

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

59 - Seminole

Dr. Walt Griffin, Superintendent
Wayne Green, Region 2 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

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

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. • Every student will graduate from high school prepared for their future as a lifelong learner and a responsible global citizen in a democratic society. • All staff members will demonstrate high expectations for student's learning and achievement. • Highly qualified, diverse, innovative, and enthusiastic, teachers, administrators and support personnel will embody a growth mindset and be dedicated to the mission.

Supports for School Improvement

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

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 and ESE; Chief Information Officer; Directors of Teaching and Learning, ePathways and Strategic Partnerships, and ESOL and Student Access, and the Coordinator of and Assessment and Accountability to address instructional needs and have 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 the data-driven needs, resources allocated to address the needs and progress monitoring data. The persons responsible are specifically listed in the district leadership team section.
5. Federal project coordinators meet with the Director of Federal Programs to align program and personnel support to schools based on student achievement data and local school efforts. Data and the resulting plans will be coordinated through collaboration with district staff, school principals, and the school leadership teams.

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 primarily allocates resources to schools based on student enrollment/class size compliance requirements, school achievement, ESE needs, and free/reduced lunch status. The Chief Information Office 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 progress monitoring reports are submitted to the Instructional Cabinet and recommendations for adjustments to support are presented to the Superintendent.

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

To date, district and school staff have reviewed district student achievement data, as well as attendance, disciplinary and MTSS tiered information for the purpose of identifying areas of needed support for students and schools. Preliminary FSA data has not provided relevant information to inform instruction. Administrative reassignments were implemented as needed.

The Director of Federal Projects and the Coordinator of Resource Development (Grants) have published a Standard Operating Procedures manual to ensure all federal projects plan collaboratively to maximize school support. The Executive Directors for Elementary Education work one-on-one with their principals to review student performance and 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 walk-through classrooms.

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, Iowa Assessments, 9-week and trimester common exams, iObservation, school generated data) and collaborate with school leadership.

Operational flexibility allows each school to create a turnaround plan via the school improvement plan that is based on district support and each school's needs assessment. The plan provides research-based alternative approaches to environmental and academic needs. Staffing, scheduling, and budgeting are tightly aligned and coordinated for maximum efficiency.

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 budget provides adequate resources based on identified needs. Model classrooms are used to support effective instructional practice and training for teachers in cooperative grouping is provided. 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.

Sustainability of Improvement

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

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:

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.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275332>

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

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 monthly. 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.

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 collaboration 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. Monthly 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, (3) deliver professional development in the area of family engagement. Opportunities for guest speakers and family engagement vendor presentations also occur at monthly meetings. The liaisons are provided with train-the-trainer opportunities to enhance their abilities to subsequently provide professional development sessions at faculty meetings and to 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.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Cote, Anna-Marie, anna-marie_cote@scps.k12.fl.us

Employee's Title

Assistant Superintendent

Employee's Phone Number

(407) 320-0504

Employee's Phone Extension

None

Supervisor's Name

Dr. Walt Griffin

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

This role is shared with the Director of Title I and Federal Projects. Dr. Cote's role and responsibilities are listed below. The Director of Title I and Federal Projects is a former turn-around principal with expertise in improving at-risk student achievement.

Deputy 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.

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

Director, Federal Projects

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

1. * Exercise facilitative and proactive leadership in ensuring that federal and state resources provided through ESEA and IDEA are promoting the vision and mission of the District and the goals of ESEA.
2. * Work with interdepartmental representatives to ensure that the District's federal resources provided through ESEA and IDEA support increased student achievement for all students and for each demographic subgroup, continuous school improvement and accountability, and improved instruction, assessment, and remediation.
3. * Coordinate the program implementation and fiscal aspects to meet the requirements of the

Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) and related grants.

4. * Coordinate the development of project applications, applicable budgets, and amendments for ESEA and related grants.
5. * Collaborate with the district grants writer in the development of grants for District schools.
6. * Initiate interdepartmental activities to coordinate program requirements under ESEA.
7. * Oversee the budgets of ESEA 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. Coordinate the development and submission of all necessary reports and records for ESEA and IDEA programs and related grants to ensure that specified timelines are met.
10. * Assist schools in the development of federal budgets to ensure coordination of resources.
11. * Supervise the tracking of ESEA 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 programs as directed.
14. * Collaborate with district and school level personnel to conduct continuous program review, monitoring, and evaluation of ESEA and IDEA programs and related grants.
15. * Consult with non-public schools to provide equitable services in non-public schools.
16. * Coordinate the non-public school consultative requirement for the federal programs.
17. * Assist appropriate school personnel in resolving issues related to ESEA and other projects.
18. * Keep professional skills updated by attending appropriate state, federal, and local workshops and conferences.
19. Performs other duties as assigned by the Deputy Superintendent, Instructional Excellence and Equity.

*Denotes essential job function/ADA

District Leadership Team:

Blasewitz, Michael, michael_blasewitz@scps.k12.fl.us**Title** Director**Phone** (407) 320-0075**Supervisor's Name** Dr. Walt Griffin**Supervisor's Title** Superintendent**Role and Responsibilities**

To support the vision and mission of the District by ensuring that the policies, procedures and initiatives of the School Board that relates to the District's programs for high school are advanced.

1. * 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.

*Denotes essential job function/ADA

Dehlinger, Robin, robin_dehlinger@scps.k12.fl.us**Title** Director**Phone** 407-320-0034**Supervisor's Name** Dr. Walt Griffin**Supervisor's Title** Superintendent**Role and Responsibilities**

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

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**Role and Responsibilities**

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.

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**Role and Responsibilities**

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

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

Role and Responsibilities

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.

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

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

To lead, direct, implement and monitor the design of the PreK-12 ePathways Initiatives and Strategic

Partnerships for 21st century college and career readiness, including virtual options, career and technical education, home school and innovative educational opportunities for students and teachers.

1. * Direct related communication, implementation, and evaluation of the District's ePathways Initiatives, including Career and Technical Education, all Virtual School cost centers, home school options 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 System Initiative B.

3. * Create and direct the coordination, supervision, and final production of the SCPS ePathways Initiatives 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 Initiatives Business Plan for generating revenue, providing intern/externships, supporting economic health and independence for Seminole County Public Schools and Seminole County.

5. * Articulate with County, Central Florida, and Florida Economic Development Committee members to identify and prepare the next generation of high-skilled, dependable workers to attract and retain businesses in Seminole County.

6. * Communicate and monitor the PreK-12 ePathways Initiatives Business Plan goals, objectives 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.

7. * Direct procedures to ensure input from all appropriate levels of personnel involved with the implementation of the ePathways Initiatives Business Plan.

8. * Develop and oversee the budgets, marketing and out-reach efforts for the ePathways Initiative Business Plan, include budgets and marketing for all Virtual Schools cost centers, Career and Technical Education, and Innovation Projects.

9. * Coordinate with the Director of Teaching and Learning and with the Director of Instructional Technology to integrate ePathways Initiative into instructional plans and professional development activities that align with district, local, state, and national initiatives.

10. * Coordinate with the Coordinator of Resource Development to identify and compose proposals for grant and partnership funding.

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

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

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

ePathways Initiatives, Virtual Education, Career and Technical Education, and innovative educational opportunities.

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

15. * Maintain access to current professional organizations and workshops related to innovation in education best practices and disseminate information to other departments, administrators and teachers.

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

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

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

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

Wilson, Corbet, corbet_wilson@scps.k12.fl.us**Title** Director**Phone** 407-320-0186**Supervisor's Name** Dr. Anna-Marie Cote**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

To lead and direct the design and implementation of K-12 curriculum and professional development

resulting in a 21st century model for teaching and learning that integrates instructional technology and prepares students for college and/or career success.

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.
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.

*Denotes essential job function/ADA

Cardona, Minnie, minnie_cardona@scps.k12.fl.us**Title** Administrator**Phone** 407-320-0200**Supervisor's Name** Dr. Anna-Marie Cote**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

To provide comprehensive consultative services to Seminole County schools to ensure that

appropriate instruction is provided to ESOL, Foreign Language and Foreign Exchange students.

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. Walt Griffin

Supervisor's Title Superintendent

Role and Responsibilities

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.
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

Windom, Shelia, shelia_windom@scps.k12.fl.us**Title** Director**Phone****Supervisor's Name** Dr. Walt Griffin**Supervisor's Title** Superintendent

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.

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.

Role and Responsibilities**Educator Quality**

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

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.

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.

Public and Collaborative Teaching

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

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.

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.

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Yes

Writing

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

District-Created Writing Plan with Resources

**Program
Type**

Core

**School
Type**

Elementary 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-5

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.

SBLAP –Standards based Language Arts Program

Program Type Core

School Type Middle School

Description ELA - intensive reading and writing program

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.

New Reading EDGE with writing rubric

Program Type Intensive Intervention

School Type Middle School

Description ELA – intensive reading and writing program

Passport Voyager Journeys

Program Type Intensive Intervention

School Type High School

Description Passport Reading Journeys (PRJ) combines high-interest reading expeditions with evidence-based instruction to capture interest and accelerate learning. Program focuses on accelerating reading comprehension, vocabulary acquisition and advanced word study.

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)**Mathematics****List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:****GoMath!****Program Type** Core**School Type** Elementary 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

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 context and real-world context questions for each standard on the Algebra 1 FSA

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.

HMH Algebra Analyze Connect Explore

Program Type Core

School Type High School

Description Algebra 1 Standard & Honors-newly adopted worktext – 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 (Legacy Assessments) standards

Science

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

Science Fusion**Program Type** Core**School Type** Elementary 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

Instructional Alignment and Pacing

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

All of Seminole's 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. District progress monitoring results from Discovery Education for reading, math and science display for each school, grades K-5, and for each student, ranking of average scale score, average scale score, +/- difference from the district scale score, achievement levels, and percent of students at 3+. Writing, Formative Progress Monitoring Assessments, is monitored at the school level and also twice per year at the district level. In addition, the reading and mathematics subskills are also produced by school for reading, math and science. In addition, each focus school received by teacher reports disaggregated by student for reading, math and science;
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 PLC's 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 instructional plans written by teachers and supported by district staff. 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. In particular, the DE reports display reading, math and science data by school and district, for the number of students tested, the scale score ranking that includes average scale score, average scale score for the schools and the +/- difference from the district average. Achievement levels are also displayed, and then a final column displays DE Level 3+ percent. An accompanying report displays subskill performance for reading and math. Each focus school received reports by teacher and by student with similar relevant information provided.

Evidence that the district has responded to poor implementation is that during the 2013-14 school year, it was noted that Hamilton Elementary was not progressing as necessary to improve student achievement. Based on numerous school and district staff discussions, primary root causes included lack of previous instructional alignment with standards. Although training was provided, a major barrier to ensuring alignment with standards at the appropriate level of rigor with high expectations was staff turnover. Teachers at the tested grades were not only hired at the beginning of the school year, but throughout the school year. The district implemented Lexia/Reading Plus and bought 50 ipads to ensure students had enough time on the reading program to improve their skills and accelerate their movement towards proficiency. Professional development support was still provided to teachers. Although gains were made, it was not enough to prevent the school from earning an F grade for the 2013-14 school year.

Knowing that 2014-15 would be even more challenging for our focus schools, the district hired a turn-

around principal to serve as on-site principal mentor for three of the focus schools. To date the principal mentor has supported helping teachers to understand the standards, the gradual release model, and has also designed specific action plans based on the DA instructional reviews.

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

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

No

Provide the hyperlink to the plan

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

Provide the page numbers of the plan that addresses 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.

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

Yes

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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.** Teachers at all schools will implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction and administrators/coaches will monitor instruction to ensure an increase in student achievement in reading, writing, science, and math.
- 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”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers at all schools will implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction and administrators/coaches will monitor instruction to ensure an increase in student achievement in reading, writing, science, and math. **1a**

 G052944

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	AMO Reading - All Students		
District-Wide	ELA/Reading Gains		95.0
District-Wide	ELA/Reading Lowest 25% Gains		95.0
District-Wide	AMO Math - All Students		
District-Wide	Math Gains		95.0
District-Wide	Math Lowest 25% Gains		95.0
District-Wide	FCAT 2.0 Science Proficiency		70.0

Resources Available to Support the Goal **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

Targeted Barriers to Achieving the Goal **3**

- Time to Train Teachers

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

The District Leadership Team will monitor Iowa assessments, trimester assessments, and the Elementary Executive Directors will share school-based data and feedback throughout the school year.

Person Responsible

Anna-Marie Cote

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Iowa Tests, Trimester tests, 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	AMO Reading - All Students	2015-16	82.0
District-Wide	ELA/Reading Gains	2015-16	50.0
District-Wide	ELA/Reading Lowest 25% Gains	2015-16	50.0
District-Wide	AMO Math - All Students	2015-16	81.0
District-Wide	Math Gains	2015-16	50.0
District-Wide	Math Lowest 25% Gains	2015-16	50.0
District-Wide	FCAT 2.0 Science Proficiency	2015-16	50.0

Resources Available to Support the Goal **2**

- Iowa assessment scores, trimester assessment 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.

Targeted Barriers to Achieving the Goal **3**

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

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

Students will show evidence of their progress monitoring tools.

Person Responsible

Anna-Marie Cote

Schedule

Monthly, from 7/1/2015 to 6/30/2016

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. Teachers at all schools will implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction and administrators/coaches will monitor instruction to ensure an increase in student achievement in reading, writing, science, and math. **1**

 G052944

G1.B3 Time to Train Teachers **2**

 B133370

G1.B3.S1 Identify funding sources to train teachers outside of instructional time. **4**

 S145259

Strategy Rationale

Teachers must receive additional training to increase standards-based instructional effectiveness. However, it is detrimental to students on many levels to have substitutes in their classrooms.

Action Step 1 **5**

District staff will work with school administrators to identify and align fund sources to ensure professional development in standards-based instruction, differentiation and monitoring is conducted outside of student instructional time.

Person Responsible

Corbet Wilson

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Professional Development Logs, Student Achievement Data at Elementary from FSA, Trimester Exams and IOWA assessments, at Middle Schools from FSA, End of Course Exams, and Nine-Weeks Exams, and at High School from FSA, End of Course Exams, Nine Weeks Exams and DE for Biology.

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

The Director of Teaching and Learning will monitor PD schedules and align fund sources for training outside of student instructional time.

Person Responsible

Corbet Wilson

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Professional Development Logs, Student Achievement Data from DE and FSA.

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

The Director of Teaching and Learning will monitor PD schedules and align fund sources for training outside of student instructional time.

Person Responsible

Corbet Wilson

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Professional Development Logs, Student Achievement Data from Iowa assessments, trimester assessments, school based program data and FSA.

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

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Principals will 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 discuss student-owned progress monitoring at principal meetings.

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.

Person Responsible**Schedule**

Monthly, from 7/1/2015 to 6/30/2016

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**Schedule**

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Students will be able to show and explain their student-owned progress monitoring tools to teachers, parents, and administrators. Some schools implemented student-led parent conferences during the 2013-14 school year, Additional schools have/are planning to implement student-led parent conferences for 2014-15.

Implementation Timeline

Professional Development Opportunities

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

G1. Teachers at all schools will implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction and administrators/coaches will monitor instruction to ensure an increase in student achievement in reading, writing, science, and math.

G1.B3 Time to Train Teachers

G1.B3.S1 Identify funding sources to train teachers outside of instructional time.

PD Opportunity 1

District staff will work with school administrators to identify and align fund sources to ensure professional development in standards-based instruction, differentiation and monitoring is conducted outside of student instructional time.

Facilitator

District staff and hired consultants

Participants

Teachers and Administrators

Schedule

Monthly, from 7/1/2015 to 6/30/2016

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

Teaching and Learning Content Specialists

Participants

Teachers and Administrators

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Budget

Budget Data

Budget Data			
1	G1.B3.S1.A1	District staff will work with school administrators to identify and align fund sources to ensure professional development in standards-based instruction, differentiation and monitoring is conducted outside of student instructional time.	\$0.00
2	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