



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

59 - Seminole

Serita Beamon, Superintendent
Cassandra Brusca, Northeast Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

b. District Vision Statement

Seminole County Public Schools (SCPS) will be the premier school district in the State of Florida. The district will be recognized nationally for high standards, academic performance and offering students customized educational pathways 24/7/365 in a safe and caring environment. BELIEFS and GUIDING PRINCIPLES Seminole County Public Schools •is committed to fostering genuine relationships with all stakeholders, •is a diverse learning organization that operates from a growth mindset through collaboration and exploration, •believes that students and staff learn and accelerate through academic play and discovery to develop their passions and sense of purpose, •believes Seminole County Public School graduates should be prepared to be lifelong learners and productive citizens, and •believes that the curricular offerings and programs are influenced by the demands of our workforce. PRIORITIES Excellence •All schools will perform at the highest competitive levels on state, national and international assessments. •All students will be provided with high quality, engaging rigorous instruction that fosters creativity and innovation. Equity •There is a commitment to closing the achievement gap and a consistency in expectations for all student sub-groups. •There is a commitment to diversity in district leadership, school student enrollment, and instructional/support staffing. •There is a commitment to attracting and retaining teachers for Title I and at-promise schools.

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

https://www.scps.k12.fl.us/_resources/documents/strategicplan.pdf

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.

SCPS identifies and aligns district resources to meet the needs of all students and maximize desired student outcomes through a variety of measures that include but are not limited to:

1. Executive Directors work with principals/school staff to determine needs based on student achievement data and related early warning factors such as attendance, discipline referrals, and academic performance.
2. Principals review data with their school leadership teams, PLCs and School Advisory Councils and reflect relevant goals and strategies in School Improvement Plans.
3. Executive Directors meet with the Superintendent's Instructional Cabinet weekly (Superintendent, Deputy Superintendent for Instruction; all Executive Directors for elementary, middle, high, ESE, Human Resources and ePathways; Chief Information Officer; Directors of Teaching and Learning, Federal Programs/Resource Development, Staffing, ESOL and Student Access, and Accountability and Research) to address instructional needs and conduct regular reviews of leading indicator

progress monitoring data and early warning indicators.

4. At every other School Board meeting, the Superintendent presents a Focused on Student Achievement topic to the Board to ensure the Board and the public are aware of data-driven needs, resources allocated to address the identified needs and current status of the progress monitoring achievement data. The persons responsible are specifically listed in the district leadership team section of the DIAP.

5. Federal project coordinators for Title I Part A, Title I Part C Migrant, Title II, Title III, Title X Homeless and SAI meet regularly with the Director of Federal Programs/Resource Development to align program and personnel support to schools based on student achievement data and local school efforts. Data and the resulting plans are coordinated through collaboration with district staff, school principals, and the school leadership teams.

6. On a quarterly basis, the Superintendent's Cabinet reviews MTSS metrics for Tier 2 and Tier 3 students by school. Based on the data, support systems are put into place to address the specific academic and/or behavioral indicators of the school.

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.

The district allocates resources to schools based on student enrollment/class size compliance requirements, school achievement, ESE needs, and free/reduced lunch status. The Director of Staffing distributes teacher allocations and support points in coordination with the Superintendent, Chief Financial Officer, Director of Budgeting, and Executive Directors for each school level. Allocations and resources are reviewed as needed at the Superintendent's weekly Cabinet meetings and agreed upon adjustments are made. Regular achievement, attendance (student and teacher), and in/out of school progress monitoring reports are submitted to the Superintendent's Cabinet. Recommended adjustments to support individual schools are presented to the Superintendent.

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.

District and school staff have reviewed state and local student achievement data, as well as attendance, discipline and MTSS tiered information for the purpose of identifying areas of needed support for students and schools. The Executive Directors for Elementary Education work one-on-one with their principals to review student performance and determine how best to use their allocated resources. Executive Directors are charged with monitoring fidelity to implementation and identifying mid-course corrections. In addition, district staff regularly visit schools and conduct classroom walk-throughs. Administrative and teacher reassignments are implemented as needed.

The Director of Federal Projects and Resource Development (Grants) has established an annual federal projects timeline and a Federal Projects Collaboration Team to ensure all federal projects plan collaboratively to maximize school support. This team meets regularly to align resources and address student and school needs.

TOP: DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

The Superintendent's Cabinet serves as the District Leadership Team and meets weekly to conduct the instructional and operational business of the system. On a regular schedule, reports related to

student progress monitoring, MTSS, Student Discipline, Gifted Identification, Advanced Opportunities, and Student/Teacher Attendance are presented to the District Leadership Team on a regular schedule. Reports are aggregated by school and district when presented to the District Leadership Team, and by teacher and student when shared with the principals. In particular, the Superintendent starts each meeting with a roundtable discussion of the district's most at-risk schools. These data reviews and discussions inform the development and implementation of policies and procedures that guide the school-based leadership teams and provide direct support systems. For the 2017-18 school year, Idyllwilde Elementary and Pine Crest Elementary will be reviewed every other week.

The Superintendent has focused on two priorities during the last five years: (1) Build Relationships, and (2) Earn One Year of Growth for One Year of Instruction. The District Improvement and Assistance Plan (DIAP) includes two district improvement goals that support the Superintendent's Initiatives: (1) Teachers at all schools will use research-based best practices for standards-based instruction, including effective core instruction and implementation of data-driven differentiated instruction, and administrators and coaches will monitor to ensure an increase in student achievement in ELA, Math and Science; and (2) All schools will implement student-owned progress monitoring systems to (a) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access help and support; and (b) to increase and improve student motivation and relationships.

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.

The district leadership team supports schools by providing data, monitoring student achievement and coordinating programs in order to improve academic performance of all students. The Instructional Cabinet members utilize several district-wide monitoring tools (EdInsight, I-Ready, Acheive3000, 9-week common exams, iObservation, school generated data) and collaborate with school leadership.

Operational flexibility allows each school to create a turnaround plan via their school improvement plan using each school's needs assessment and specific district support. The plan provides research-based alternative approaches to academic needs, staffing and professional development. Staffing, scheduling, and budgeting are tightly aligned and coordinated for maximum efficiency.

TOP: DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

The school's Principal is provided the flexibility and authority to make all staffing assignments necessary to improve student achievement. The District will support the Principal by ensuring early hiring, notice of nominations for highly effective and/or highly qualified teachers, and no forced placements. Building the capacity of staff is critical to improving academic achievement. Selection of strategies is dependent on teacher experience and performance. Strategies may include mentoring, coaching, job-embedded professional development, and topics selected for PLCs.

The Principal has the flexibility to develop the master schedule to best meet the school's needs. In addition, the Principal has the autonomy to decide which instructional and intervention resources would best supplement the core instruction based on student performance. Creative scheduling allows curriculum alignment, interventions, and increased learning times to incorporate seamless

transitions. School-level autonomy empowers each school to implement a school improvement plan that improves the academic performance of their population. District-level teams offer support and guidance.

The Principal has operational flexibility in the area of budgeting so that he/she can lead a comprehensive approach to substantially improve student achievement outcomes. The Principal determines the expenditures for his/her operating budget and internal accounts. Title I funds are used to support supplementary school improvement and turnaround activities in the district's lowest achieving schools. The Principal works with his/her Executive Director and district Title I staff to develop the school's Title I budget.

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 will sustain improvements that are a result of the interventions described in Part III of this plan after the DA designation is removed by continuing to research best practices for sustaining turnaround school achievement. For example, the School Turnaround Field Guide (Foundation Strategy Group (FSG), 2010, page 16) displays the following Sample Measures of Success at the District Level as listed below:

I. School Environment

School Culture

- Student attendance rates
- Rates of serious misconduct and violence
- Assessments of follow-through on implementation plans by school administration and staff
- Infrastructure improvement (such as dollars invested and response time to maintenance problems)

School Connectivity

- Parent engagement and satisfaction metrics (such as participation in meetings)
- Partnerships (such as funding raised from philanthropy and community satisfaction survey metrics)

Teacher and School Leader Engagement and Effectiveness

- Teacher attendance and retention rates of effective staff
- Rates of participation in collaborative decision making and planning time
- Desire for and implementation of targeted professional development
- Focus on student learning based on content and time on task
- Value-added academic measures based on interim assessments of student progress
- Use of data to improve the quality of teaching
- Amount of principal's time spent on improving teaching and learning

II. Student Performance

Measures of Student Progress

- Rates of earning credits and grade-level advancement
- Absenteeism and dropout rates

Outcomes for Students

- Rates of students performing at grade level by subject area
- Rates of proficiency on state assessments
- Graduation and college-going rates

The district will continue to:

1. support on-going progress monitoring, data reviews and instructional resource support,
2. allocate differential staffing and pay for performance while simultaneously implementing and

- expanding the Leadership Pathways program for teacher leaders and administrators,
- 3. conduct on-site regular school walk-throughs and joint Focus School Principal discussions,
- 4. maintain extended learning time (in additional schools to the extent practicable),
- 5. provide differentiated professional development, and
- 6. support parent and community involvement.

In particular, the Seminole County School Board and Superintendent have included several of the Sample Measures of Success in the 2017-2022 SCPS Strategic Plan for Continuous Improvement. The strategic plan is located at <http://www.scps.k12.fl.us/schoolboard/Home.aspx>, click on Policies and Procedures, then click on Strategic Plan.

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.

I. B. 1. Parental Involvement Plan (PIP) Link

PLEASE NOTE: The Parent Involvement Plan is embedded in the Title I Part A (TIPA) application which is due in late August. The PIP section will be uploaded to the DIAP at that time.

I. B. 2. Family and Community Engagement

In order to engage families and the community in school improvement efforts, the district focuses on three main areas: Building the capacity of parents, parent input in the development of the Parental Involvement Program, and coordination and integration with the community.

Building the Capacity of Parents:

A District Parent Advisory Council (DPAC) composed of parent representatives from each of the district's Title I schools is convened and meets five times/year. School and district level family engagement representatives work to ensure that this committee has equal parent representation for all subcategories including grade levels, ethnic/racial backgrounds, homeless, economically disadvantaged, parents of students with disabilities, and parents of students with limited proficiency in English.

The purpose of the DPAC is to empower parents to become knowledgeable of available Title I services and to enable them to review and provide input for the development of the district's Parental Involvement Plan. Members of this team are provided an opportunity to give input into the planning, joint development, and evaluation of the district's Title I required policies, plans, and process of school review and improvement.

The district also provides parent workshops on an ongoing basis that address the academic, social, and financial needs of its families. To increase the opportunity for parent attendance, these sessions are offered on flexible times and dates and child care and translation services are provided for the majority of the workshops.

Parent input in the development of the Parental involvement program: Input from parents is collected on an ongoing basis for use in the continuous improvement of its family engagement program. The district utilizes a variety of tools and settings for soliciting parent input (e.g., telephone, written, on-line, focus groups, School Advisory Councils, open house, and community settings). In addition, parent input is derived from school level climate survey results, parent training/workshop evaluations, and annual Title I Survey results.

Coordination and integration with the community:

A representative from the district's Title I Family Engagement program actively builds and maintains relationships with numerous community based organizations in an effort to coordinate resources and services to support the needs of schools and families. The district works with community based organizations to (1) provide workshops and programming for families, (2) identify resources and services to improve the academic, financial, and social state of families, and (3) support community schools.

TOP: Item 2

Item 2: The district shall use the 2017-18 DIAP, Section I.B.2, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

IDYLLWILDE ELEMENTARY SCHOOL

The Title I District Family and Community Outreach staff member will meet with the Principal at Idyllwilde Elementary to plan for the establishment of the Community Assessment Team (CAT) and to ensure participants include parents, educators, local government and business representatives, and community activists. In addition, the district's Executive Director for Elementary Education who supervises Idyllwilde and the FDOE Regional Executive Director will also serve as members of the CAT. Special outreach will be made to feeder pattern teachers and administrators, as well as secondary students who attended Idyllwilde, so that an historical understanding of Idyllwilde's previous efforts and future opportunities for success can be discussed. The names of all CAT members finalized by September 30, 2017.

By no later than October 31st the initial Idyllwilde CAT meeting will be held to review school performance data, determine specific causes for low performance, review the prior year School Improvement Plan (SIP) and discuss recommendations for school improvement that will be included in Idyllwilde's 2017-18 SIP. The district Accountability and Research Director will work specifically with Idyllwilde so that there are deep, on-going reviews of both lagging student achievement data, for example, FSA achievement levels and learning gains, prior year performance on iReady and leading student achievement data, including Common Trimester Assessments (CTAs) in Science, iReady Reading and Math Diagnostics, and DRAs. The Idyllwilde CAT will meet five times per year. In addition to student achievement data, the CAT will review monthly discipline and student attendance data provided by the Assessment and Accountability department to ensure that strategies are identified, implemented and monitored to support students to attend school and be engaged in learning.

PINE CREST ELEMENTARY SCHOOL

The Title I District Family and Community Outreach staff member will meet with the Principal at Pine Crest Elementary to plan for the establishment of the Community Assessment Team (CAT) and to ensure participants include parents, educators, local government and business representatives, and community activists. In addition, the district's Executive Director for Elementary Education that supervises Pine Crest and the FDOE Regional Executive Director also serve as members of the CAT. Special outreach will be made to feeder pattern teachers and administrators, as well as secondary students who attended Pine Crest, so that an historical understanding of Pine Crest's previous efforts and future opportunities for success can be discussed. The Pine Crest CAT will meet five times per year.

By no later than October 31st the initial Pine Crest CAT meeting will be held to review school performance data, determine specific causes for low performance, review the prior year School Improvement Plan (SIP) and discuss recommendations for school improvement that will be included in Pine Crest's 2017-18 SIP. The district Assessment and Accountability department will provide specific reports related to FSA achievement levels and learning gains, prior year performance on iReady, and leading student achievement data, including Common Trimester Assessments (CTAs) in Science, iReady Reading and Math Diagnostics, and DRAs. In addition to student achievement data, the CAT will review monthly discipline and student attendance data provided by the Assessment and Accountability department to ensure that strategies are identified, implemented and monitored to support students to

attend school and be engaged in learning.

TOP: Item 3

Item 3: The district shall use the 2017-18 DIAP, Section I.B.2, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

IDYLLWILDE ELEMENTARY SCHOOL

In order to involve stakeholders as educational partners, the Title I District Family and Community Outreach staff member will facilitate monthly Idyllwilde CAT meetings. In addition to reviewing student achievement data, attendance and discipline, CAT members will be asked to recommend topics, locations, and times for meeting with Idyllwilde parents. The five turnaround options will be shared with the CAT for discussion and recommendations.

Communication strategies will be a key factor in ensuring that every family has an opportunity to learn about and participate in their student's education. Idyllwilde CAT members will recommend effective communication strategies for reaching out to parents, include these strategies in their planning documents, and evaluate their effectiveness following implementation.

The Family and Community Outreach staff member is responsible for keeping all sign-in sheets, agendas, programs, and when appropriate, photographs. A quarterly report of activities and parent involvement numbers will be submitted to the Director of Federal Projects and Resource Development. The Director of Federal Projects and Resource Development will present these quarterly reports to the District Leadership Team. Areas of concern will be addressed by the District Leadership Team and appropriate mid-course corrections applied.

PINE CREST ELEMENTARY SCHOOL

In order to involve stakeholders as educational partners, the Title I District Family and Community Outreach staff member will facilitate Pine Crest CAT meetings five times per year. In addition to reviewing student achievement data, attendance and discipline, CAT members will be asked to recommend topics, locations, and times for meeting with Pine Crest parents. The five turnaround options will be shared with the CAT for discussion and recommendations.

Communication strategies will be a key factor in ensuring that every family has an opportunity to learn about and participate in their student's education. Pine Crest CAT members will recommend effective communication strategies for reaching out to parents, include these strategies in their planning documents and evaluate their effectiveness following implementation.

Pine Crest Elementary is scheduled for a major facilities renovation. Construction will take place in 2019-2020, with the new school opening in August 2020. Initial conversations with SAC and PTA members have revolved around creating Pine Crest: School of Innovation. Throughout the 2017-18 school year, the Pine Crest CAT will be invited to participate in the School of Innovation discussions.

The Family and Community Outreach staff member is responsible for keeping all sign-in sheets, agendas, programs, and when appropriate, photographs. A report of activities and parent involvement numbers will be submitted to the Director of Federal Projects and Resource Development. The Director of Federal Projects and Resource Development will present these quarterly reports to the District Leadership Team. Areas of concern will be addressed by the District Leadership Team and appropriate mid-course corrections applied.

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.

The district provides ongoing technical assistance and collaborates with all Title I schools. Technical assistance meetings are held quarterly for all Title I Principals. The district facilitates a District Parent Leadership Team (DPLT) composed of school-based staff, from each of the twenty Title I schools, who are serving as family engagement liaisons. Regular meetings are held with the family engagement liaisons to (1) support schools in the development and review of their Title I Parental Involvement plan, (2) provide compliance monitoring, and (3) deliver professional development in the area of family engagement. Opportunities for guest speakers and family engagement vendor presentations also occur at these meetings. The liaisons are provided with train-the-trainer professional development so that they can subsequently provide professional development sessions at faculty meetings and integrate parent engagement into in-service trainings for other school-based personnel.

Title I schools are also provided with one-on-one technical assistance meetings at the school sites to address concerns specific to individual schools. A Title I family engagement website is also available as a resource for school based parent liaisons. The website contains tools and resources related to compliance, building parent capacity, and best practices in family engagement. School based liaisons are also encouraged to attend Regional, District, and State sponsored training sessions, workshops, and conferences designed to support parent involvement.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Dehlinger, Robin, robin_dehlinger@scps.k12.fl.us

b. Employee's Title

Director

c. Employee's Phone Number

(407) 320-0028

d. Employee's Phone Extension

None

e. Supervisor's Name

Dr. Walt Griffin

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

Dr. Dehlinger is the Executive Director responsible for Idyllwilde Elementary and Pine Crest Elementary. This role is shared with Dr. Marian Cummings, also an Executive Director for Elementary Education and the Deputy Superintendent for Instructional Excellence and Equity.

To direct the District's programs for elementary schools and to support the vision and mission of the District by ensuring that the policies, procedures, and initiatives of the School Board that relate to elementary schools are advanced and implemented to assure the educational success of elementary children in Seminole

County.

1. * Oversee and evaluate elementary school improvement plans.
2. * Serve as liaison between the elementary schools and department divisions at the County Office.
3. * Monitor the performance of elementary students and provide a structure and environment in which learning and student achievement is the prime focus.
4. * Coordinate elementary administrators' meetings and meetings with department coordinators/directors.
5. * Assist principals and departments in identifying program needs, materials, and equipment.
6. * Monitor grouping procedures, organizational patterns, and scheduling of staff and students at elementary schools.
7. * Visit elementary schools including classroom visitations on a regularly scheduled basis.
8. * Provide input in the process of district budget development.
9. * Monitor articulation of elementary instructional programs.
10. * Serve as a member of the Superintendent's Planning Team.
11. * Assist in the building program at the elementary school level.
12. * Provide enrollment projections of the elementary schools for staffing and FTE estimations.
13. * Monitor elementary school programs and the department programs.
14. * Insure principal and department coordinators/directors accountability for job performance.
15. * Promote and enhance continuous personal and professional improvement for school administrators and department coordinators/directors.
16. * Assist in the development of county-wide goals, objectives, and procedures.
17. * Serve as a liaison between parents and the District wide staff, including elementary principals, to assist with the resolution of issues.
18. * Provide administrators updated information and research pertinent to the operation of the schools.
19. * Assist in the recruitment and hiring of school and District employees/administrators.
20. * Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.
21. * Prepare and oversee the preparation of all required reports and maintain appropriate records.
22. * Exercise proactive leadership on promoting the vision and mission of the District.
23. * Perform other duties/tasks consistent with the goals and objectives of this position.
24. Perform other duties as assigned by the Superintendent.

*Denotes essential job function/ADA

TOP: DMT Item 3

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a "turnaround office" or "turnaround lead" at the district level who reports directly to the superintendent.

IDYLLWILDE ELEMENTARY SCHOOL

The turnaround lead for Midway Elementary School is Dr. Robin Dehlinger, Executive Director of Elementary Education for SCPS. Dr. Dehlinger reports directly to the Superintendent. The Turnaround Team members are: Deputy Superintendent of Instructional Excellence & Equity, Executive Directors of Elementary Education (2), Executive Director of Human Resources, Executive Director of Exceptional Student Support Services, Director of Employee & Governmental Relations, Director of Accountability and Research, and Director of Federal Programs, and Resource Development. Additional district staff are consulted as appropriate, including the Executive Director for Exceptional Student Support Services and the Director of ESOL and Student Access.

PINE CREST ELEMENTARY SCHOOL

The turnaround lead for Pine Crest Elementary School is Dr. Robin Dehlinger, Executive Director of Elementary Education for SCPS. Dr. Dehlinger reports directly to the Superintendent. The

Turnaround Team members are: Deputy Superintendent of Instructional Excellence & Equity, Executive Directors of Elementary Education (2), Executive Director of Human Resources, Executive Director of Exceptional Student Support Services, Director of Employee & Governmental Relations, Director of Accountability and Research, and Director of Federal Programs, and Resource Development. Additional district staff are consulted as appropriate, including the Executive Director for Exceptional Student Support Services and the Director of ESOL and Student Access.

2. District Leadership Team:

Dehlinger, Robin, robin_dehlinger@scps.k12.fl.us**Title** Director**Phone** (407) 320-0028**Supervisor's Name** Dr. Walt Griffin**Supervisor's Title** Superintendent

To direct the District's programs for elementary schools and to support the vision and mission of the District by ensuring that the policies, procedures, and initiatives of the School Board that relate to elementary schools are advanced and implemented to assure the educational success of elementary children in Seminole County.

Role and Responsibilities

1. * Oversee and evaluate elementary school improvement plans.
2. * Serve as liaison between the elementary schools and department divisions at the County Office.
3. * Monitor the performance of elementary students and provide a structure and environment in which learning and student achievement is the prime focus.
4. * Coordinate elementary administrators' meetings and meetings with department coordinators/directors.
5. * Assist principals and departments in identifying program needs, materials, and equipment.
6. * Monitor grouping procedures, organizational patterns, and scheduling of staff and students at elementary schools.
7. * Visit elementary schools including classroom visitations on a regularly scheduled basis.
8. * Provide input in the process of district budget development.
9. * Monitor articulation of elementary instructional programs.
10. * Serve as a member of the Superintendent's Planning Team.
11. * Assist in the building program at the elementary school level.
12. * Provide enrollment projections of the elementary schools for staffing and FTE estimations.
13. * Monitor elementary school programs and the department programs.
14. * Insure principal and department coordinators/directors accountability for job performance.
15. * Promote and enhance continuous personal and professional improvement for school administrators and department coordinators/directors.
16. * Assist in the development of county-wide goals, objectives, and procedures.
17. * Serve as a liaison between parents and the District wide staff, including elementary principals, to assist with the resolution of issues.
18. * Provide administrators updated information and research pertinent to the operation of the schools.
19. * Assist in the recruitment and hiring of school and District employees/administrators.
20. * Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.
21. * Prepare and oversee the preparation of all required reports and maintain appropriate records.
22. * Exercise proactive leadership on promoting the vision and mission of the

District.

23. * Perform other duties/tasks consistent with the goals and objectives of this position.

24. Perform other duties as assigned by the Superintendent.

*Denotes essential job function/ADA

Cote, Anna-Marie, anna-marie_cote@scps.k12.fl.us**Title** Assistant Superintendent**Phone** 407-320-0504**Supervisor's Name** Dr. Walt Griffin**Supervisor's Title** Superintendent

To direct and administer the District's policies, programs and goals associated with student excellence and equity, and to monitor its progress in achieving those goals while continuing to develop strategies designed to provide quality educational experiences for all students.

Role and Responsibilities

1. *Administer all criteria necessary to ensure compliance with all policies associated with instruction and excellence and equity.
2. * Direct the District's student excellence and equity efforts.
3. * Lead and work collaboratively with the K-12 Instructional Team.
4. * Provide leadership and supervise the instructional operations of the District including Curriculum Services, Professional Development, Choices, ESOL/World Languages, Instructional Resources, Resource Development/Grants, Environmental Studies, SCPS Student Museum, and Performance Data Analyst.
5. * Exercise proactive leadership in promoting the vision and mission of the District.
6. * Oversee the production of all monitoring reports related to student excellence and equity.
7. * Conduct on-going analysis of school and District data related to student excellence and equity issues.
8. * Administer and monitor the District's application processes for local, state, and federal grants.
9. * Serve as the District contact for the K-12 Reading Plan.
10. * Work collaboratively with appropriate staff members to ensure instructional excellence and equity goals are addressed within the areas of curriculum development/revision, staff identification, staff development, materials/equipment identification and technical assistance.
11. * Develop and maintain on-going communication with District and school-level personnel regarding student excellence and equity.
12. * Monitor and evaluate the effectiveness of socio-economic diversity on student performance and develop strategies for continuous improvement.
13. * Work with school and District staff to ensure high instructional standards for all students, continuous school improvement and accountability, improved standardized test scores for all demographic sub-groups, and K-12 instructional alignment in curriculum, assessment, and remediation.
14. * Monitor and evaluate the effectiveness of K-12 remediation efforts designed to meet equity goals and work with school and District staff to implement corrective measures and/or improvement strategies.
15. * Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.

16. * Assist in the preparation of the School Board meeting agendas by preparing appropriate action and information items of routine and priority nature.
 17. * Serve on, facilitate or chair various committees as needed.
 18. * Serve as a member of the Superintendent's Coordinating Council.
 19. Perform other duties as assigned by the Superintendent.
- *Denotes function/ADA

Cummings, Marian, marian_cummings@scps.k12.fl.us**Title** Director**Phone** 407-320-0345**Supervisor's Name** Dr. Walt Griffin**Supervisor's Title** Superintendent

To direct the District's programs for elementary schools and to support the vision and mission of the District by ensuring that the policies, procedures, and initiatives of the School Board that relate to elementary schools are advanced and implemented to assure the educational success of elementary children in Seminole County.

Role and Responsibilities

1. * Oversee and evaluate elementary school improvement plans.
2. * Serve as liaison between the elementary schools and department divisions at the County Office.
3. * Monitor the performance of elementary students and provide a structure and environment in which learning and student achievement is the prime focus.
4. * Coordinate elementary administrators' meetings and meetings with department coordinators/directors.
5. * Assist principals and departments in identifying program needs, materials, and equipment.
6. * Monitor grouping procedures, organizational patterns, and scheduling of staff and students at elementary schools.
7. * Visit elementary schools including classroom visitations on a regularly scheduled basis.
8. * Provide input in the process of district budget development.
9. * Monitor articulation of elementary instructional programs.
10. * Serve as a member of the Superintendent's Planning Team.
11. * Assist in the building program at the elementary school level.
12. * Provide enrollment projections of the elementary schools for staffing and FTE estimations.
13. * Monitor elementary school programs and the department programs.
14. * Insure principal and department coordinators/directors accountability for job performance.
15. * Promote and enhance continuous personal and professional improvement for school administrators and department coordinators/directors.
16. * Assist in the development of county-wide goals, objectives, and procedures.
17. * Serve as a liaison between parents and the District wide staff, including elementary principals, to assist with the resolution of issues.
18. * Provide administrators updated information and research pertinent to the operation of the schools.
19. * Assist in the recruitment and hiring of school and District employees/administrators.
20. * Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.
21. * Prepare and oversee the preparation of all required reports and maintain appropriate records.
22. * Exercise proactive leadership on promoting the vision and mission of the

District.

23. * Perform other duties/tasks consistent with the goals and objectives of this position.

24. Perform other duties as assigned by the Superintendent.

*Denotes essential job function/ADA

Harper, Tim, tim_harper@scps.k12.fl.us

Title Director

Phone 407-320-0076

Supervisor's Name Dr. Anna-Marie Cote

Supervisor's Title Assistant Superintendent

To provide technology leadership in support of the District's mission ensuring that technology deployment is aligned with district strategies, that systems and staff operate at high levels of service and availability and that expenditures are made in the most cost-effective manner.

Role and Responsibilities

1. * Provide strategic and tactical direction to the District for information technology ensuring that the information systems infrastructure effectively supports the District's mission and strategic plan.
2. * Lead the information technology management team, overseeing staff responsible for Application Development, Application Support, Network Operations, Media Production, Field Support and Technology Implementation.
3. * Provide leadership in relations between Information Systems and District schools and departments, establishing and maintaining effective communication and working closely with technology committees.
4. * Keep the Deputy Superintendent informed of potential problems or issues, as appropriate.
5. * Oversee technology purchases insuring that the most appropriate and cost-effective technology and staff is selected to address the defined business need.
6. * Manage the department budget and associated project budgets in a fiscally prudent manner.
7. * Prepare the annual three-year technology plan for Board review and acceptance.
8. * Conduct annual performance assessments, ensure appropriate professional development is pursued and make recommendations for appropriate employment action.
9. * Develop, maintain and coordinate procedures that will ensure secure, reliable and well-supported technology systems and services.
10. * Exercise proactive leadership in promoting the vision and mission of the District.
11. * Serve on the Superintendent's Coordinating Council.
12. Perform other duties/tasks consistent with the goals and objectives of this position.

*Denotes essential job function/ADA

Cardona, Minnie, minnie_cardona@scps.k12.fl.us
Title Director

Phone 407-320-0200

Supervisor's Name Dr. Anna-Marie Cote

Supervisor's Title Assistant Superintendent

To provide comprehensive consultative services to Seminole County schools to ensure that appropriate instruction is provided to ESOL, Foreign Language and Foreign Exchange students.

Role and Responsibilities

1. *Coordinate/Direct ESOL, Foreign Language and foreign Exchange students.
 2. *Interpret policies and state laws regarding ESOL and Foreign Exchange program and students.
 3. *Develop/promote and implement ESOL and Foreign language curricula.
 4. *Coordinate textbook adoption for foreign language and ESOL programs.
 5. *Register foreign exchange students.
 6. *Supervise the screening and testing of ESOL Students.
 7. *Promote and organize training for ESOL, foreign Language and non-ESOL classroom teachers of LEP students, administrators, or other personnel.
 8. *Organize and provide training for ESOL parents through the parent involvement program.
 9. *Prepare the budget and supervise financial expenditures for the ESOL program and for federal grants.
 10. *Prepare the FTE projections.
 11. *Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.
 12. *Supervise the Foreign Language Bank.
 13. *Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.
 14. *Prepare or oversee the preparation of all required reports and maintain appropriate records.
 15. *Assist in implementing the District's goals and strategic commitments.
 16. Perform other duties/tasks consistent with the goals and objectives of this position.
- *Denotes essential job function/ADA

Walsh, Michelle, michelle_walsh@scps.k12.fl.us**Title** Director**Phone****Supervisor's Name** Dr. Anna-Marie Cote**Supervisor's Title** Assistant Superintendent

To direct the District's exceptional student education and student services programs ensuring that all IDEA policies and procedures are implemented to meet federal, state and local regulations for students of disability in Seminole County.

1. * Oversee the operation of exceptional student education, Medicaid, FTE, ATEN (Assistive Technology Education Network) Project, and Student Services Departments.
2. * Review and evaluate special centers School Improvement Plans.
3. * Monitor the performance of exceptional student education services in all educational levels—elementary, middle and high.
4. * Conduct Area Administrators' meetings and SED Principals' meetings.
5. * Support the District in identifying program and service needs.
6. * Monitor FTE functions for cost factors 101-255.
7. * Develop and monitor IDEA, IDEA Part C, FDLRS, and Medicaid budgets.
8. * Serve as a member of the Superintendent's Coordinating Council.
9. * Develop and monitor projections for exceptional education students in elementary, middle and high schools.

Role and Responsibilities

10. * Develop and recommend adoption of policies which are applicable to exceptional education and student services.
11. * Coordinate and serve as liaison for committees and other governmental agencies.
12. Prepare staff development activities for all exceptional education and student services programs and staff.
13. Enforce all federal, state, and school district regulations and policies.
14. Prepare and monitor all required reports for federal and state reporting.
15. Monitor the curricular needs of the 20 exceptional education services within the District.
16. Prepare all personnel recommendations for special education and student services.
17. Implement and monitor all 504 functions for the District.
18. Supervise assigned personnel and SED principals, conduct annual performance assessment, and make recommendations for employment actions.
19. Monitor the functions and goals of ATEN Project for the state of Florida.
20. Monitor and implement necessary procedures and reports for alternate assessment for students of disability in the District.
21. Visit special center schools on a regularly scheduled basis.
22. Monitor and evaluate the District's progress in equity goals dealing with

students of disability.

23. Exercise proactive leadership on promoting the vision and mission of the District.

24. Perform other duties as assigned by the Superintendent

Hayes Faison, Demetria, demetria_hayes@scps.k12.fl.us	
Title	Director
Phone	
Supervisor's Name	Dr. Walt Griffin
Supervisor's Title	Superintendent
Role and Responsibilities	<p>To support the vision and mission of the District by ensuring that the policies, procedures, and initiatives of the School Board that related to middle school education are advanced and to ensure safe, orderly, and purposeful environment on school campuses.</p> <ol style="list-style-type: none"> 1. * Oversee the operation of middle schools education. 2. * Oversee and evaluate the middle schools' improvement plans. 3. * Serve as liaison between the middle schools and department divisions at the county office. 4. * Serve as a member of the Superintendent's Coordinating Council. 5. * Coordinate the selection of new middle school principals and assistant principals. 6. * Monitor middle school implementation of the District Target Goals. 7. * Coordinate and monitor staffing allocations and staffing conversions for middle schools with the Director of Employee Relations. 8. * Coordinate middle school administrators' meetings. 9. * Assist principals and departments in identifying program needs, materials, and equipment. 10. * Monitor grouping procedures, organizational patterns, and scheduling of staff and students of each middle school. 11. * Visit middle schools including classroom visitations on a regularly scheduled basis. 12. * Provide input in the process of district budget development. 13. * Monitor articulation of middle school instructional programs. 14. * Assist in the building program at the middle school level. 15. * Provide enrollment projections of the middle schools for staffing and FTE estimations. 16. * Monitor middle school programs. 17. * Ensure principal accountability for job performance. 18. * Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. 19. * Prepare or oversee the preparation of all required reports and maintain appropriate records. 20. * Exercise proactive leadership in promoting the vision and mission of the District. 21. * Perform other duties/tasks consistent with the goals and objectives of this position.

Gaudreau, Mike, mike_gaudreau@scps.k12.fl.us**Title** Director**Phone** 407-320-0075**Supervisor's Name** Dr. Walt Griffin**Supervisor's Title** Superintendent**Role and Responsibilities**

Provide leadership and direction for assigned areas of responsibility.

2. * Oversee the operation of high school education.

3. * Oversee and evaluate the high schools' improvement plans.

4. * Serve as liaison between the high schools and department divisions at the county office.

5. * Coordinate regional accreditation activities.

6. * Coordinate high school administrators' meetings.

7. * Assist principals and departments in identifying program needs, materials, and equipment.

8. * Monitor grouping procedures, organizational patterns, and scheduling of staff and students of each high school.

9. * Visit high schools including classroom visitations on a regularly scheduled basis.

10. * Provide input in the process of district budget development.

11. * Monitor articulation of high school instructional programs.

12. * Serve as a member of the Superintendent's Coordinating Council.

13. * Assist in the building program at the high school level.

14. * Provide enrollment projections of the high schools for staffing and FTE estimations.

15. * Monitor high school programs.

16. * Ensure principal accountability for job performance.

17. * Perform associated functions of/for the School Board on behalf of the Superintendent.

18. * Intercede in all matters pertaining to high schools and transportation to elicit favorable solutions.

19. * Represent and act on behalf of the Superintendent for functions he is unable to be present.

20. * Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.

21. * Prepare or oversee the preparation of all required reports and maintain appropriate records.

22. * Exercise proactive leadership in promoting the vision and mission of the District.

23. * Review existing District policies related to providing safe and secure schools and recommend revision when appropriate.

24. * Coordinate the selection of high school principals and other administrators.

25. * Oversee the annual revision of the Student Code of Conduct and Discipline and monitor its implementation.

26. * Oversee the annual revision of the Protocols for Processing Student Expulsions and monitor its implementation.

27. Perform other duties/tasks consistent with the goals and objectives of this position.

Gard-Harrold, Shawn, shawn_gard-harrold@scps.k12.fl.us**Title** Director**Phone** (407) 320-0186**Supervisor's Name** Anna-Marie Cote**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

1. * Direct related communication, implementation, and evaluation of the District's K-12 curriculum and Professional Development as aligned with the Florida Department of Education's Next Generation Sunshine State Standards, the Common Core State Standards, the Florida Accountability System, the Florida Department of Education's Professional Development Protocol, the Seminole County School Board's Strategic Plan and the "3Ts" (Thinking, Teamwork and Technology).
 2. * Direct educational initiatives to ensure rigor and relevancy in the curriculum as defined in the School Board's Strategic Plan, including infusion of integrated instructional technology tools and strategies, and offer professional development activities to ensure alignment with teaching and learning expectations.
 3. *Direct the coordination, supervision, and final production of the District Master In-service Plan with a particular emphasis on developing and supporting highly qualified teachers, administrators, and paraprofessionals.
 4. * Develop with a core group of teachers and administrators a multiple year K-12 Teaching and Learning Action Plan for academic excellence and professional development that includes program review, development, implementation, coordination, and evaluation modeled after best practices, and aligns teacher training, including professional development for the teacher and administrator evaluation instruments.
 5. *Communicate and monitor the K-12 Teaching and Learning Action Plan expectations and timelines to all stakeholders, including teachers, administrators, parents and community members, so that stakeholders have a clear understanding of the vision and action items necessary for accomplishing the defined goals.
 6. * Direct procedures to ensure input from all appropriate levels of personnel involved with the implementation of instructional plans and professional development activities.
 7. *Develop and oversee the Curriculum Services and Professional Development Departments' budgets.
 8. * Coordinate with the Director of Instructional Technology to integrate instructional technology in instructional plans and professional development activities to align with district, state, and national initiatives.
 9. * Assist with the development of policies in curriculum and professional development related areas.
- DIRECTOR, Teaching and Learning, Page 2
10. * Direct and coordinate audits of supervised programs and grants to ensure compliance with state and federal laws and regulations.
 11. *Direct an annual needs assessment related to professional development offerings that includes a review of student achievement data and teacher and administrator feedback.
 12. *Complete a comprehensive review of the Professional Development On-Line tool, seek feedback from all

stakeholders, and work with relevant district staff to update the efficiency and effectiveness of the tool.

13. * Assist with the selection of instructional materials and equipment.

14. * Assist with development of and evaluation of facility specifications.

15. * Assist with the implementation of innovative practices and the relevant professional development.

16. * Maintain access to current professional development literature, professional organizations, and workshops related to best practices and disseminate information to other departments, administrators and teachers.

17. * Complete mandated reports related to areas of responsibility.

18. * Monitor test results and provide assistance to improve student performance.

19. * Direct the coordination, supervision, and evaluation of instructional materials selection, curriculum fairs, and academic tournaments.

20. * Coordinate, supervise, and evaluate the job performance of assigned staff.

21. Perform other duties as assigned by the Deputy Superintendent for Instructional Excellence and Equity.

Griffin, Walt, walt_griffin@scps.k12.fl.us**Title** Superintendent**Phone** 407-320-0006**Supervisor's Name** Seminole County School Board**Supervisor's Title** Board Member**Role and Responsibilities**

1. * Provide professional leadership in the development, maintenance and evaluation of a positive educational program designed to meet the needs of all students.
2. * Provide recommendations to the School Board regarding educational, administrative and supportive service plans, problems and needs.
3. * Coordinate efforts of the staff in establishing effective operations of all aspects of the school district.
4. * Direct the overall financial planning of the district and the preparation of the budget.
5. * Recommend to the School Board plans concerning the transportation of pupils in accordance with the laws of safety.
6. * Recommend plans and procedures necessary to provide adequate educational facilities with procedures to govern the use and care of school properties.
7. * Advise the School Board regarding the need for new and revised policies.
8. * Interpret and administer the policies approved by the Board.
9. * Utilize strategic planning in establishing and implementing a management system for the school district.
10. * Represent the School Board as liaison between the school district and the community.
11. * Maintain effective public relations to inform community of educational programs needs and objectives of the school district.
12. * Work effectively with administrators, parents, labor leaders, community/business leaders, minorities and appointed/elected officials as appropriate.
13. * Maintain district compliance with all Florida School Statutes and regulations of the State Board of Education.
14. * Maintain effective labor relations and serve as chief negotiator.
15. * Recommend to the School Board all actions relating to personnel matters.
16. * Perform other duties as assigned by the School Board pursuant to its authority under law and regulations of the State Board of Education.

Karns, Boyd, boyd_karns@scps.k12.fl.us**Title** Director**Phone** 407-320-0198**Supervisor's Name** Dr. Walt Griffin**Supervisor's Title** Superintendent**Role and Responsibilities**

1. * Assist the Deputy Superintendent in the formulation, development, and implementation of procedures to comply with rules and policies adopted by the School Board that are related to human resources and professional standards.
2. * Assist with the preparation of the School Board meeting agenda, preparing the personnel items of routine and priority nature, as well as timely reports.
3. * Serve as a member of the Superintendent's Coordinating Council.
4. * Provide advice to the Deputy Superintendent as to the personnel status of the school system and wise use of personnel services.
5. * Develop and administer the department's annual budget, and also provide input into the processing of the District budget development.
6. * Coordinate the application, applicant tracking, employment and reappointment process for the district.
7. * Coordinate the District's payroll processes and functions, and produce the required payroll data for all employees of the District including reports and statements required by state and federal agencies.
8. * Coordinate the preparation of annual out-of-field reports for presentation to the School Board for review and approval.
9. * Administer the District's teacher Recruitment and Retention Plan as established as revised on a annual basis.
10. * Oversee the preparation of all personnel recommendation for regular and special meetings of the School Board.
11. * Coordinate the certification process for instructional staff members.
12. * Administer the District's HRMD and Instructional / Non-Instructional evaluation / assessment plans.
13. * Monitor the District's compliance with Educational Equity requirements related to recruitment, hiring, training, transfers, promotion, compensation, and other benefits.
14. * Administer the Florida Retirement System as applicable for all District employees.
15. * Assist the Deputy Superintendent with the placement of administrative staff on the administrative salary schedule.
16. * Administer the established procedures to conduct applicant/employee background checks.
17. * Prepare recommendations for the Superintendent related to employee discipline, suspension and termination based upon investigative findings, and applicable contract language or Florida Statutes.
18. * Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.
19. * Prepare or oversee the preparation of all required reports and maintain appropriate records.
20. * Monitor the functions and goals of the department of Community Involvement and Public Information.

21. * Provide leadership and direction for the assigned areas(s) of responsibility.
22. * Exercise proactive leadership in promoting the vision and mission of the District.
23. Perform other duties/tasks consistent with the goals and objectives of this position.

Meyers, Cheri, cheri_meyers@scps.k12.fl.us

Title Director

Phone 407-320-0104

Supervisor's Name Dr. Tim Harper

Supervisor's Title Director

Role and Responsibilities

1. * Evaluate and prepare school-by-school student projections on a yearly basis to determine subsequent year staffing allocations in conjunction with Information Services, Exceptional Student Support Services, ESOL, Title I, etc.
2. * Prepare, implement and monitor the District's staffing formula including all personnel allocations.
3. * Direct and monitor the class size compliance process.
4. * Administer and adjust allocated positions throughout the school year based upon school/department requests and available resources to ensure the integrity of the staffing process, involving the Human Resources and Finance Departments as needed.
5. * Direct and monitor staffing related to all federal income sources in consultation with the finance department.
6. * Coordinate the calendar committee process related to the creation of the student attendance calendar.
7. * Develop data collection instruments and input documents related to staffing and FTE.
8. * Prepare reports to be provided to district and school-based personnel related to staffing and FTE.
9. * Monitor all FTE figures and prepare funding and staffing projections to meet program services and department needs for district.
10. * Review and verify all FTE figures and projections submitted by district administrators and charter schools.
11. * In-service appropriate district personnel and school site staff in understanding FTE projection and staffing formulas.
12. * Monitor FTE for increases or decreases in funding generated by all students within the district for basic, ESE, ESOL, and vocational programs.
13. * Assist district with required programs, survey and reports requested by state and federal departments and agencies.
14. Perform other duties as assigned by the Chief Information Officer.

Murray, Marjorie, marjorie_murray@scps.k12.fl.us**Title** Director**Phone** 407-320-0244**Supervisor's Name** Anna-Marie Cote**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

1. * Oversee and supervise the operation of the East Cost Technical Assistance Center (ECTAC)
2. * Provide technical assistance to ECTAC member school districts regarding selective programs contained in the Elementary and Secondary Education Act (ESEA).
3. * Direct all technical assistance activities of ECTAC.
4. * Facilitate the District's efforts in implementing the flexibility provisions in ESEA.
5. * Exercise facilitative and proactive leadership in ensuring the federal resources provided through ESEA promote the goals of ESEA.
6. * Assist ECTAC member school districts to prepare for monitoring. Assist in monitoring responses and follow-up, as needed.
7. * Assist ECTAC member school districts in the development and implementation of Title I projects consistent with the requirements of ESEA.
8. * Assist with building the capacity of ECTAC member school districts in the understanding of appropriate laws, rules, regulations, guidance, policies, and best practices through periodic professional development meetings and activities.
9. * Assist ECTAC member school districts in the effective utilization of Title I and other ESEA resources and promote the collaboration between ESEA programs
10. * Organize and conduct meetings of the ECTAC member school districts and related teams to promote networking between the member school districts.
11. * Organize and supervise a team of technical assistance providers contracted to provide services to ECTAC member districts.
12. * Develop training materials to assist new Title I administrators and provide training.
13. * Develop the program for the Technical Assistance Forums sponsored by the Florida Association of State and Federal Education Program Administrators (FASFEPA) and ECTAC.
14. * Fulfill other ECTAC responsibilities as mutually-developed with ECTAC member school districts.
15. * Assist in writing proposals and/or projects for possible federal and state funding.
17. * Supervise and evaluate assigned personnel.
18. * Keep professional skills updated by attending appropriate state, federal and local workshops and conferences and serving on state and national committees, as requested.
19. Perform other duties as assigned by the Deputy Superintendent, Instructional Excellence and Equity.

Russi, Mark, mark_russi@scps.us**Title** Director**Phone** 407-320-0317**Supervisor's Name** Mr. Boyd Karns**Supervisor's Title** Director**Role and Responsibilities**

1. *Counsel the staff in matters of a legal or technical nature relating to the interpretation of statutes, charters, ordinances, contracts, and federal and state regulations.
 2. *Plan, organize, and coordinate negotiations and contract administration with employee groups of the school system.
 3. *Plan, organize, and coordinate matters in fact finding arbitration, unfair labor charges and representation cases heard before public commissions for other bodies.
 4. *Administer the employee grievance procedure adopted by the School Board, and assist the Superintendent in cases appealed to the District level.
 5. *Interpret to the school system staff and representatives of employee organizations those policies, rules and procedures related to collective bargaining as well as maintain current knowledge of all local, state, and federal legislation touching on areas of employee relations in the school situation.
 6. *Serve as the primary contact for the school system staff with representatives of employee organizations on questions concerning the interpretation and implementation of policies and rules adopted by the School Board.
 7. *Serve as the liaison with Department of Education officials and other state agencies concerned with employee relations, as well as Florida School Board Association, Florida Association of District School Superintendents, and Florida Educational Negotiators.
 8. *Assist the Superintendent in the formulation, development, and implementation of procedures to comply with rules and policies adopted by the School Board that are related to collective bargaining.
 9. *Assist the Superintendent in developing and implementing procedures to keep the School Board informed of the status of negotiations, and secure School Board reactions on negotiation proposals.
 10. *Serve as a member of the Superintendent's Educational Support Team, and chair or serve on other committees related to the collective bargaining process.
 11. *Coordinate and manage the function of the system's salary schedule, and employee calendars including the preparation, presentation and publication.
 12. *Provide assistance to the Superintendent and School Board in the drafting of state legislation proposed by the School District for presentation to the State Legislature.
- DIRECTOR, Employee Relations/Differentiated Accountability/Response to Intervention, Page 2
13. *Administer employee attendance bonus programs, the Advanced Placement and International Baccalaureate bonus programs, the Performance Based Pay process for teachers, and the Florida Lead Teacher stipend program.
 14. *Monitor compliance with Differentiated Accountability requirements and oversee the completion of the Differentiated Accountability Strategies and Support

Document.

15. *Assist schools in preparing for school visits and reviews conducted by the Florida Department of Education.
16. *Present DA, Rtl, and NCLB information to parents, teachers, administrators and community members.
17. *Coordinate and lead the District Rtl Leadership Team in developing strategies and processes necessary for the implementation of the District Rtl Plan.
18. *Update the School Board and Superintendent on matters relating to DA and Rtl.
19. *Communicate with the Employee Unions relevant portions of DA and Rtl that relate to school personnel.
20. *Provide technical assistance and support to Rtl teams, faculty and administration.
21. *Communicate and collaborate with Rtl team members regarding targeted groups and individual needs.
22. *Analyze universal screening data to assist Rtl teams with the development of Tier I academic and behavioral interventions.
23. *Analyze school-based data to determine the effectiveness of core instruction/ interventions.
24. *Analyze progress monitoring data to assist the Rtl teams with the development of evidenced-based and/or research-based Tier II and Tier III academic and behavioral interventions.
25. *Collect and analyze data to assess the effectiveness of academic and behavior instruction at the supplemental (Tier II) and intensive (Tier III) level.
26. *Assist Rtl teams with data analysis and determination of intervention effectiveness.
27. Perform other duties as assigned by the Executive Director of Human Resources and Professional Standards and by the Executive Director of Human Resources.

Thompson, Kelly, kelly_thompson@scps.k12.fl.us

Title Director

Phone 407-320-0268

Supervisor's Name Anna-Marie Cote

Supervisor's Title Assistant Superintendent

Role and

Responsibilities

1. *Serve as the lead liaison with DOE assessment and accountability staff.
 2. *Identify, develop, and/or guide the development of research and program evaluation projects.
 3. *Manage, monitor, and communicate school accountability processes and changes to District and school personnel.
 4. *Provide support to schools, learning communities and District departments in data analysis and evaluation.
 5. *Direct and supervise customer service and support services provided to schools, learning communities, and District staff in the areas of research, accountability, program evaluation, and student assessment.
 6. *Manage with the Director of Government/Employee Relations the process of calculating teacher and administrative student learning growth scores for instructional and administrative personnel.
 7. *Direct, coordinate, and support School Improvement Plan development, School Advisory Council protocols and A+ School Recognition processes.
 8. *Coordinate federal, state and District assessment and accountability functions.
 9. *Direct the planning, development, support, and implementation of District wide common formative student assessment programs.
 10. *Develop, implement, and monitor the operating budget for the Department of Assessment and Accountability
 11. *Direct and supervise processes and procedures related to planning, administration, and reporting of federal, state, and District assessments.
 12. *Coordinate the presentation of professional development activities related to federal, state, and District assessment procedures, results and data analysis.
 13. *Serve as a clearinghouse for requests for data analysis and the reporting of results.
 14. *Issue memorandums and other correspondence related to assigned duties.
 15. *Provide technical assistance to schools as requested or required.
 16. *Provide feedback to Principals and Executive Directors related to school-based testing procedures.
 17. *Guide department staff in continued professional development.
 18. *Engage in effective program evaluation.
 19. *Ensure the data is accurate prior to disseminating reports.
 20. Perform other duties as assigned by the Deputy Superintendent for Instructional Excellence and Equity.
- *Denotes essential job function/ADA

Wysong, Jason, jason_wysong@scps.k12.fl.us**Title** Director**Phone** 407-320-0212**Supervisor's Name** Anna-Marie Cote**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

1. *Direct related planning, design, communication, implementation, monitoring, and evaluation of the District's ePathways initiatives, including Career and Technical Education, all Virtual School cost centers, school counseling services, general education intervention services, home education, and innovative learning opportunities.
2. *Direct ePathways educational initiatives to ensure all students are prepared for academic and job related success in the 21st century as defined in the School Board's Strategic Plan.
3. *Create and direct the coordination, supervision, and final production of the SCPS ePathways Business Plan and provide annual updates to the School Board, Superintendent, and Elected Officials, including a Return on Investment summary.
4. *Identify and develop public and private partnership programs to support implementation of the ePathways Business Plan for generating revenue, providing work place learning opportunities for students and teachers such as intern/externships, supporting economic health and independence for Seminole County Public Schools and developing/sustaining a talent pipeline for employers in Seminole County.
5. *Articulate with local, Central Florida, and Florida economic development, workforce development, and commerce groups to identify and prepare the next generation of high-skilled, dependable workers to attract and retain businesses in Seminole County, including representing the school district by convening and/or serving on committees and task forces as directed by the Superintendent and Deputy Superintendent for Instructional Excellence & Equity.
6. *Through the use of workforce data and input from economic development, workforce development, and commerce groups, make recommendations to the Superintendent and Deputy Superintendent for Instructional Excellence & Equity regarding the creation, revision, and/or elimination of school district programs to meet changing employment needs.
7. *Communicate the PreK-12 ePathways Business Plan goals, objectives, projects, and timelines, as well as the underlying principles of ePathways, to all stakeholders, including teachers, administrators, parents, and community members, so that stakeholders have a clear understanding of the vision and action items necessary for accomplishing the defined goals.
8. *Direct procedures to ensure input from all appropriate levels of personnel involved with the implementation of the ePathways Business Plan.
9. *Perform the responsibilities of a Career and Technical Education (CTE) director, including: administration of the Carl D. Perkins Grant, reporting processes related to Career and Professional Education (CAPE) academies, career themed courses, industry certifications, digital tools certificates, and occupational completion points; CTE program quality reviews; middle school career and education planning progression statutory requirement; compliance monitoring; and consultation with school administrators on program quality and needs.
10. *Design, implement, and monitor strategies to annually increase industry

certifications and digital tool certificates earned by students in CTE courses/ programs, CAPE academies, and career themed courses.

11. *Hire, develop, monitor, and evaluate the ePathways Program Facilitators, who are responsible for the growth and sustainability of K-12 magnet programs, Programs of Enrichment (elementary), Programs of Exploration (middle), Programs of Emphasis (high), and Career and Technical Education programs.

12. *Serve as the Superintendent's designee for home education, including administration of the Home Education Office and processing of intent forms, annual evaluations, termination forms, and other related documents and parent requests.

13. *Provide vision and direction for the virtual education cost centers, especially in the areas of statutory compliance, enrollment management and staffing planning, and innovation projects that improve quality of student education while also creating costs savings for the school district.

14. *Develop and oversee the budgets, marketing and out-reach efforts for the ePathways Business Plan, including budgets and marketing for the ePathways Department, all Virtual School cost centers, Career and Technical Education including the annual Carl D. Perkins grant, and various Innovation Projects.

15. *Coordinate with the Director of Teaching and Learning, the Chief Information Officer, and their staffs

to integrate ePathways into the digital learning transition, instructional plans , technology projects and procurements, and professional development activities that align with District, local, state, and national initiatives.

16. *Partner with the Coordinator of Resource Development and the Executive Director of the Foundation for Seminole County Public Schools to identify and compose proposals for grant and partnership funding.

17. *Collaborate with the Coordinator of Choices to continuously monitor the quality of, and resources allocated to choice programs in the District and identify future opportunities for students and families, including selection of innovative educational programs and student assignment options.

18. *Collaborate with school principals on the development of innovative educational opportunities, including Programs of Enrichment (elementary), Programs of Exploration (middle), and Programs of Emphasis (high).

19. *Lead, direct, implement, and monitor the District's PreK-12 school counseling and general education intervention services, with an emphasis on identifying opportunities to provide high-quality college and career pathways services to all students and families.

20. *Collaborate with the Executive Directors of Elementary Education and Secondary Education on the job responsibilities, expectations, and professional development needs for school counselors.

21. *Collaborate with the Executive Director of Exceptional Student Support Services to ensure a strong link between general education interventions and special education services in academics, behavior, and school counseling services.

22. *Assist with the development of policies in related areas.

23. *Direct and coordinate audits of supervised programs and grants to ensure compliance with state and federal laws and regulations.

24. *Assist with the selection of instructional materials and equipment as relevant to ePathways, Virtual Education, Career and Technical Education, and other innovative educational opportunities.

25. *Assist with development and evaluation of facility specifications.

26. *Maintain access to current professional organizations and workshops related to

research and

innovation in education best practice

s and disseminate information to other departments, administrators,
and teachers.

27. *Complete mandated reports related to areas of responsibility.

28. *Monitor assessment results and provide assistance to improve student
performance.

29. *Coordinate, supervise, and evaluate the job performance of assigned staff.

30. Perform other duties as assigned by the Deputy Superintendent for Instructional
Excellence and Equity.

Minetto, Jamee, jamee_minnetto@scps.k12.fl.us**Title** Director**Phone** 407-320-138**Supervisor's Name** Anna-Marie Cote**Supervisor's Title** Assistant Superintendent

Oversee the Elementary and Secondary Education Act (ESEA)/Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act (IDEA) budgets and federal grant reporting requirements. Facilitate the collaborative planning, implementation, evaluation, and monitoring of IDEA and ESSA programs, specifically those for the disadvantaged and neglected and delinquent children and youth (Title I, Parts A and D); professional development and teacher and principal quality (Title II, Part A); English Language Learners (Title III, Part A); 21st Century Community Learning Centers (21st CCLC); Families In Transition (Title X, Part C) and related grants that support the activities prescribed by ESEA/ESSA. Ensure compliance with the provisions of ESEA/ESSA and IDEA programs and develop strategies for continued program improvement.

Role and Responsibilities

1. *Exercise facilitative and proactive leadership in ensuring that federal, state, local, and private resources are promoting the vision and mission of the District and the goals of ESEA/ESSA.
2. *Work with interdepartmental representatives to ensure that federal, state, local, and private resources are utilized to support increased student achievement for all students and for each demographic subgroup, continuous school improvement and accountability, and improved instruction, assessment, and remediation.
3. *Monitor the program implementation and fiscal aspects of IDEA and the ESEA/ESSA programs, as well as related grants, for federal and state compliance.
4. *Direct the development of project applications, applicable budgets, and amendments for ESEA/ESSA and related grants.
5. *Direct staff in the development of competitive grants for District departments and schools.
6. *Initiate interdepartmental activities to coordinate program requirements under ESEA/ESSA.
7. *Oversee the budgets of ESEA/ESSA and IDEA programs and other grant budgets as required.
8. *Collaborate with other departments and agencies to maximize resources with the goal of improving program and student outcomes.
9. *Direct the development and submission of all necessary reports and records for ESEA/ESSA and IDEA programs and related grants to ensure that specified timelines are met.
10. *Assist schools, in collaboration with Executive Directors and Federal Program Managers, in the development of federal budgets to ensure coordination of resources.
11. *Supervise the tracking of ESEA/ESSA and IDEA related school allocations and budgets.
12. *Supervise department and school expenditures to ensure compliance with federal and state regulations.
13. *Prepare responses to specific requests for program information for ESEA/

ESSA programs as directed.

14. *Collaborate with District and school level personnel to conduct continuous program review, monitoring, and evaluation of ESEA/ESSA and IDEA programs and related grants.

15. *Conduct and facilitate data analysis, research, and program evaluation to support decision-making at the classroom, school, and District levels.

16. *Analyze the performance of educational programs and student achievement data to support the strategic use of data to drive instructional and administrative decisions within the District.

17. *Consult with non-public schools to provide equitable services under federal programs in non-public schools.

18. *Direct the non-public school consultative requirement for the federal programs.

19. *Assist appropriate school personnel in resolving issues related to ESEA/ESSA and other projects.

20. *Keep professional skills updated by attending appropriate state, federal, and local workshops and conferences.

21. Perform other duties as assigned by the Deputy Superintendent, Instructional Excellence and Equity.

*Denotes essential job function/ADA

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.

Note: There are no middle or high school focus/priority schools.

The Executive Directors for Elementary school are responsible for directing the process to identify and oversee the principals and assistant principals at Focus/Priority schools. Advertisements are placed in multiple sources by the Human Resources Department and then candidates are interviewed by a team that includes the Executive Director, a Board Member, other school principals, the teacher of the year for the particular school, the SAC Chair, the PTA President, and other district staff as requested. Assistant principals are assigned by the Executive Directors. Principal candidates have a final interview with the Superintendent, Deputy Superintendents for Instruction and Operations, and the Executive Directors. The Superintendent makes the final principal recommendation to the Board.

Each Elementary Executive Director monitors the instruction and operations of the schools to which she is assigned. Every effort was made to recruit high quality principals and assistant principals with a record of increasing student achievement in similar settings. The Executive Directors recommended the most qualified candidates available to the Superintendent.

The decision to retain or replace members of the school leadership team is jointly determined by the Executive Directors, Deputy Superintendent for Instruction and the Superintendent. Student achievement data, school climate, teacher quality and parent involvement are all contributing factors.

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.

To determine whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows that they have not contributed to improved student outcomes requires several layers of data review, prior teacher evaluation reviews, and coaching and support opportunities for the teacher. Focus school teachers identified for additional support are provided with coaching, side-by-side teaching support and opportunities for specific professional development to address areas of concern. If the teacher fails to respond to district and school support, including in some cases a performance assistance plan, the teacher may have an opportunity to be reassigned to a different school, reassigned to a different area of responsibility, allowed to resign, or terminated.

TOP: DMT Item 5

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

IDYLLWILDE ELEMENTARY SCHOOL

The 2013-17 Idyllwilde Principal was reassigned for the 2017-18 school year. The Human Resources Department will work closely with the new School Principal to provide guidance, provide support, and reassign/replace instructional staff who demonstrate less than effective performance. The Human Resources Department will assign a Human Capital Partner to specifically assist the school's Principal with recruiting and retaining highly effective/highly qualified staff.

PINE CREST ELEMENTARY SCHOOL

The Human Resources Department will work closely with the school's Principal to provide guidance, provide support, and reassign/replace instructional staff who demonstrate less than effective performance. The Human Resources Department will assign a Human Capital Partner to specifically assist the Principal with recruiting and retaining highly effective/highly qualified staff.

TOP: DMT Item 6

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

IDYLLWILDE ELEMENTARY SCHOOL

In May of 2017 all VAM teachers at the school will be reappointed to the district with their school assignment not identified until the 2016-2017 VAM results are received from DOE. Teachers receiving less than an Effective 2016-2017 VAM rating will be assigned to a different school within the district.

PINE CREST ELEMENTARY SCHOOL

In May of 2017 all VAM teachers at the school will be reappointed to the district with their school assignment not identified until the 2016-2017 VAM results are received from DOE. Teachers receiving less than an Effective 2016-2017 VAM rating will be assigned to a different school within the district.

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 have been designed so that grade level teams have designated time daily for planning. Administrators have developed PLC calendars which include support from school Coaches in the areas of math, science and reading to support them in content area planning. Administrators are

being creative with the use of time to create larger blocks of back-to-back planning time (an additional 40-50 minutes) for team planning once or twice monthly. In addition, these administrators and coaches participated in a training provided by the DOE on unpacking the standards for the purpose of planning instruction. Each administrator then provided 1/2 day planning opportunities for teams and coaches to unpack the standards and plan for instruction as a cohesive team.

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.

Schools are provided with staffing allocations to support the hiring of Instructional Coaches as needed. Coaches participate in team planning and support the work of teachers through planning, modeling, unpacking of standards, and training. Classroom instruction is monitored by administrators through classroom walkthroughs, data chats, student data reviews, grade-level data reviews, and school-wide data reviews. In addition, the district provides content area specialist that are available to schools for additional support, modeling and training for both teachers and coaches.

Coaches are monitored by school administrators through the instructional practices observed in the classroom, the work being done through teacher planning as they unpack the standards and review assessments.

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/seminole?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:

District-Created Writing Plan with Resources

Program Type	Core
School Type	Elementary School, Middle School, High School
Description	Aligned to the demands of text-based writing for informational and opinion writing, the district plan marries research-based instructional practices with vetted resources to ensure connections between reading and writing. K-12

Pearson Writing to Sources

Program Type Supplemental

School Type Elementary School

Description Writing to Sources offers flexible resources for writing instruction and makes fact-finding fun for students.

Being a Writer

Program Type Supplemental

School Type Elementary School

Description The Being a Writer program aims to transform writing instruction by helping to create collaborative classrooms in which students develop both academically and socially as they build their knowledge of and appreciation for the craft of writing.

Pearson My Sidewalks

Program Type Intensive Intervention

School Type Elementary School

Description Gaskins (2003) states the most progress is made by students when their progress is systematically evaluated. In My Sidewalks, the priority skills of phonemic awareness (at Levels A-B) phonics, fluency, vocabulary, comprehension, and basic writing are covered daily.

Springboard

Program Type Core

School Type High School

Description ELA – Provides opportunities for close reading, comparing and analyzing paired text(s) writing with evidence

WAC –Writing Across the Curriculum

Program Type Intensive Intervention

School Type Middle School

Description ELA – provides opportunities for content area writing support

SOAR to the Core- Student oriented academic reading and writing

Program Type	Supplemental, Intensive Intervention
School Type	
Description	ELA – SCPS created intensive reading and writing program

DBQ- Document Based Writing

Program Type	Intensive Intervention
School Type	Elementary School, Middle School
Description	ELA, Social Studies, Science

LDC- Literacy Design Collaborative

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School
Description	ELA, Social Studies, Science

Six Traits Plus One of Writing

Program Type	Supplemental, Intensive Intervention
School Type	Elementary School, Middle School
Description	ELA Writing - Training for ELA new teachers (grades 6-12; ELA and Social Studies)

Collections: Houghton Mifflin Harcourt

Program Type	Core
School Type	Middle School
Description	Provides in-depth instruction needed for developing student abilities to analyze complex texts, determine and explain evidence, reason critically, and communicate effectively.

Reading Plus

Program Type	Supplemental, Intensive Intervention
School Type	Middle School, High School
Description	Reading Plus is an individualized web-based program. It prepares students to engage with complex text by developing all three dimensions of successful readers - capacity, efficiency, and motivation.

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:

GoMath!

Program Type Core, Supplemental

School Type Elementary School, Middle School

Description GO Math!™ K–8 offers an engaging and interactive approach to covering new state standards. Its seamless digital path and Write-in Student Edition ensure that students can access content at appropriate levels of depth and rigor.

PRIMES

Program Type Supplemental

School Type Elementary School

Description PRIMES is a 4th and 5th grade advanced course of accelerated and deeper learning with two grades worth of mathematics content.

GoMath! Intensive Intervention

Program Type Intensive Intervention

School Type Elementary School

Description GoMath! Intensive Intervention supports the core GoMath! Program and provides supports for reteaching, facilitated practice, and gradual release

Think Through Math and iReady

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description Online adaptive instructional modules aligned directly to the new standards. Students progress through learning modules, the program adapts and reassigns modules to students depending on their prior knowledge or misconceptions.

CMP2

Program Type Intensive Intervention

School Type Middle School

Description Intensive Math inquiry-based instructional resource. Instructional plan identifies specific units to address gaps and standards that are integrated throughout the course of the year.

SpringBoard

Program Type Core

School Type Middle School

Description Standard Math - Application-based instructional resource. Some ancillary materials are included to address any standards that are not addressed in the currently adopted text.

Glencoe Math Connects

Program Type Core

School Type Middle School

Description Advanced Math - Traditional instructional resource. Some ancillary materials are included to address any standards that are not addressed in the currently adopted text.

AlgebraNation

Program Type Supplemental

School Type Middle School, High School

Description Online and printed workbook to provide math content and real-world context questions for each standard on the Algebra I FSA.

HMH Algebra Analyze Connect Explore

Program Type Core

School Type High School

Description Algebra I Standard & Honors - provides opportunities for online problem solving using Technology Enhanced interface.

Pearson**Program Type** Core**School Type** High School**Description** Geometry S/H and Algebra 2 S/H - Traditional instructional resource. Some ancillary materials are included to address any standards that are not addressed in the currently adopted text.**ALEKS****Program Type** Supplemental**School Type** High School**Description** Online adaptive instructional modules, specifically selected to address FSA or EOC standards.**d. Science****1. Description of Programs***List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:***Science Fusion****Program Type** Core**School Type** Elementary School, Middle School, High School**Description** Science Fusion is a state-of-the-art science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on a laptop, a tablet, or using a science textbook. The digital curriculum, virtual labs and hands-on activities, and write-in science textbook develops important critical thinking skills that prepare students for success in future science courses and in the workplace.**Pearson/Prentice Hall, Florida Interactive Science, Padilla et al., 2012/1****Program Type** Core**School Type** Middle School**Description** Science - consumable textbook with extensive online resources**Pearson/Prentice Hall, Biology, AP, Florida Edition, Campbell et al., 2012/9****Program Type** Core**School Type** High School**Description** Advanced Placement Biology - traditional hard cover text with online resources

Pearson/Prentice Hall, Chemistry: The Central Science, AP Edition, Brown et al., 2009/11**Program Type** Core**School Type** High School**Description** Advanced Placement Chemistry - traditional hard cover text with online resources**Holt McDougal, Living in the Environment, Miller, et al, 2009/16th****Program Type** Core**School Type** High School**Description** AP Environmental- traditional hard cover text with online resources**Holt McDougal, College Physics, 8e, Serway, et al, 2009/8th****Program Type** Core**School Type** High School**Description** AP Physics B - traditional hard cover text with online resources**Holt McDougal, Physics for Scientists and Engineers 8/e, Serway, et al, 2010/8th****Program Type** Core**School Type** High School**Description** AP Physics C - traditional hard cover text with online resources**Pearson/Prentice Hall, Human Anatomy & Physiology, Florida Edition, Marieb, Hoehn, 2012/8****Program Type** Core**School Type** High School**Description** Anatomy and Physiology Standard - traditional hard cover text with online resources**Pearson/Prentice Hall, Human Anatomy & Physiology, Florida Edition, Marieb, Hoehn, 2012/8****Program Type** Core**School Type** High School**Description** Anatomy and Physiology Honors - traditional hard cover text with online resources

McGraw-Hill/Glencoe, Florida Biology, 2012/1st**Program Type** Core**School Type** High School**Description** Biology Standard and Pre -Biology Environmental - traditional hard cover text with online resources, for Environmental-Bio sequence, same book is used for two years**Pearson/Prentice Hall, Miller Levine Biology, Florida Edition, Miller, Levine, 2012/1****Program Type** Core**School Type** High School**Description** Biology Honors - traditional hard cover text with online resources**Pearson/Prentice Hall, Pearson Chemistry, Florida Edition, Wilbraham et al., 2012/1****Program Type** Core**School Type** High School**Description** Chemistry Standard and Honors - traditional hard cover text with online resources**McGraw-Hill/Glencoe, Florida Earth Science: Geology, the Environment and the Universe, 2012/1st****Program Type** Core**School Type** High School**Description** Earth Space Standard and Honors - traditional hard cover text with online resources**Pearson/Prentice Hall, Marine Science: The Dynamic Ocean, Florida Edition, U.S. Satellite, 2012/1****Program Type** Core**School Type** High School**Description** Marine Science Standard - traditional hard cover text with online resources**Holt McDougal, Oceanography: An Invitation to Marine Science, Garrison, 2010/7th****Program Type** Core**School Type** High School**Description** Marine Science Honors - traditional hard cover text with online resources

Holt McDougal, Florida Holt Science Spectrum: Physical Science, Dobson, et al, 2012/2012**Program Type** Core**School Type** High School**Description** Physical Science Standard and Honors - traditional hard cover text with online resources- traditional hard cover text with online resources**CPO Science, Physics A First Courses, Tom Hsu, 2010/Florida****Program Type** Core**School Type** High School**Description** Physics Standard - traditional hard cover text with online resources**Holt McDougal, Holt Physics, Serway, et al, 2009/2009****Program Type** Core**School Type** High School**Description** Physics Honors - traditional hard cover text with online resources**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.

Seminole County's two focus schools are at the elementary level. Therefore, this response refers specifically to elementary schools.

The district monitors whether core instructional and intervention programs are implemented as intended through numerous strategies including, but not limited to:

1. Formative and summative school assessment data is reviewed by Executive Directors with principals and their leadership teams, including monitoring SIP plans and goals;
2. i-Ready is implemented in grades K-5. i-Ready Diagnostic Assessments and progress monitoring assessments in reading and math are monitored within 15 days of administration. Writing Formative Progress Monitoring Assessments are monitored at the school level and also twice per year at the district level. Each focus school receives by teacher reports disaggregated by student for reading, math and science progress monitoring;
3. Walkthroughs are conducted by school administration, coaches and district staff to ensure fidelity to instructional plans and programs and to provide modeling and differentiated professional development.
4. Administrators, coaches and district staff participate in PLCs as relevant to ensure lessons are aligned with standards and differentiated to support student growth; and
5. Students are asked to keep data folders and/or tracking sheets to document growth and progress toward proficiency. School leaders are in the process of implementing student led conferences so parents are aware of their students' progress and support school and district efforts to be at proficient+ levels.

Alignment with Florida Standards is maintained by providing teachers with K-12 Frameworks in ELA and Mathematics. Instructional plans written by teachers and supported by district staff are also provided and available on the SCPS website.. Professional development, general and differentiated, is then designed to support implementation of the instructional plans with fidelity. The five strategies above and the instructional plan support is effective in some schools with some teachers. School and district staff are working diligently to increase the effectiveness.

The data used to determine effectiveness of the alignment strategies is referenced above in items #1-5. These data include numerous rows and columns. I have emailed the help desk to ask if I can upload files because they will not display properly when pasted here.

Evidence that the district monitors and supports schools includes the current status of Hamilton Elementary School. Previously, Hamilton Elementary earned an F grade for two consecutive years, 2012-13 and 2013-14. The 2012-13 principal, assistant principal and behavior specialists were removed from the school. In 2013-14 an individual who had never been a principal was assigned to Hamilton due to the school year having started. The school earned another F grade. In 2014-15, Hamilton Elementary earned a grade of C, in part due to the support of a principal-on-assignment who then was appointed as principal of Hamilton for 2015-16. That principal left in October for personal reasons, and another principal, experienced, was placed at Hamilton in October of 2015. Despite the on-going shifts in leadership, Hamilton Elementary earned a C grade in 2016 and maintained the C grade in 2017.

For the 2017 school year, Midway Elementary earned a C grade, having been a D school for the previous three years. An additional Assistant Principal was appointed to Midway in the fall of 2016 due to the concerns related to student achievement. The Midway Principal retired and the Assistant Principal was appointed principal.

Due to Idyllwilde Elementary earning a D, C, D, D over the past three years, the 2013-17 Principal was reassigned and a new Principal appointed to Idyllwilde Elementary beginning July 31, 2017. An additional Assistant Principal and instructional coach have also been provided.

This is evidence of the district's monitoring and commitment to the Hamilton students and community. The teachers and district staff committed to understanding the Florida Standards intent and levels of complexity so that students had an opportunity to learn what is expected.

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

<http://www.scps.k12.fl.us/schoolboard/Home.aspx> Click on Policies and Procedures, then click on the SPP

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

For individual student movement in schools during the school year, the MTSS system is used to ensure students are supported. As students transition from one school to another, MTSS records follow the student. The SCPS MTSS system is designed with Early Warning Indicators to ensure that students' grades, state assessment scores (if relevant), attendance and in/out of school suspensions

are reviewed. The system generates a list of students who have met thresholds for the defined early warning indicators. School teams use this information to ensure new students are immediately supported.

Transition from one level (elementary to middle and middle to high) is supported overall by providing students with an opportunity to visit their next school. In addition to horizontal structures for principals and district staff to meet by level, the district uses a vertical structure that provides time and resources for school administrators to meet in feeder patterns. (Feeder patterns are not all pure, so the cluster alignments are determined to support the greatest numbers of students.) Reading coaches and guidance counselors discuss students who have particular needs prior to the transition to try to ensure support is ready when the student arrives.

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.

Seminole County Public Schools (SCPS) has been on a journey of excellence and equity for several decades, constantly examining student achievement data from multiple subgroups and perspectives, and then analyzing the policies, practices and procedures that created those results. The district maintains a commitment to excellence and equity, and uses a continuous improvement process to seek innovative methods and strategies to engage all subgroups of learners.

Of specific focus in this improvement plan are the district's lowest academically performing schools: Idyllwilde Elementary and Pine Crest Elementary. These schools reside in the historic City of Sanford, a region of generationally high poverty, high minority, high crime, and low educational attainment. Both schools have been a focus of student improvement by district leaders for several years due to low academic performance of students.

The district used a combination of quantitative and qualitative analysis to conduct the needs assessment. This analysis focused on current and trend data related to state and district academic student performance, teacher turnover, teacher attendance, student attendance, student discipline data, and principal tenure. A review of targeted professional development was used to ensure appropriate interventions are implemented, monitored and evaluated. The 5Essentials survey data were reviewed and analyzed.

Idyllwilde Elementary's four-year grade trend is "D", "C", "D", and "D". With a similar trend, Pine Crest Elementary has earned school grades over the past four years of "D", "F", "D", and "D". The 2017 FSA data reveals that students at Idyllwilde earned increases in all ELA cells, one math cell (lower quartile learning gains), and in the science cell. Idyllwilde student performance decreased in FSA Math achievement and learning gains. Ascension/regression analysis indicates overall at least 50% of students are not maintaining growth or are remaining at Levels 1 and 2. At Pine Crest, FSA data indicates gains by a portion of the student population, with increases in all ELA and Math cells and a slight decrease in Science achievement. Ascension/regression analysis indicates that the majority of students are not maintaining growth or are remaining at Levels 1 and 2.

A review of 5Essentials indicates that Idyllwilde is strong in Ambitious Instruction, weak in Effective Leadership, Professional Capacity, and Family and Community Engagement. Idyllwilde is neutral on Supportive Environment. While some improvement has been realized under Family and Community Engagement, the overall rating for this category has not increased. Results from 5Essentials for Pine Crest reveal similar findings, with strengths in Ambitious Instruction and Supportive Environment, and weak ratings in Effective Leadership, Professional Capacity and Family and Community Engagement.

At Idyllwilde, the teacher turnover rate decreased by 3 percentage points from 2016 to 2017; however, the overall impact of low staff retention resulted in 24 new teachers in 2017-18. A strength of the school staff is that teacher attendance at this school was slightly better than the district average. Teacher turnover at Pine Crest was 28% in 2017, an increase of 1 percentage point between 2016 to 2017. In addition, teacher attendance was slightly lower than the district average.

Student discipline data at Idyllwilde and Pine Crest indicates an increase in the number of students assigned in school suspension. Idyllwilde also had an increase in out of school suspensions in 2016-17. Overall district discipline data decreased on both types of suspension. Further, Idyllwilde student attendance decreased slightly in a two-year period, similar to the district trend. Pine Crest attendance remained consistent over the same two year period, and was slightly better than the district average in 2016-17.

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.

In order to reverse these trends it is essential that significant changes occur at the school, and simultaneously, that resources be provided to ensure students are supported to attain grade level achievement and learning gains as rapidly as possible. By implementing the strategies presented in the DIAP, students will be provided comprehensive support in order to master grade level standards and close achievement gaps.

Specific areas of support under UniSIG include family and parent involvement in education, and the stabilization of the teacher workforce at Idyllwilde Elementary and Pine Crest Elementary. These areas were selected as a direct result of the needs assessment process. As noted in the problem analysis, both schools have demonstrated low performance on state standardized assessments, while also scoring weak on the 5Essentials domains of Effective Leadership, Professional Capacity, and Family and Community Engagement. Implementation of the Academic Parent-Teacher Teams (APTT) framework is designed to improve family and community engagement in teaching and learning at the schools. Further, the use of a recruitment and retention supplement seeks to reduce the number of teachers and/or administrators who elect to transition out of the schools, as well as increase the quality of teachers and administrators who are on staff at these high need schools.

District Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science.
- G2.** All schools will implement student-owned progress monitoring systems to (1) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access support and to (2) improve student motivation.

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. Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science. **1a**

 G052944

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	ELA/Reading Gains	2017-18	80.0
District-Wide	ELA/Reading Lowest 25% Gains	2017-18	80.0
District-Wide	Math Gains	2017-18	80.0
District-Wide	Math Lowest 25% Gains	2017-18	80.0
District-Wide	FCAT 2.0 Science Proficiency	2017-18	80.0

Targeted Barriers to Achieving the Goal **3**

- Several New and Beginning Teachers
- Lack of family/parental involvement in students' education

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

- Florida Standards
- Standards-Based Instructional Plans and Resources, Including Core, Supplemental and Intensive Programs
- Professional Development Aligned with Instructional Plans, Cooperative Learning Strategies, PLCs, Lesson Study, Data-Driven Decision Making
- Administrators Trained in Standards and Best Instructional Practices
- Instructional Coaches and Reading Teachers
- District Teachers on Assignment Subject Area Experts
- Designated time for PLCs
- Robust MTSS Process and System
- Tutorial Opportunities

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

The District Leadership Team will monitor I-Ready and the Elementary Executive Directors will share school-based data and feedback throughout the school year.

Person Responsible

Anna-Marie Cote

Schedule

Quarterly, from 7/1/2017 to 6/30/2018

Evidence of Completion

I-Ready, School-Based Program Evidence from Executive Directors; MTSS Reports, and FSA Achievement Data

G2. All schools will implement student-owned progress monitoring systems to (1) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access support and to (2) improve student motivation. **1a**

 G045539

Targets Supported **1b**

Focus		Indicator	Year	Target
District-Wide	ELA/Reading Gains		2017-18	80.0
District-Wide	ELA/Reading Lowest 25% Gains		2017-18	80.0
District-Wide	Math Gains		2017-18	80.0
District-Wide	Math Lowest 25% Gains		2017-18	80.0
District-Wide	FCAT 2.0 Science Proficiency		2017-18	80.0

Targeted Barriers to Achieving the Goal **3**

- Time for students to plot their growth and time for teachers to discuss student's growth trends.

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

- I-Ready reading and math scores, FSA for relevant grades, district and school-based progress monitoring data in reading, math and writing, within program formative assessment, unit tests, etc. Students are encouraged to share their progress monitoring documents with their parents during student led conferences or regular teacher conferences. Note: Schools have the discretion to select additional progress monitoring resources and content best aligned to their students needs.

Plan to Monitor Progress Toward G2. **8**

Students will show evidence of their progress monitoring tools.

Person Responsible

Anna-Marie Cote

Schedule

Semiannually, from 7/1/2017 to 6/30/2018

Evidence of Completion

Students will share their progress monitoring data with teachers, parents and administrators.

District Action Plan for Improvement

Problem Solving Key


G = Goal B =
Barrier S = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science. **1**

 G052944

G1.B1 Several New and Beginning Teachers **2**

 B133368

G1.B1.S1 Recognize and reward staff members who currently serve at or who elect to transfer to Idyllwilde or Pine Crest. Each member of the instructional staff and administration who elects to remain at or transfer into these schools will be eligible to receive the supplement. **4**

 S261526

Strategy Rationale

As noted in numerous research studies over the past decade (i.e. Brackett, Mundry, Guckenburg & Bourexis, 2008; DeAngelis, White & Presley, 2010; Adamson & Darling-Hammond, 2012), equitable distribution of effective teachers is a national concern impacting school districts of varying sizes and geographic regions. Recent studies have utilized value-added measures to determine the level of inequities among disadvantaged student populations. One such study of 29 school districts from across the country (Isenberg, Max, Gleason, Potamites, Santillano & Hock, 2013) found that students eligible for free- or reduced-lunch (FRL) had statistically significant differences in standardized assessment scores in English language arts (ELA) and mathematics from their non-FRL peers ($\Delta 0.034$ standard deviations in ELA; 0.024 standard deviations in math). This study concluded that provision of equitable access to effective educators among FRL and non-FRL students would reduce the achievement gap by 2 percentile points in both ELA and math. Moreover, retention of these effective educators in low-income schools may further impact student achievement through successive interactions with high-quality instruction. Rivkin et al. (in DeAngelis, White & Presley, 2010) observes, “a succession of good teachers could, by our estimates, go a long way toward closing existing achievement gaps across income groups.”

Action Step 1 **5**

The district will implement a recruitment/retention supplement in order to improve quality of instruction through the identification, recruitment, retention and reward of eligible school staff.

Person Responsible

Boyd Karns

Schedule

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

Evidence of Completion

Reports from Human Resources; school staffing lists.

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

To ensure fidelity of implementation, staffing lists will be monitored at least twice per year.

Person Responsible

Boyd Karns

Schedule

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

Evidence of Completion

Reports from Human Resources; school staffing lists.

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

Through formative analysis and the annual needs assessment process, specific data points will be monitored for effectiveness of strategy, to include: student achievement data, teacher turnover rate and teacher absenteeism.

Person Responsible

Robin Dehlinger

Schedule

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

Evidence of Completion

Data tables generated by the district's Office of Assessment and Accountability.

G1.B4 Lack of family/parental involvement in students' education **2** B248742

G1.B4.S1 Select staff from Idyllwilde Elementary and Pine Crest Elementary will form school-based teams to participate in Academic Parent-Teacher Teams (APTT) training, which is a schoolwide program focused on improving schools through family engagement. **4**

 S262134**Strategy Rationale**

Recognizing that the classroom teacher and school administrators have the most significant opportunity to connect with the families of students, the school will provide wrap-around services that develop family and community partnerships through APTT. Strategies learned under APTT will ensure that teachers and administrators have the appropriate tools to engage parents in an effective manner. Through these partnerships, parents and families will be encouraged to come to the school with their child to learn and participate in activities that will support whole-child development, to include social/emotional development, student achievement, and intellectual growth.

Action Step 1 **5**

A select group of teachers will be trained in the APTT framework, a schoolwide program focused on improving schools through family engagement.

Person Responsible

Robin Dehlinger

Schedule

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

Evidence of Completion

APTT training sign-in sheets and agenda

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Regular school visits by Executive Director of Elementary Education

Person Responsible

Robin Dehlinger

Schedule

On 8/31/2018

Evidence of Completion

Calendar of school visits

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Through formative analysis and the annual needs assessment process, specific data points will be monitored for effectiveness of strategy, to include: student achievement data and 5Essentials results.

Person Responsible

Robin Dehlinger

Schedule

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

Evidence of Completion

Data tables generated by the district's Office of Assessment and Accountability.

G1.B4.S2 To further the engagement of families in student learning and the school's culture under this project, Idyllwilde Elementary will recruit parents of students in the school to serve as community outreach workers (paid, part-time hourly positions). 4

 S263055

Strategy Rationale

The intent of these positions is to engage parents and families in positive conversations to solve problems that may impede the progress of their students. The recruitment of parents from the school community encourages a grassroots approach. These individuals will focus on building relationships with families, identifying resources for parents, and opening and supporting the lines of communication to teachers and school administration for parents to ensure barriers to involvement are removed.

Action Step 1 5

Community Outreach Workers at Idyllwilde Elementary will provide support and services to at least 60 families (per staff member recruited) during the project year.

Person Responsible

Robin Dehlinger

Schedule

Daily, from 10/2/2017 to 8/31/2018

Evidence of Completion

Communication and activity logs of community/parent outreach

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

The school principal, in collaboration with the Executive Director for Elementary, will monitor activities of the staff members, and conduct regular reviews of services completed.

Person Responsible

Robin Dehlinger

Schedule

Biweekly, from 10/2/2017 to 8/31/2018

Evidence of Completion

Communication and activity logs indicate review by school principal

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Through formative analysis and the annual needs assessment process, specific data points will be monitored for effectiveness of strategy, to include: student achievement data and 5Essentials results.

Person Responsible

Kelly Thompson

Schedule

Semiannually, from 10/2/2017 to 8/31/2018


Evidence of Completion

Data tables generated by the district's Office of Assessment and Accountability.


G2. All schools will implement student-owned progress monitoring systems to (1) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access support and to (2) improve student motivation. **1**

 G045539

G2.B1 Time for students to plot their growth and time for teachers to discuss student's growth trends. **2**

 B112450

G2.B1.S1 Work with teachers and administrators to identify best practices and models for implementing student-owned progress monitoring systems. **4**

 S123836

Strategy Rationale

The research disseminated by Marzano and Hattie indicated that student-owned progress monitoring is a high yield strategy. Some schools have implemented student-led parent conferences.

Action Step 1 **5**

Identify models for student-owned progress monitoring in reading, math and writing that include how best to use student and teacher instructional time to engage in student-owned progress monitoring.

Person Responsible

Kelly Thompson

Schedule

Triannually, from 7/1/2017 to 6/30/2018

Evidence of Completion

The Director of Research and Accountability will recommend district-wide student-owned progress monitoring data points and templates. Principals will select their school's data points and templates and review student-owned progress monitoring documents. Executive Directors and the Deputy Superintendent for Instruction will review student-owned progress monitoring documents when visiting each school and talk with students during the visits. The number of principals who choose to implement student-led conferences will be collected.

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

Principals will share models for student-owned progress monitoring in reading, math and writing that include how best to use student and teacher instructional time to engage in student-owned progress monitoring. Data from principals who implement student-led conferences will be collected and shared with other principals.

Person Responsible

Kelly Thompson

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Students will be able to show and explain their progress monitoring tools to parents and administrators.

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

Students will have a progress monitoring tool to keep track of their academic achievements. In some cases, students will also monitor their attendance and behavior, as appropriate by age and areas of needed improvement.

Person Responsible

Anna-Marie Cote

Schedule



Quarterly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Students will be able to show and explain their student-owned progress monitoring tools to teachers, parents, and administrators. Several schools have implemented student-led parent conferences and additional schools have/are planning to implement student-led parent conferences for 2014-15.

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.MA1 M111387	The District Leadership Team will monitor I-Ready and the Elementary Executive Directors will share...	Cote, Anna-Marie	7/1/2017	I-Ready, School-Based Program Evidence from Executive Directors; MTSS Reports, and FSA Achievement Data	6/30/2018 quarterly
G2.MA1 M064639	Students will show evidence of their progress monitoring tools.	Cote, Anna-Marie	7/1/2017	Students will share their progress monitoring data with teachers, parents and administrators.	6/30/2018 semiannually
G2.B1.S1.MA1 M064641	Students will have a progress monitoring tool to keep track of their academic achievements. In some...	Cote, Anna-Marie	7/1/2017	Students will be able to show and explain their student-owned progress monitoring tools to teachers, parents, and administrators. Several schools have implemented student-led parent conferences and additional schools have/are planning to implement student-led parent conferences for 2014-15.	6/30/2018 quarterly
G2.B1.S1.MA1 M064640	Principals will share models for student-owned progress monitoring in reading, math and writing...	Thompson, Kelly	7/1/2017	Students will be able to show and explain their progress monitoring tools to parents and administrators.	6/30/2018 monthly
G2.B1.S1.A1 A134470	Identify models for student-owned progress monitoring in reading, math and writing that include how...	Thompson, Kelly	7/1/2017	The Director of Research and Accountability will recommend district-wide student-owned progress monitoring data points and templates. Principals will select their school's data points and templates and review student-owned progress monitoring documents. Executive Directors and the Deputy Superintendent for Instruction will review student-owned progress monitoring documents when visiting each school and talk with students during the visits. The number of principals who choose to implement student-led conferences will be collected.	6/30/2018 triannually
G1.B1.S1.MA1 M367369	Through formative analysis and the annual needs assessment process, specific data points will be...	Dehlinger, Robin	9/1/2017	Data tables generated by the district's Office of Assessment and Accountability.	8/31/2018 semiannually
G1.B1.S1.MA1 M367368	To ensure fidelity of implementation, staffing lists will be monitored at least twice per year.	Karns, Boyd	9/1/2017	Reports from Human Resources; school staffing lists.	8/31/2018 semiannually
G1.B1.S1.A1 A344915	The district will implement a recruitment/retention supplement in order to improve quality of...	Karns, Boyd	9/1/2017	Reports from Human Resources; school staffing lists.	8/31/2018 semiannually
G1.B4.S1.MA1 M367382	Through formative analysis and the annual needs assessment process, specific data points will be...	Dehlinger, Robin	9/1/2017	Data tables generated by the district's Office of Assessment and Accountability.	8/31/2018 semiannually
G1.B4.S1.MA1 M367381	Regular school visits by Executive Director of Elementary Education	Dehlinger, Robin	9/1/2017	Calendar of school visits	8/31/2018 one-time
G1.B4.S1.A1 A345860	A select group of teachers will be trained in the APTT framework, a schoolwide program focused on...	Dehlinger, Robin	9/1/2017	APTT training sign-in sheets and agenda	8/31/2018 annually
G1.B4.S2.MA1 M369357	Through formative analysis and the annual needs assessment process, specific data points will be...	Thompson, Kelly	10/2/2017	Data tables generated by the district's Office of Assessment and Accountability.	8/31/2018 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S2.MA1  M369356	The school principal, in collaboration with the Executive Director for Elementary, will monitor...	Dehlinger, Robin	10/2/2017	Communication and activity logs indicate review by school principal	8/31/2018 biweekly
G1.B4.S2.A1  A347452	Community Outreach Workers at Idyllwilde Elementary will provide support and services to at least...	Dehlinger, Robin	10/2/2017	Communication and activity logs of community/parent outreach	8/31/2018 daily

V. Professional Development Opportunities

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

G1. Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science.

G1.B4 Lack of family/parental involvement in students' education

G1.B4.S1 Select staff from Idyllwilde Elementary and Pine Crest Elementary will form school-based teams to participate in Academic Parent-Teacher Teams (APTT) training, which is a schoolwide program focused on improving schools through family engagement.

PD Opportunity 1

A select group of teachers will be trained in the APTT framework, a schoolwide program focused on improving schools through family engagement.

Facilitator

Outside Consultant

Participants

Select teacher/administrator team from each target school

Schedule

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

G2. All schools will implement student-owned progress monitoring systems to (1) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access support and to (2) improve student motivation.

G2.B1 Time for students to plot their growth and time for teachers to discuss student's growth trends.

G2.B1.S1 Work with teachers and administrators to identify best practices and models for implementing student-owned progress monitoring systems.

PD Opportunity 1

Identify models for student-owned progress monitoring in reading, math and writing that include how best to use student and teacher instructional time to engage in student-owned progress monitoring.

Facilitator

Assessment and Accountability Staff, Teaching and Learning Administrators and Content Specialists

Participants

Teachers and Administrators

Schedule

Triannually, from 7/1/2017 to 6/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The district will implement a recruitment/retention supplement in order to improve quality of instruction through the identification, recruitment, retention and reward of eligible school staff.	\$0.00
2	G1.B4.S1.A1	A select group of teachers will be trained in the APTT framework, a schoolwide program focused on improving schools through family engagement.	\$0.00
3	G1.B4.S2.A1	Community Outreach Workers at Idyllwilde Elementary will provide support and services to at least 60 families (per staff member recruited) during the project year.	\$0.00
4	G2.B1.S1.A1	Identify models for student-owned progress monitoring in reading, math and writing that include how best to use student and teacher instructional time to engage in student-owned progress monitoring.	\$0.00
Total:			\$0.00