S4.MA1 M337032	Quarterly Instructional Reviews	Craig, Pamela	8/1/2017	Quarterly Instructional Review Report	10/31/2017 quarterly
G7.B1.S2.A2 A323380	Teaching with Higher Order Thinking and Rigor in Mind PD	Craig, Pamela	1/5/2018	Attendance at PD	1/5/2018 one-time
G7.B1.S2.MA3 M337051	Student work aligned with grade level standards	Craig, Pamela	11/1/2017	Quarterly Instructional Reviews	1/31/2018 quarterly
G7.B1.S4.MA3 M337033	Quarterly Instructional Reviews	Craig, Pamela	11/1/2017	Quarterly Instructional Review Report	1/31/2018 quarterly
G7.B1.S1.MA7 M251202	Quarterly Instructional Reviews	Craig, Pamela	2/1/2018	Quarterly Instructional Review Reports	4/30/2018 quarterly
G7.B1.S2.MA4 M337052	Student work aligned with grade level standards	Craig, Pamela	2/1/2018	Quarterly Instructional Reviews	4/30/2018 quarterly
G7.B1.S4.MA4 M337034	Quarterly Instructional Reviews	Craig, Pamela	2/1/2018	Quarterly Instructional Review Report	4/30/2018 quarterly
G7.B1.S2.A3 A323381	Learning Focused PD: Accelerating Learning for All Students	Craig, Pamela	6/1/2018	Attendance	6/1/2018 daily
G7.B1.S2.A7 A323556	Learning Focused PD: Teaching in High Poverty Schools	Craig, Pamela	6/4/2018	Attendance	6/8/2018 one-time
G8.MA1 M205944	Attendance data will be gathered quarterly	Thompson, Robin	8/1/2017	attendance data	6/29/2018 quarterly
G9.MA1 M095033	Percent of students with 10 or more absences will decrease to 10 less than percent for the...	Garcia, Elena	8/4/2017	Attendance Data	6/29/2018 monthly
G9.B1.S1.MA1 M203428	The percent of students with 10 or more absences at each school will decrease to less than 10...	Garcia, Elena	8/4/2017	Personnel records will verify that each school has been equipped with a GET.	6/29/2018 monthly
G9.B1.S1.MA1 M203427	Graduation Enhancement Technicians will report attendance progress at monthly MTSS, Instructional...	Garcia, Elena	8/4/2017	Minutes from Instructional Leadership Team Meetings	6/29/2018 monthly
G9.B1.S1.A1 A227004	Graduation Enhancement Technicians will receive ongoing professional development support.	Garcia, Elena	7/10/2017	Attendance sheets from professional development opportunities. Observations of implementation of the targeted practices, strategies, and programs.	6/29/2018 monthly
G7.B1.S1.A1 A323519	Extra hour of reading instruction will be provided at the following elementary schools: Ballard,...	Saunders, Cynthia (Cindy)	7/5/2017	Master Schedules	6/29/2018 daily
G8.B1.S1.MA1 M205943	Consider progress using attendance rates and discussing strategies for improving attendance with...	Thompson, Robin	8/1/2017	attendance records; collaborative presentations with the Early Learning Community Task Force	6/29/2018 quarterly
G8.B1.S1.MA1 M205942	Report out to the Attendance Task Force, partner with other agencies to monitor and discuss...	Thompson, Robin	8/1/2017	agendas, notes, increased attendance	6/29/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B1.S1.A1 A229010	Meet with the Early Learning Coalition and the Manatee Community Action Agency to develop action...	Thompson, Robin	9/1/2017	Agendas of the meetings, along with minutes will be used to document progress.	6/29/2018 every-6-weeks
G7.B2.S1.MA1 M251204	Data will be analyzed during Instructional Leadership Team (ILT) meetings at each school site	Saunders, Cynthia (Cindy)	7/5/2017	Spreadsheets	6/29/2018 monthly
G7.B2.S1.MA1 M251203	Minutes from Instructional Leadership Team meetings	Saunders, Cynthia (Cindy)	7/5/2017	Monthly meeting minutes	6/29/2018 monthly
G7.B2.S1.A1 A260702	Professional development on the different platforms and how to utilize data appropriately will be...	Organeck, Kimberly	7/6/2016	Attendance at district professional development opportunities	6/29/2018 monthly
G7.B2.S1.A2 A323549	Specialists will be assigned to support schools to analyze data and make informed decisions	Saunders, Cynthia (Cindy)	7/5/2017	Minutes from Instructional Leadership Team meetings	6/29/2018 weekly
G6.B2.S1.MA1 M269705	Executive Directors will meet with school administrators and observe classrooms.	Saunders, Cynthia (Cindy)	7/5/2017	Site-based observations of instructional changes	6/29/2018 monthly
G6.B2.S1.MA1 M269704	Attendance and participation at professional development opportunities	Losada, Anthony (Tony)	7/5/2017	Attendance will be recorded in the MyPGP system	6/29/2018 monthly
G6.B2.S1.A1 A274175	Principals will attend professional development on standards-based instruction.	Saunders, Cynthia (Cindy)	6/7/2017	Agenda from Professional Development; attendance at PD	6/29/2018 monthly
G6.B2.S1.A2 A274177	Principals and assistant principals will participate in a year-long series of book studies.	Losada, Anthony (Tony)	7/3/2017	Completion of online book study	6/29/2018 quarterly
G7.B1.S2.A4 A323382	Learning Focused PD: Coaching and Instructional Support for teachers	Craig, Pamela	8/1/2017	Observation notes and debriefing	6/29/2018 quarterly
G7.B1.S2.A5 A323414	Learning Focused PD: Professional development materials, publications, and handouts will be provided	Craig, Pamela	7/18/2017	Learning Focused materials will be ordered and delivered	6/29/2018 monthly
G6.MA1 M269707	Student achievement on district quarterly assessments will increase	Craig, Pamela	8/1/2017	Reported on Quarterly Instructional Review Reports	7/31/2018 quarterly
G7.MA1 M203444	Student achievement will increase on quarterly district assessments.	Saunders, Cynthia (Cindy)	8/1/2017	Data from quarterly assessments - Reported in Quarterly Instructional Reviews	7/31/2018 quarterly
G7.B1.S1.MA8 M337043	Quarterly Instructional Reviews	Craig, Pamela	5/1/2018	Quarterly Instructional Review Reports	7/31/2018 quarterly
G7.B1.S1.MA1 M203442	Classroom observations	Craig, Pamela	8/1/2017	School Improvement Specialist Logs	7/31/2018 weekly
G7.B1.S1.A3 A323544	Provide professional development and coaching support for implementing identified core curriculum.	Craig, Pamela	8/1/2017		7/31/2018 weekly
G6.B2.S1.A3 A330248	Principals and school leaders will attend the Commissioner's Leadership Academy required for SIG4...	Craig, Pamela	8/1/2017	Attendance at meetings	7/31/2018 monthly
G7.B1.S2.MA5 M337053	Quarterly Instructional Reviews	Craig, Pamela	5/1/2018	Quarterly Instructional Reviews	7/31/2018 quarterly
G7.B1.S2.MA1 M276100	Teachers will develop and deliver instruction using the Learning Focused Instructional Framework	Craig, Pamela	8/1/2017	Increase in the number of teachers utilizing Learning Focused Instructional Framework with fidelity reported on Quarterly Instructional Reviews	7/31/2018 quarterly
G7.B1.S2.A6 A323546	School Improvement Specialist support to implement Learning Focused Instructional Framework with...	Craig, Pamela	8/1/2017	Specialist Logs	7/31/2018 weekly
G7.B1.S4.MA5 M337035	Quarterly Instructional Reviews	Craig, Pamela	5/1/2018	Quarterly Instructional Review Report	7/31/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S4.MA1  M337031	Specialist Logs	Craig, Pamela	8/1/2017	School Improvement Specialists will keep weekly logs documenting school support.	7/31/2018 weekly
G7.B1.S4.A1  A323507	Curriculum specialists will provide professional development for core instructional staff and...	Organek, Kimberly	7/5/2017	Specialist Logs	7/31/2018 monthly
G7.B1.S4.A2  A323508	Administrators will collaborate with Executive Directors to ensure teachers are provided...	Saunders, Cynthia (Cindy)	7/5/2017	Master Schedule	7/31/2018 monthly
G7.B1.S4.A3  A323509	Substitutes for SIG4 teachers to engage in facilitated lesson planning during the school day one...	Craig, Pamela	8/1/2017	lesson plans and attendance sheets from facilitated planning	7/31/2018 quarterly
G7.B1.S4.A4  A323512	Five days of facilitated lesson planning outside the school year for SIG4 Staff	Craig, Pamela	8/1/2017	Lesson Plans and attendance sheets	7/31/2018 annually
G7.B1.S4.A5  A323521	Specialist support based on a multi-tiered system of support for identified schools.	Saunders, Cynthia (Cindy)	8/1/2017	Specialist Logs	7/31/2018 weekly
G7.B1.S4.A6  A323562	Specialists will attend "Train the Trainer" professional development to be able to provide ongoing...	Craig, Pamela	8/1/2017	Attend training	7/31/2018 one-time
G6.B2.S1.A4  A349359	Coaching and mentoring support will be provided for Oneco Elementary and Daughtrey Elementary	Craig, Pamela	9/1/2017	Learning Focused will conduct walk-throughs and consult with principals at these schools to establish systems for implementing standards-based instruction across all grades and content areas.	8/31/2018 monthly
G7.B1.S1.MA1  M203443	Quarterly Instructional Reviews	Craig, Pamela	8/1/2017	Quarterly Instructional Review Reports	10/31/2018 quarterly
G7.B1.S1.MA6  M251201	Quarterly Instructional Reviews	Craig, Pamela	11/1/2017	Quarterly Instructional Review Reports	1/31/2019 quarterly

## V. Professional Development Opportunities

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

**G7.** Student achievement will improve in all core content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps and site-based decisions are based on analysis of student data.

**G7.B1** Longitudinal and current FSA data indicate students are not performing at grade level standards.

**G7.B1.S4** Strategic support for teachers to develop and implement instruction aligned with grade level standards.

### PD Opportunity 1

Curriculum specialists will provide professional development for core instructional staff and site-based coaches to implement rigorous instruction aligned with Standards.

#### Facilitator

Curriculum Specialists

#### Participants

Teachers

#### Schedule

Monthly, from 7/5/2017 to 7/31/2018

### PD Opportunity 2

Substitutes for SIG4 teachers to engage in facilitated lesson planning during the school day one day each quarter

#### Facilitator

School Improvement Specialists

#### Participants

teachers

#### Schedule

Quarterly, from 8/1/2017 to 7/31/2018



### **PD Opportunity 3**

Specialists will attend "Train the Trainer" professional development to be able to provide ongoing Learning Focused Instructional Framework support beyond the grant.

#### **Facilitator**

Learning Focused staff

#### **Participants**

Specialists and Director of School Improvement

#### **Schedule**

On 7/31/2018

## VI. Technical Assistance Items

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

**G7.** Student achievement will improve in all core content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida standards and district curriculum maps and site-based decisions are based on analysis of student data.

**G7.B1** Longitudinal and current FSA data indicate students are not performing at grade level standards.

**G7.B1.S4** Strategic support for teachers to develop and implement instruction aligned with grade level standards.

### TA Opportunity 1

Five days of facilitated lesson planning outside the school year for SIG4 Staff

#### Facilitator

School Improvement Specialists

#### Participants

SIG4 School Staff

#### Schedule

Annually, from 8/1/2017 to 7/31/2018

### TA Opportunity 2

Specialist support based on a multi-tiered system of support for identified schools.

#### Facilitator

Specialists

#### Participants

Instructional staff and site-based coaches

#### Schedule

Weekly, from 8/1/2017 to 7/31/2018

**G8.** Early Learning Initiative: Increase attendance at all prekindergarten sites by: 1. launching a public campaign with a focus on the importance of attendance 2. increasing student engagement during the instructional day with the continued implementation of 4 science-based units of inquiry

**G8.B1** The public's perception that attendance is voluntary, since the program is called Voluntary Prekindergarten (VPK).

**G8.B1.S1** Work with our partners to develop a public awareness campaign, supported by posters posted in every classroom stating the impacts of good attendance, and its link to increased achievement.

### TA Opportunity 1

Meet with the Early Learning Coalition and the Manatee Community Action Agency to develop action plan, legislative changes, and community expectations. Create the Early Learning Community Task Force to include all early learning providers and community advocates. Participate on the Attendance Task Force for the district to examine and revise attendance procedures and policies.

#### Facilitator

#### Participants

#### Schedule

Every 6 Weeks, from 9/1/2017 to 6/29/2018

## VII. Budget

1	G6.B2.S1.A1	Principals will attend professional development on standards-based instruction.	\$0.00
2	G6.B2.S1.A2	Principals and assistant principals will participate in a year-long series of book studies.	\$0.00
3	G6.B2.S1.A3	Principals and school leaders will attend the Commissioner's Leadership Academy required for SIG4 schools	\$0.00
4	G6.B2.S1.A4	Coaching and mentoring support will be provided for Oneco Elementary and Daughtrey Elementary	\$0.00
5	G7.B1.S1.A1	Extra hour of reading instruction will be provided at the following elementary schools: Ballard, Prine, Daughtrey, Tillman, Oneco, Samoset, Manatee, Rogers, Blackburn, Palm View, Bayshore.	\$0.00
6	G7.B1.S1.A2	Identify the specific curriculum to be used for the extended hour	\$0.00
7	G7.B1.S1.A3	Provide professional development and coaching support for implementing identified core curriculum.	\$0.00
8	G7.B1.S2.A1	Learning Focused PD: The High Performance Learning-Focused Lesson	\$0.00
9	G7.B1.S2.A2	Teaching with Higher Order Thinking and Rigor in Mind PD	\$0.00
10	G7.B1.S2.A3	Learning Focused PD: Accelerating Learning for All Students	\$0.00
11	G7.B1.S2.A4	Learning Focused PD: Coaching and Instructional Support for teachers	\$0.00

12	G7.B1.S2.A5	Learning Focused PD: Professional development materials, publications, and handouts will be provided	\$0.00
13	G7.B1.S2.A6	School Improvement Specialist support to implement Learning Focused Instructional Framework with fidelity	\$0.00
14	G7.B1.S2.A7	Learning Focused PD: Teaching in High Poverty Schools	\$0.00
15	G7.B1.S4.A1	Curriculum specialists will provide professional development for core instructional staff and site-based coaches to implement rigorous instruction aligned with Standards.	\$0.00
16	G7.B1.S4.A2	Administrators will collaborate with Executive Directors to ensure teachers are provided collaborative planning time and support to implement standards based instruction.	\$0.00
17	G7.B1.S4.A3	Substitutes for SIG4 teachers to engage in facilitated lesson planning during the school day one day each quarter	\$0.00
18	G7.B1.S4.A4	Five days of facilitated lesson planning outside the school year for SIG4 Staff	\$0.00
19	G7.B1.S4.A5	Specialist support based on a multi-tiered system of support for identified schools.	\$0.00
20	G7.B1.S4.A6	Specialists will attend "Train the Trainer" professional development to be able to provide ongoing Learning Focused Instructional Framework support beyond the grant.	\$0.00
21	G7.B2.S1.A1	Professional development on the different platforms and how to utilize data appropriately will be provided.	\$0.00
22	G7.B2.S1.A2	Specialists will be assigned to support schools to analyze data and make informed decisions	\$0.00
23	G8.B1.S1.A1	Meet with the Early Learning Coalition and the Manatee Community Action Agency to develop action plan, legislative changes, and community expectations. Create the Early Learning Community Task Force to include all early learning providers and community advocates. Participate on the Attendance Task Force for the district to examine and revise attendance procedures and policies.	\$0.00
24	G9.B1.S1.A1	Graduation Enhancement Technicians will receive ongoing professional development support.	\$0.00
Total:			\$0.00