



Success Through Resiliency



All Learners
PERSONAL
PASSIONATE
PROGRESSIVE

Welcome!

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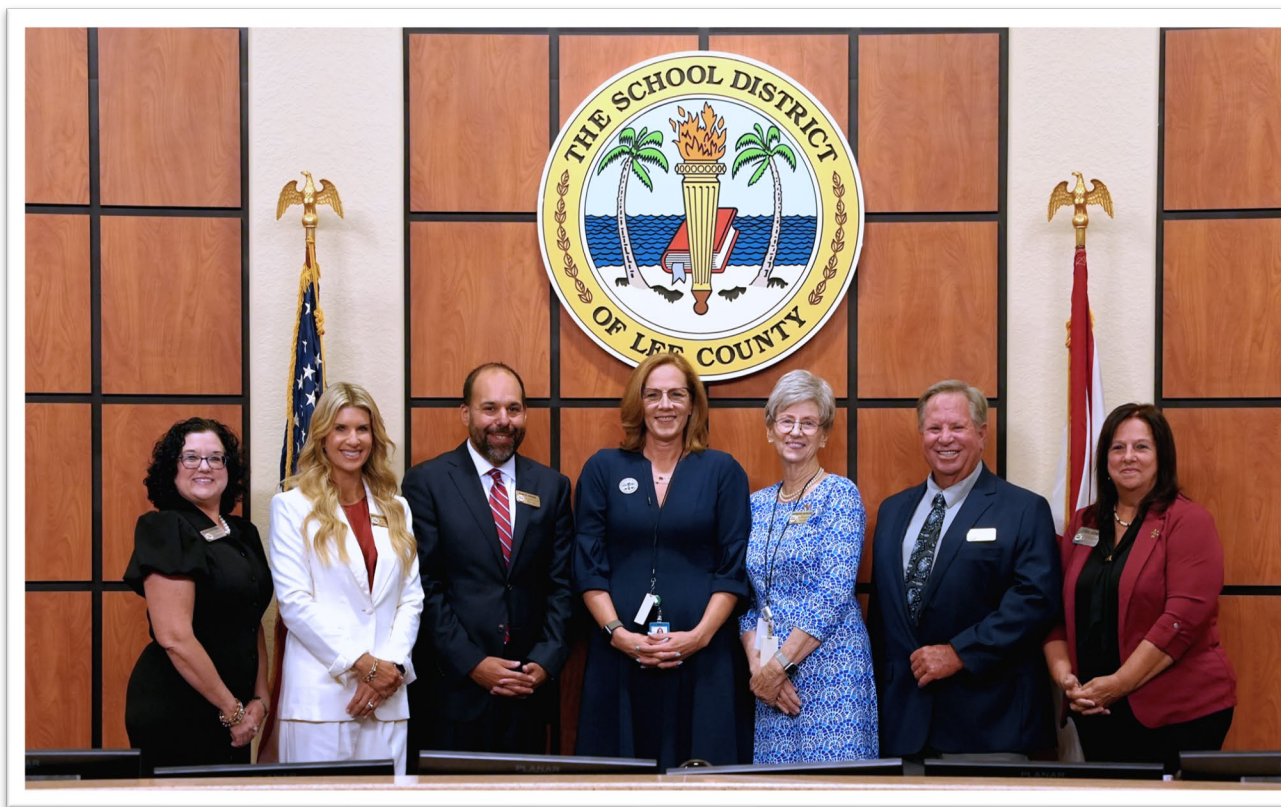


FLORIDA DEPARTMENT OF
EDUCATION
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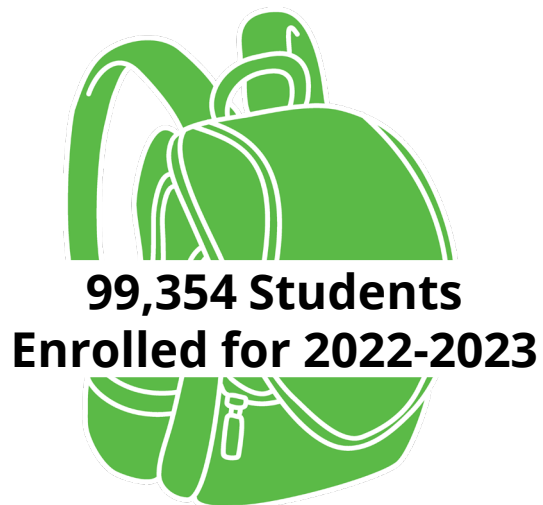
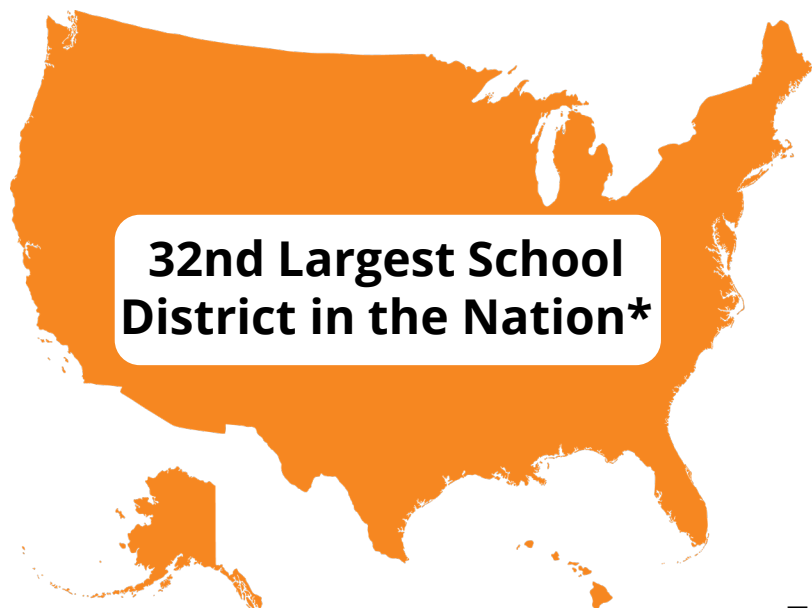


Dr. Christopher Bernier, Superintendent





SDLC by the Numbers



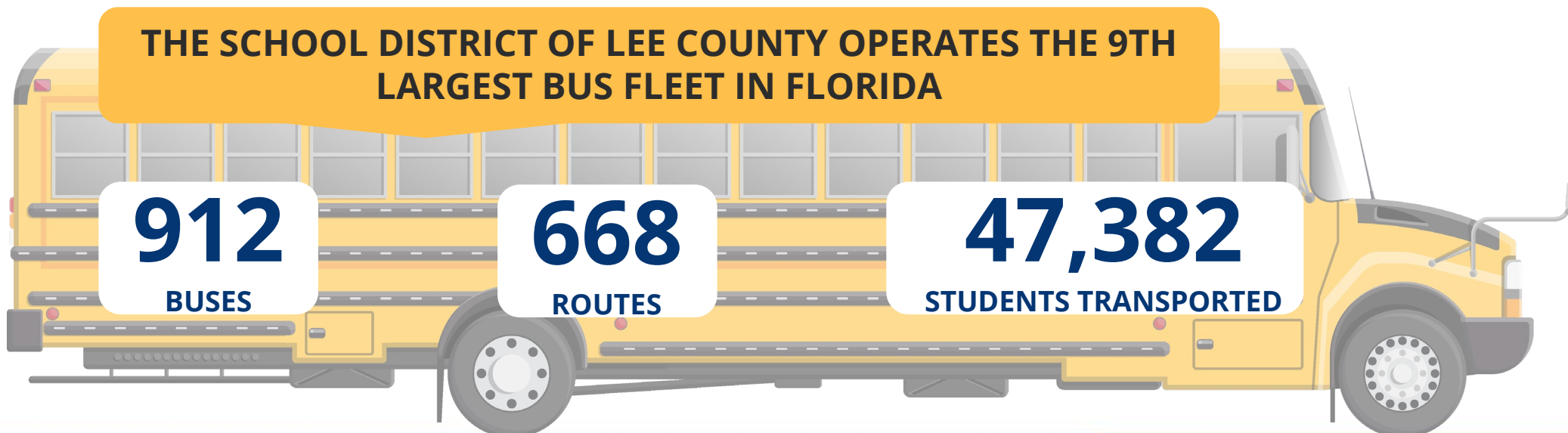
8th Largest School District in Florida



*Source: [National Center for Education Statistics](#)



SDLC by the Numbers



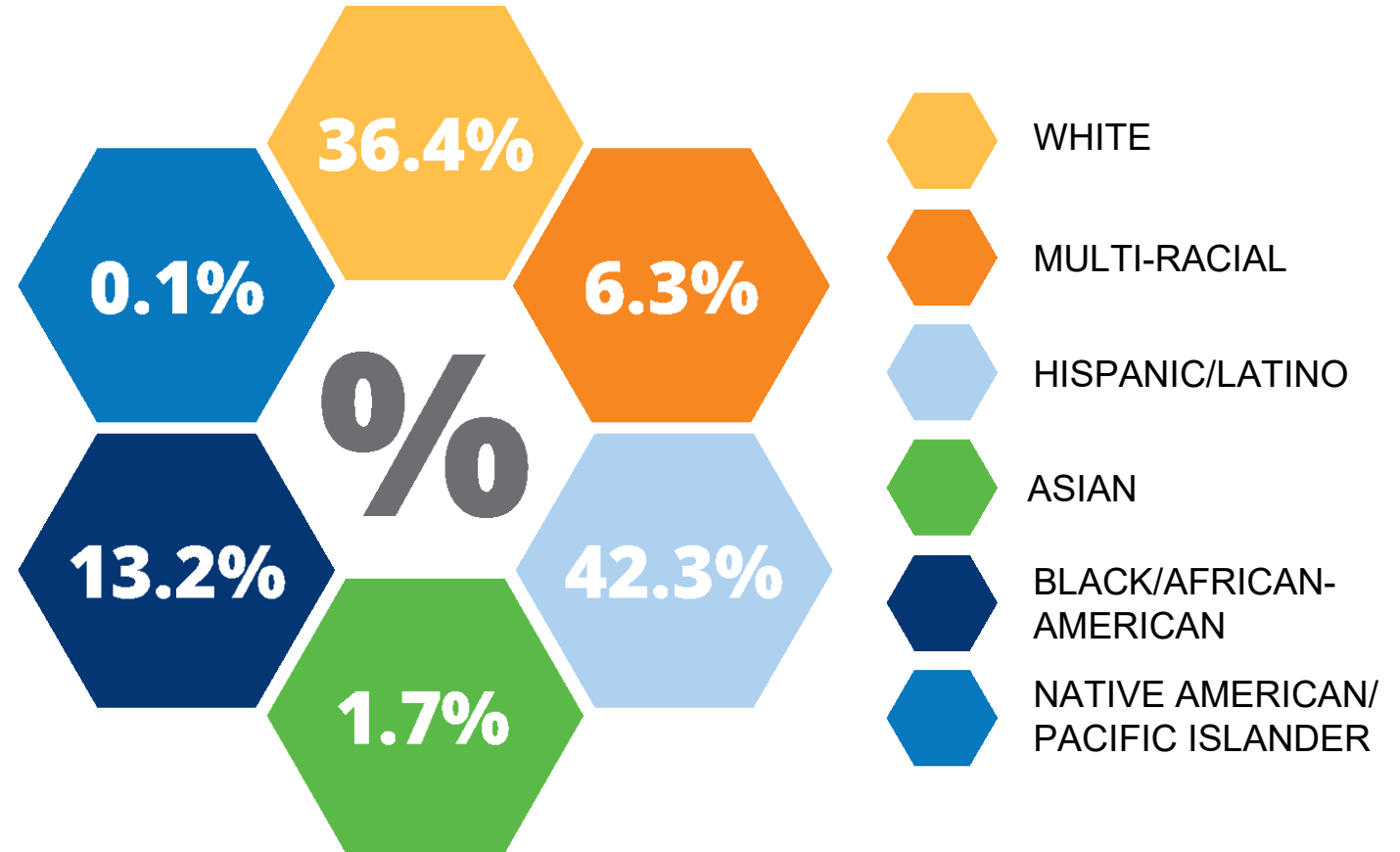


SDLC by the Numbers

160 DIFFERENT LANGUAGES

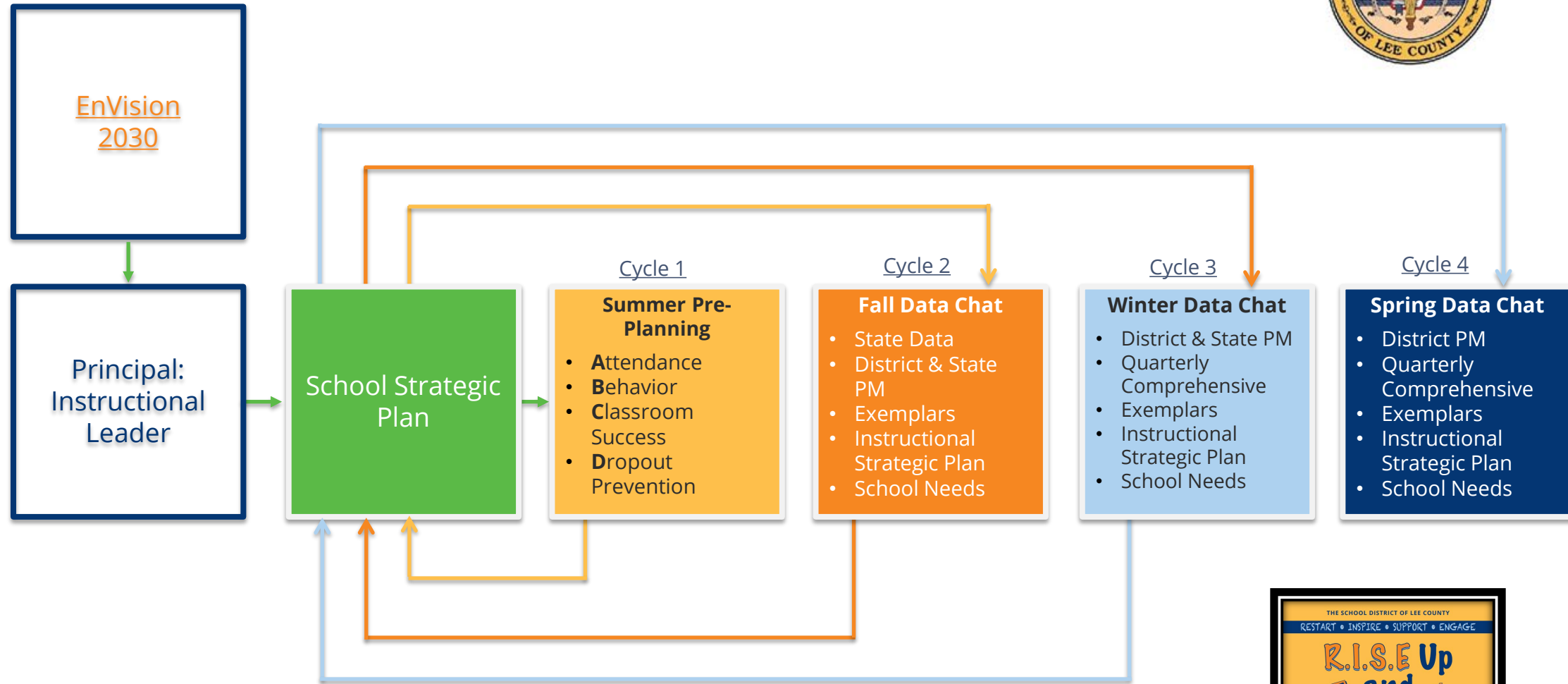
156 DIFFERENT COUNTRIES

45,905 STUDENTS LIVE IN HOMES WHERE ENGLISH IS NOT THE PRIMARY LANGUAGE

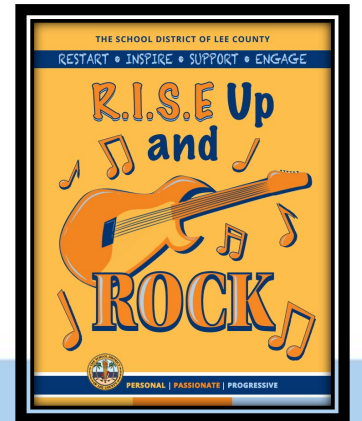




Lee County's Approach to Strategic Planning



Adapted from VanGronigen, B.A., & Meyers, C.V. (2020) Short-cycle school improvement planning as a potential organization change lever: An analysis. *Teachers College Record*, 122(5), 1-30.



HURRICANE IAN

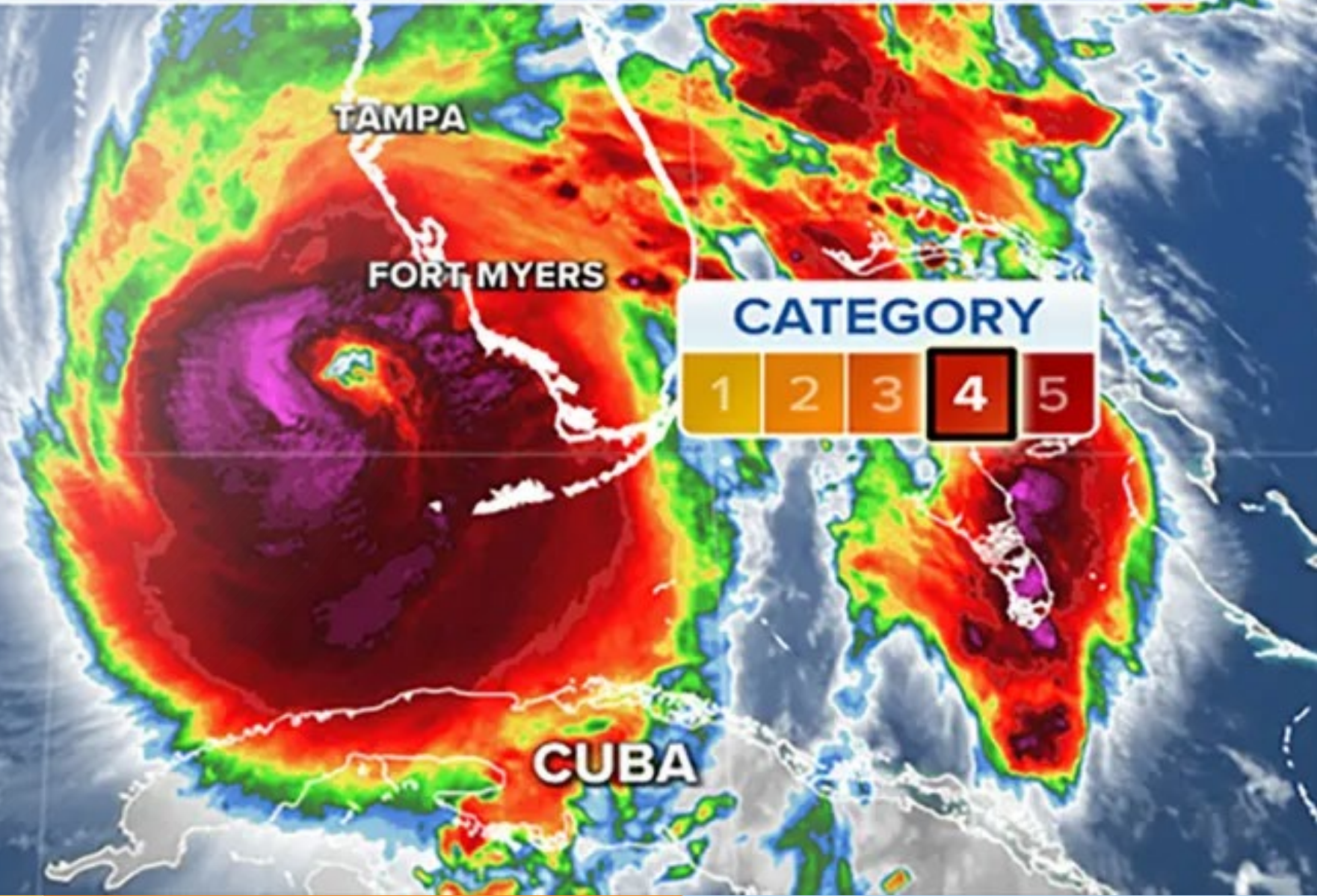
▶ 140 MPH WINDS

▶ MOVING NNE AT 10 MPH

▶ PRESSURE 941 MB

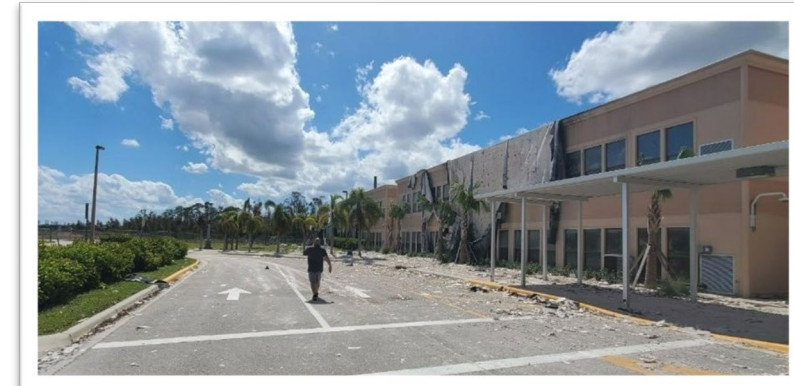
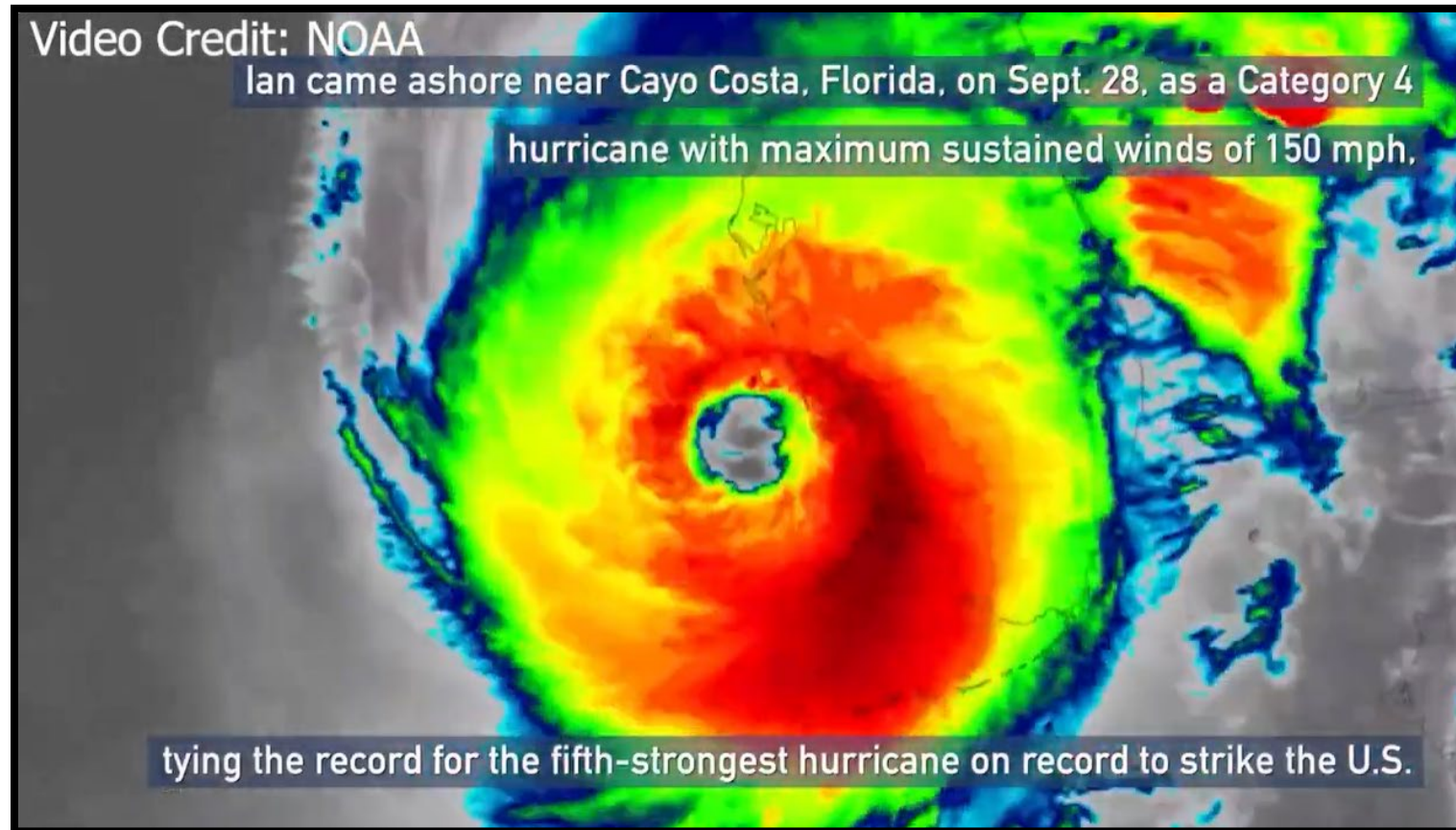
6AM ET ADVISORY

SEPTEMBER 28, 2022





Hurricane Ian: A Look Back



A grayscale photograph of a group of approximately 12 people, mostly middle-aged and older, standing in an office or conference room. They are dressed in business casual attire, including polo shirts and blouses. Many of the individuals have their hands clasped in front of them, and their expressions are serious or somber. The background shows office desks with computer monitors and chairs. Overlaid on the center of the image is a large text quote.

“...This PROCESS (recovery) will be
DEVELOPMENTAL and
TRANSITIONAL...”



Bureau of School Improvement



Fort Myers
Middle Academy

G. Weaver Hipps



Elementary School





The First Meeting




Admin Next Steps	<ul style="list-style-type: none"> • Administration will define and model clear expectations for instruction and instructional delivery to staff <ul style="list-style-type: none"> ◦ Students will be doing the reading to demonstrate understand the meaning of the text instead of teachers reading aloud to students ◦ Goal by mid year, 50% of teachers/classrooms and tasks will be fully aligned to benchmarks • Administration will revisit the master schedule to determine if classes can be collapsed or combined to reduce vacancies as well support the needs of learners (ELLs, ESE, etc.) • Administration will work with district team to allow for common planning by content/course <ul style="list-style-type: none"> ◦ Once common planning is established, provide lesson plan support for long term subs and/or vacancies • Administration will create a walkthrough schedule for leadership team to utilize the district look-for tool to identify trends and next steps around instruction
District Next Steps	<ul style="list-style-type: none"> • District team will work with school team to create time to allow for common planning to be implemented by content/course with support of a content coach • District team will work to hire/staff vacancies at FMMA to prioritize support and adhere to state ruling • District team will complete and submit an MOU that addresses the current needs at their SI schools (staffing, retention, common planning, etc.) • District will continue to support schools once a week with content support • District will work to provide professional development for intensive reading teachers
BSI Next Steps	<ul style="list-style-type: none"> • Zhakima Spratley will collect the current staff roster at FMMA to verify state VAM teachers • Zhakima Spratley will return to observe morning planning on Wednesdays and follow up on the status of implementation of common planning • Zhakima Spratley will schedule a follow up visit within the next two weeks to visit classrooms with leadership and coaches • Zhakima Spratley will return to walk Algebra I classes and classes of absent teachers • Zhakima Spratley will return to collect evidence of Principal Edwards' communication of expectations for instruction and instructional delivery • Zhakima Spratley will collect the school-created walkthrough schedule and trends from those walks



We Went to Work

- Principal Change
- Master Schedule Deep Dive
- Shifted Teachers
- Letter to All Teachers
- Moved District Staff
- Froze Enrollment
- Responder Schedule

Observation Look-Fors			
Teacher Name:		Date:	
Benchmark <u>Posted</u> and <u>Evidence</u> it has been taught	Observed	Not Observed	Focus Area
Instruction matches/aligns with the <u>rigor</u> of the benchmark	Observed	Not Observed	Focus Area
Questioning matches/aligns with the <u>rigor</u> of the benchmark	Observed	Not Observed	Focus Area
Student Tasks matches/aligns with the <u>rigor</u> of the benchmark	Observed	Not Observed	Focus Area
Engagement Structure or Cooperative Learning	Observed	Not Observed	Focus Area
Comments:			



November Principal Training

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If/Then Analysis

Steps	Directions	Steps	Directions
Step 1	Review the benchmark language for R.2.1 to determine targets for teaching and learning.	Step 6	Review the benchmark language for R.2.1 .
Step 2	When was the work sample assigned? Was the instruction on pace? <i>Review the curriculum brief/pacing guide to determine whether the lesson was on pace.</i>	Step 7	Review the exemplar blueprint questions to determine how the benchmark was assessed.
	If not on pace, how far behind/ahead?		Does the work sample align to the demands of the exemplar questions?
Step 3			If not, what are the implications for next steps?
	Review the test item specifications and/or the achievement level descriptors in the Curriculum Briefs/Pacing Guide for R.2.1 . Compare the work sample to the achievement level descriptors. Determine the achievement level the work sample is demonstrating.	Step 8	Using Spring FSA data for ELA, what did you onboard for this class? Are the level 3-5 students maintaining proficiency based on exemplar data? Are the level 2 students moving toward proficiency?
	What does the work sample target?		If not, what is your remediation plan for R.2.1 ? How will you differentiate so that all students improve in their exemplar data?
Step 4	If not on grade level, check the K-12 progression to determine which grade level the work sample targets.	Step 9	How did the students in the work sample class perform on the exemplar?
	Which grade level does the work sample target?		How did the class exemplar data compare to the district?
Step 5			Using school exemplar data, are there any teachers who are outliers in their data with school/district?
	Compare the work sample to the instructional guide to determine strengths/opportunities for alignment to benchmark demands.		What are the implications and opportunities for remediation/enrichment/best practices?
		Step 10	How will you use FAST PM2 data as a data point to check for mastery and retention of Benchmark performance?
			FAST Reporting Category: Reading Informational Text (R.2.1, R.2.2, R.2.3, R.2.4 at 25%-35%) What are the implications of this Benchmark for the reporting category?



Quarterly Data Chats

- Explain your reteaching system.
 - How will you identify students? Benchmark(s)?
 - What instructional materials will be used?
 - When will the reteaching be scheduled? (duration in weeks or days)?
 - What teachers will be assigned to reteach? (Are you using teacher strengths)?
- Did you look at performance data of the teacher for that benchmark compared to others?
- What will you use to reassess?
- How are you measuring success of the reassessment?
- How are you tracking the reassessment data? Are you comparing average scores or proficiency data?
- How are you supporting students that have already mastered the benchmarks?
- What will the extension/enrichment look like?



Graduation Data Chats

SCHOOL NAME:

Provide the number of 12th grade students for each of the areas below:

	Quarter 1 October 13 th	Quarter 2 December 21 st	Quarter 3 March 16 th	Quarter 4
Total Number of ACTIVE Seniors				
<2.0 GPA				
<17 Credits				
Need ELA <u>ONLY</u>				
Need Algebra 1 <u>ONLY</u>				
Need ELA <u>AND</u> Algebra 1				
Total at Risk (1 or more criteria*)				
ESE at Risk**				
ELL at Risk	<2 years in an ESOL Program			
	>2 years in an ESOL Program			
Need Online Credit				
Need CCA Credit				
Inactive Students Included in Cohort				

*<2.0 GPA, <17 Credits, or Needing an Assessment
**<2.0 GPA or <17 Credits

ACCOUNTABILITY,
ASSESSMENT & RESEARCH

Graduation Tracker

Graduating Class2022-23

Last Updated2023-11-01

Projected Grad Rate84.84%

Total Active Students6518

Total Inactive Students1,144

Total Students Not At Risk5,849

Total Students At Risk669

GPA Under 2.0230

Credits Under 17209

Core Grad Credits Missing1,263

Test Attempt (MA Met) Missing0

Need ELA (ELA Met)154

Need MA (ELA Met)183

Need Both ELA - MA257

At Risk ESE53

At Risk ELL Under2yr78

At Risk ELL Over2yr169

Errors0

Projected CCA Rate

SchoolAll

PM3 Retrofitted Scores and ACT Scores upload are in the process of being updated. Please stay tuned.

6518 Active students connected to school in focus

Student ID	Posted WD Code	Posted Grad Code	Risk Level	Name	School	Linked School	Gd	GPA	Credits	Core Grad Credits	Geometry Exam Status	Biology Exam Status	US History Exam Status	Met ELA	Met MA	ESE	ELL	ELL Entry Date
W06	W06	W06	0.0		Bonita Springs High		12	3.67	30.5	Earned				Yes	Yes			
W06	W06	W06	0.0		Bonita Springs High		12	2.86	27.5	Earned				Yes	Yes		L	
WXL	WXL	WXL	0.5		Bonita Springs High		12	2.15	20.5	Missing				Yes	Yes		>2yr	2010-04-21
W06	W06	W06	0.0		Bonita Springs High		12	3.77	28.0	Earned				Yes	Yes			
W06	W06	W06	0.0		Bonita Springs High		12	3.30	31.5	Earned				Yes	Yes			2009-08-24
WXT	WXT	WXT	0.5		Bonita Springs High		12	2.31	21.5	Missing				Yes	Yes		>2yr	2015-10-05
WRW	WRW	WRW	0.0		Bonita Springs High		12	2.93	29.5	Earned				Yes	Yes		K	
WRW	WRW	WRW	0.0		Bonita Springs High		12	2.75	29.5	Earned				Yes	Yes		V	2008-08-18
WFT	WFT	WFT	0.0		Bonita Springs High		12	2.31	27.5	Earned				Yes	Yes			2010-08-23
W06	W06	W06	0.0		Bonita Springs High		12	2.98	28.5	Earned				Yes	Yes			2010-09-07
W06	W06	W06	0.0		Bonita Springs High		12	2.52	24.5	Earned				Yes	Yes			2010-08-23
WFT	WFT	WFT	0.0		Bonita Springs High		12	2.68	29.0	Earned				Yes	Yes			
W06	W06	W06	0.0		Bonita Springs High		12	3.70	33.0	Earned				Yes	Yes			



BSI Region 4 Support

Principal Leads – BSI Summer Institute

Preparing via TEAMS all summer to prepare professional learning

Summer Leadership Learning:

- Principals
- Assistant Principals
- District Leadership



School Leadership Session Descriptions

Accelerated Coaching for School Improvement

Presenters: Kati Pearson, Zhakima Spratley, Dustin Sims, Monica McPherson, and Lindsay Messner, Florida Department of Education
Caloosahatchee Room

This session will provide participants with an opportunity to develop a shared understanding of the role of an instructional coach and how to create a culture for coaching that accelerates school improvement.

Monitoring Coaching for School Improvement

Presenters: Kati Pearson, Zhakima Spratley, Dustin Sims, Monica McPherson, and Lindsay Messner, Florida Department of Education
Caloosahatchee Room

This session will provide participants with an opportunity to engage in a process for monitoring the effectiveness of coaching as a means to improve teacher practice and student learning.

Next Steps and Action Planning

Presenters Elementary: Dr. Marsha Bur, Executive Director and Dr. Shanna Johnston, Executive Director
Presenter Middle: Cheryl Neely
Presenter High: Clayton Simmons
Caloosahatchee Room

In this session, participants will reflect on their systems for coaching and identify elements of their system for coaching to be implemented or refined.

Benchmark Alignment Coaching Tool

To be a world-class school system



**PERSONAL
PASSIONATE
PROGRESSIVE**

Look For	Definition	If Evident
COMMON BOARD	Teacher posts and utilizes a common board configuration, which includes all elements to establish purpose and guide instruction.	Common Board elements evident (choose all that apply): <ul style="list-style-type: none"> • Benchmark / Standard number • Benchmark language or objective • Annotated benchmark vocabulary • Essential question (secondary only)
BENCHMARK ALIGNMENT Teacher provides explicit instruction aligned to the benchmark and intended learning.	Teacher presents content clearly and directly through the use of modeling, demonstration, a clear visual, and/or examples to show the specific application of content, concept, or skill.	Explicit instruction observed (choose all that apply): <ul style="list-style-type: none"> • Modeling and/or demonstration • Use of visuals and/or examples • Use of vocabulary from the benchmark (verbs and content)
BENCHMARK ALIGNMENT Teacher provides tasks aligned to the benchmark and intended learning.	Students are released to apply learning independently to demonstrate mastery toward the benchmark.	Aligned benchmark task (choose all that apply): <ul style="list-style-type: none"> • Student task is aligned task to benchmark expectations • Student tasks includes vocabulary from the benchmark (verbs and content) • Student(s) can explain the benchmark and the task
BENCHMARK ALIGNMENT Teacher asks questions to deepen understanding of the intended learning.	Teacher utilizes planned questions to assess learning of all students and inform instruction.	Evidence of questioning (choose all that apply): <ul style="list-style-type: none"> • Questions align to benchmark expectations • Questions include vocabulary from the benchmark (verbs and content) • Question types mirror how benchmarks will be assessed (Test Item Specifications)
BENCHMARK ALIGNMENT Teacher provides opportunities for students to collaborate to deepen understanding of the benchmark.	Teacher implements a structure for student discussion aligned to the benchmark and intended learning.	Collaborative Structure / Strategy (choose all that apply): <ul style="list-style-type: none"> • Processing content through peer interaction • Organizing students to interact • Students engaged in cognitively complex tasks during collaboration • Numbered Heads Together / Collaborative Pairs

Belief in Students • Excellence • Integrity • High Expectations • Accountability • Professionalism

All Teachers: Benchmark Alignment



High-Quality Instruction



High-quality instruction is defined as instruction that is rigorous, aligned with standards/benchmarks, uses instructional practices that meet the needs of all students in the classroom.

Components of High Quality Instruction



Look-Fors

Teacher provides explicit instruction aligned with benchmark and intended learning.

Teacher provides task aligned to the benchmark and intended learning.

Teacher asks questions to deepen understanding of the intended learning.

Teacher provides opportunities for students to collaborate to deepen understanding of the benchmark.

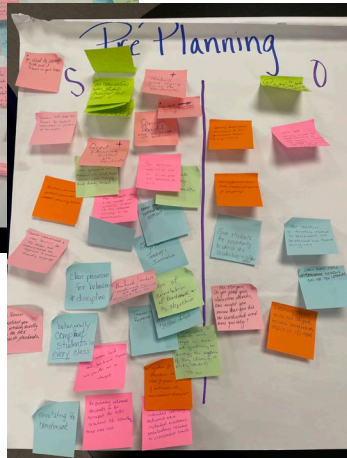
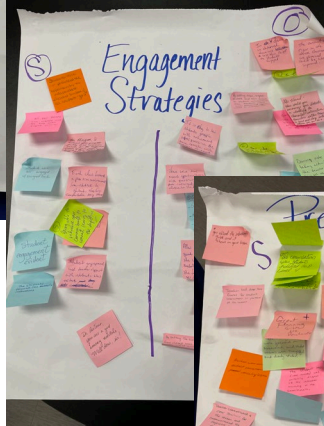
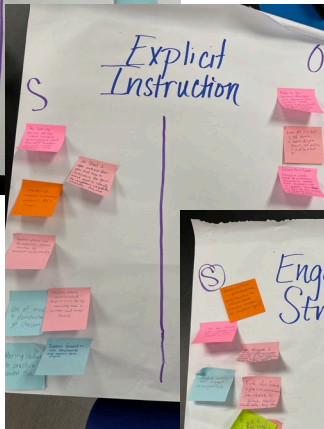
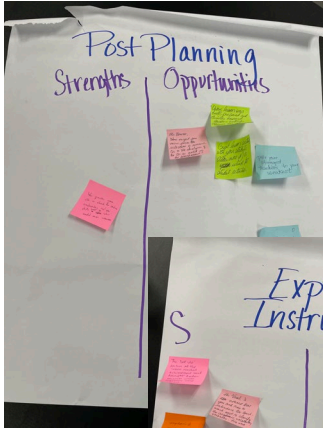
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Alignment Resources

Resources	Algebra												
Benchmark <i>Is the sample work reflective of benchmark demands...</i>	MA.912.AR.3.4 Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context. Algebra 1 Example: Given the table of values below from a quadratic function, write an equation of that function. <table><tr><td>x</td><td>-2</td><td>-1</td><td>0</td><td>1</td><td>2</td></tr><tr><td>f(x)</td><td>2</td><td>-1</td><td>-2</td><td>-1</td><td>2</td></tr></table> <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Within the Algebra I course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex. <i>Clarification 2:</i> Instruction includes the use of standard form, factored form and vertex form. <i>Clarification 3:</i> Within the Algebra 2 course, one of the given points must be the vertex or an x -intercept.	x	-2	-1	0	1	2	f(x)	2	-1	-2	-1	2
x	-2	-1	0	1	2								
f(x)	2	-1	-2	-1	2								
Pacing and Curriculum Brief	MA.912.AR.3.4 - Write a Quadratic Function												
Exemplar Blueprint	Quadratics Blueprint & Assessment												



Subjective to Objective Language



Opportunity Coaching Statements	
Instead of...	Specific Targeted Coaching
Lesson did not align to the benchmark.	Example: The lesson was on (theme), but it was only the identification, so it was at a 3rd grade level.
Not all students were engaged.	
Questions were all low level.	
... was not on grade level.	

Strength Coaching Statements	
Instead of...	Specific Targeted Feedback
Overall, your lesson looked good.	Example: Your lesson targeted the benchmark at achievement level 4 and you used the gradual release model so that students understood the benchmark and had opportunities to practice at grade level.
Great job with student engagement!	Example: You used a think, pair, share to discuss the benchmark activity. Use of this strategy allowed students to process on their own prior to sharing their thinking.
You asked a variety of questions.	Example: You asked four questions that targeted achievement level descriptors 2-4 for the grade level benchmark.
Your students seemed to understand the task.	Example: The learning task targeted the benchmark at grade level and the students were able to explain their understanding and used benchmark vocabulary in their explanation.



Benchmark Dashboard

Home

Goals

Forecast

Forensic

Reports

Support

Projects

Home

Accountability Wheel

Reporting Windows

Date	Dashboard	Audience
July/August	Goals	

Accountability Wheel

Goals

Forecast

PM2

Forensic

PM3

PM1

Goals

Forecast

Forensic

Benchmark Alignment Coaching Tool

Location

Subject

Teacher

Level

Zone

Date Range

Current Display

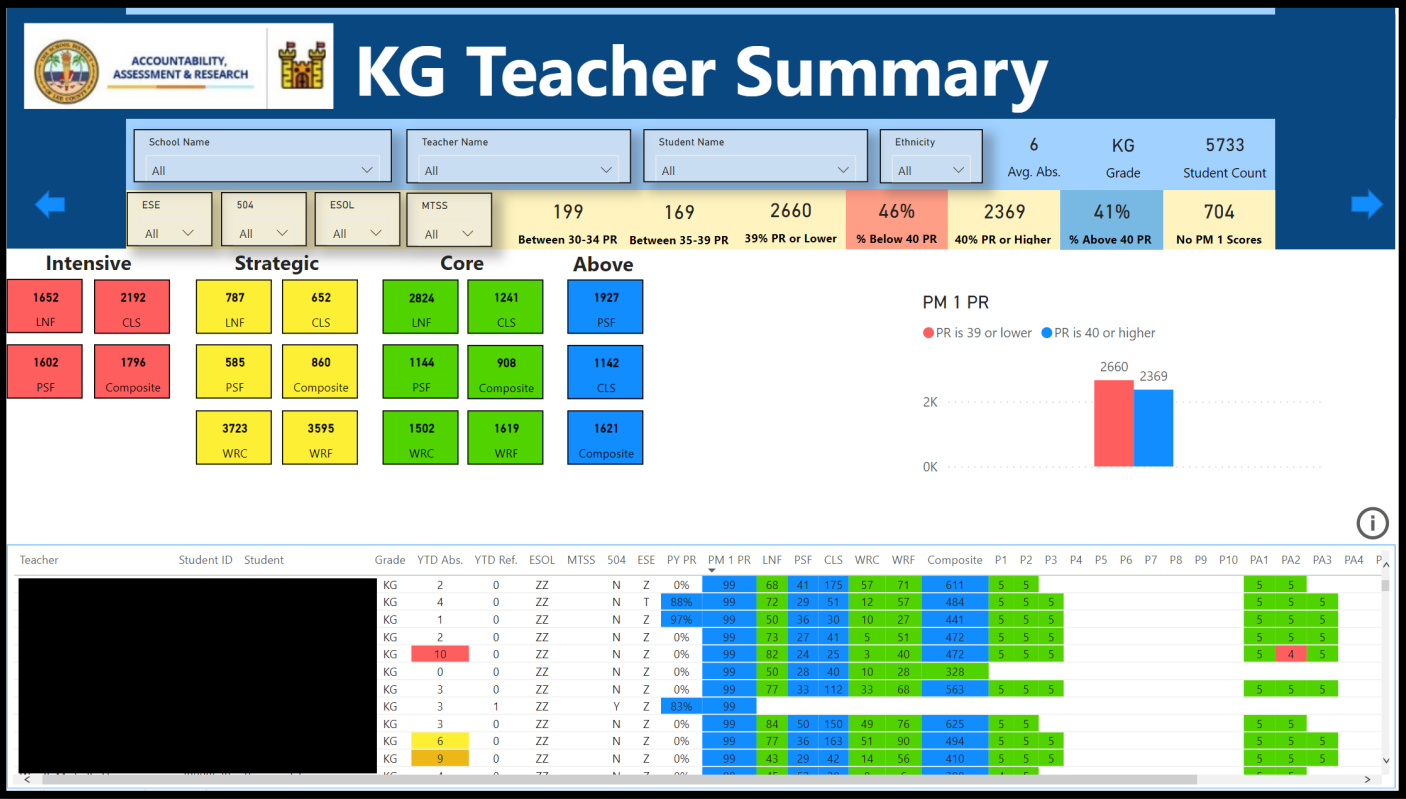
Total Observations	Question 1	Question 2	Question 3	Question 4	Question 5
	Common Board	Instruction Alignment	Task Alignment	Question Alignment	Student Collaboration
4869	93%	76%	75%	70%	43%

Date	Location	Teacher	Subject	Common board configuration posted	Common Board	Explicit Instruction is	Instruction Alignment	Aligned benchmark task is	Task Alignment	Questions asked to align to intended learning outcome are	Question Alignment
			Math	Evident	100%	Evident	100%	Evident	100%	Evident	100%
			Science	Evident	100%	Not Evident	0%	Not Evident	0%	Not Evident	0%
			Language Arts	Evident	100%	Evident	100%	Evident	100%	Evident	100%
			Reading Intervention	Evident	100%	Evident	100%	Evident	100%	Evident	100%
			Language Arts	Evident	100%	Evident	100%	Evident	100%	Evident	100%
			Reading	Evident	100%	Evident	100%	Evident	100%	Evident	100%
			Elective	Evident	100%	Evident	100%	Evident	100%	Evident	100%
			Language Arts	Evident	100%	Evident	100%	Evident	100%	Evident	100%
			Science	Evident	100%	Evident	100%	Not Evident	0%	Evident	100%
			Science	Evident	100%	Not Evident	0%	Evident	100%	Evident	100%
			Elective	Evident	100%	Evident	100%	Not Evident	0%	Not Evident	0%
			Reading Intervention	Evident	100%	Evident	100%	Evident	100%	Evident	100%
Total					93%		76%		75%		70%



2023-2024 - New

K-2 Data Chats and Dashboard



Phonemic Awareness, Phonics, & Fluency

Where are the successes? Where are the areas of opportunity?

- What is being done to remediate?
- In the 90-minute block
 - In the 60-minute intervention block

Benchmarks

Explain the instructional cycle as it relates to the benchmarks within the exemplars.

Audit/Redesign of Pre-K- 2 Curriculum



Fall 2023

Fall 2024



Phase 1.
Start-Up



Phase 2.
Curriculum
and
Assessment
Mapping



Phase 3.
Curriculum
and
Assessment
Design



Phase 4.
Stakeholder
Review and
Piloting



Phase 5.
Curriculum
and
Assessment
Revision and
Finalization



Professional Learning Online Series
and Webinars

Science of Reading: **UF** | Lastinger Center for Learning UNIVERSITY of FLORIDA



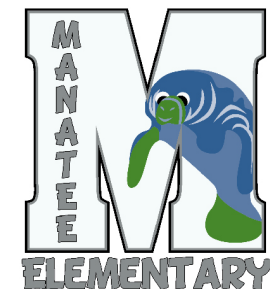
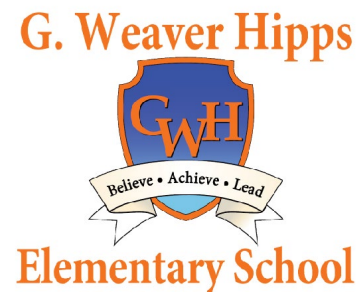
As a result of
this
partnership,
educators
will:

- have an increased knowledge of the science of reading;
- understand the development of literacy and language skills;
- use data effectively to inform instruction;
- use research-based instructional practices in reading;
- and increase student outcomes in literacy.



BSI School Grades

School	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
Fort Myers Middle Academy	C	D	C	C	C	D	C
G. Weaver Hipps Elementary	C	D	C	C	C	D	C
Manatee Elementary	D	F	D	C	B	D	C



Resilience



Resilience

