# 2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

## 49 - Osceola

Mrs. Melba Luciano, Superintendent
Ella Thompson, Region 3 Executive Director

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# Current District Status

## Supportive Environment

### Mission and Vision

**Provide the district's mission statement**

Education which inspires all to their highest potential.

**Provide the district's vision statement**

The School District of Osceola County will out perform all other districts in the state of Florida.

### 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**

During the summer, a three day professional development was dedicated to the Problem Solving Process, School Improvement, and Early Warning Systems. Each school was represented with an administrator and a leadership team. The district provided data for state assessments, progress monitoring, and early warning systems. Once schools analyzed the data, goals for the school improvement plan were formulated. There was follow-up for support from Sandie Davenport, School Improvement Coordinator through phone calls, emails, and site visits for schools identified by the Assistant Superintendents. In addition, reflective visits were conducted by the district which included: Dr. Brizendine, Assistant Superintendent, Dr. Phillips. Director of Curriculum,School Improvement Coordinator, and resource teachers. Additional support was scheduled with district team members from identified areas of need. Reflective visits are scheduled to take place at least four times this year. From these visits, areas of support are identified. District support is then leveraged to match the needs of the identified schools.

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.

District teams, which include: Assistant Superintendent, Director of Curriculum, School Improvement Coordinator and District Resource Teachers conduct reflective visits with the schools' Administrative Team and Instructional Coaches. During these visits, the district and school personnel work together to identify strengths and weaknesses and provide support in the areas of need. Additional visits are then scheduled to follow-up and check progress of identified area. Walk-through data and progress monitoring are used to check the progress of the school.

### District Policies and Practices

Reflective visits are tiered within the district school according to need. Schools identified as a Focus school would be scheduled four visits from the district team. Prevent schools would have 2 visits from the district, while all other schools would have one visit scheduled for the year unless a specific need or request is apparent. District Resource Teachers provide support to the instructional coaches as identified by the reflective visits.

**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 of Osceola County does not currently have schools in the Turnaround option.

### 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**

Reflective visits will continue to a part of a routine practice for the schools. During these visits, district leadership along with resource personnel will support the schools' identified areas of need. Professional development for administration, coaches and teachers will be provided by the district to build capacity. In addition school improvement goals will be monitored and schools will be supported to ensure student achievement is evident.

## Stakeholder Involvement

### PIP Link
A PIP has not been uploaded for this district.

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

The district has submitted a plan.

**Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions**

N/A

## Effective Leadership

### District Turnaround Lead
Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

**Employee's Name and Email Address**
Phillips, Mathew, phillipm@osceola.k12.fl.us

**Employee's Title**
Director

**Employee's Phone Number**
(407) 870-4849

**Employee's Phone Extension**

**Supervisor's Name**
Lissette Brizendine

**Supervisor's Title**

Assistant Superintendent

**Employee's Role and Responsibilities**

Will coordinate communication between the Department of Education, the school district and the schools. Will coordinate DA visits and schedules. Will make district resource teachers available to work with school improvement initiatives. Will meet monthly with Regional DA team. Will help to implement school-based professional development.

**District Leadership Team**

Provide the following contact information for each member of the district leadership team.**:**

| Phillips, Mathew, phillipm@osceola.k12.fl.us | |
|---|---|
| **Title** | Director |
| **Phone** | 407-870-4600 |
| **Supervisor's Name** | Lisette Brizendine |
| **Supervisor's Title** | Assistant Superintendent |
| **Role and Responsibilities** | Will coordinate communication between the Department of Education, the school district and the schools. Will coordinate DA visits and schedules. Will make district resource teachers available to work with school improvement initiatives. Will meet monthly with Regional DA team. Will help to implement school-based professional development. |

**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**

The district executive leadership team meets to review school leadership quality. The team use multi-metric measurements to evaluate school leadership team effectiveness. They analyze: past administrator performance, prior educational experience, and prior and current student achievement. These metrics are used to make decisions on hiring, retention and replacement decisions. Additionally, the needs for the school community are looked at and considered when making administrative staffing decisions.

**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**

The Assistant Superintendent meets and collaborated with the school principals to determining retention and replacement decisions. Teacher effectiveness is determined through student growth measures (Value Added Model, and district growth models), through research-based evaluation systems, and state approved teacher evaluation systems.

**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**

Assistant Superintendent sets guidelines and expectations for master schedule requirements to included all components required in Rule 6A-1.09981(2)(e). District staff are assigned to review submitted schedules and verify district guidelines are met.

**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**

All Focus and Priority schools are assigned reading, math and science coaches. These coaches meet monthly with district staff and receive ongoing training to support Focus and Priority schools. Daily activities are monitored through coaching logs and ongoing student achievement metrics. District resource teachers are assigned to mentor and work with Focus and Priority school coaches.

## 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:*

| HMH Journeys | |
| --- | --- |
| **Program Type** | Core |
| **School Type** | Elementary School |
| **Description** | At the elementary level, the district currently uses Houghton Mifflin Harcourt Journeys (adopted core reading program) in conjunction with training and professional development from Core Connections (an educational consulting company) to implement text-based writing. The training is closely aligned with the Language Arts Florida Standards and the FSA Test Specifications, providing explicit strategies to teach the writing standards utilizing the gradual release model (I Do, We Do, You Do). |

### Core Connections

| | |
|---|---|
| **Program Type** | Supplemental |
| **School Type** | Elementary School |
| **Description** | At the elementary level, the district currently uses Houghton Mifflin Harcourt Journeys (adopted core reading program) in conjunction with training and professional development from Core Connections (an educational consulting company) to implement text-based writing. The training is closely aligned with the Language Arts Florida Standards and the FSA Test Specifications, providing explicit strategies to teach the writing standards utilizing the gradual release model (I Do, We Do, You Do). |

**Program Type**

**School Type**

**Description**

## 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:*

### Go Math

| | |
|---|---|
| **Program Type** | Core |
| **School Type** | |
| **Description** | Go Math is the core curriculum given to teachers to assist in implementing the Mathematics Florida Standards. |

### Accelerated Math

| | |
|---|---|
| **Program Type** | Supplemental |
| **School Type** | Elementary School |
| **Description** | Accelerated Math assists teachers in providing standards-based math practice by depth and monitors student progress to make data-driven decisions to guide instruction. AM is integrated with STAR Math to aid in differentiated for student needs |

## Do the Math

| | |
|---|---|
| **Program Type** | Supplemental |
| **School Type** | Elementary School |
| **Description** | Do The Math focuses on number and operations to help students who have fallen behind catch up with their basic math-computation, number sense and problem solving skills. |

## Moby Max

| | |
|---|---|
| **Program Type** | Supplemental |
| **School Type** | Elementary School |
| **Description** | Moby Max is an adaptive computer based curriculum that focuses on students primary needs. The program works for remediation and acceleration. |

| | |
|---|---|
| **Program Type** | Intensive Intervention |
| **School Type** | |
| **Description** | |

### 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:*

## Houghton Mifflin Harcourt Science Fusion K-5

| | |
|---|---|
| **Program Type** | Core |
| **School Type** | Elementary School |
| **Description** | Science Fusion is the core program for science at the elementary level. It consists of teacher and student textbooks, Investigations, and a digital component called Think Central. |

## Discovery Education, AIM, Science Olympiad, Safari Montage

| | |
|---|---|
| **Program Type** | Supplemental |
| **School Type** | Elementary School |
| **Description** | These are supplemental programs for science at the elementary level. They consist of videos, science investigations, and web tools for teachers and students. |

**Program Type**

**School Type**

**Description**

## 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**

The district monitors whether core instruction and intervention programs are implemented as intended through reflective visits with all elementary schools. During reflective visits, the district team consisting of the Assistant Superintendent of Elementary Curriculum and Instruction, the Director of Elementary Curriculum and Instruction, and multiple district level resource teachers meet with the school based leadership team to discuss the schools self-reflection and walk through classrooms in teams. After each team visits a classroom, they analyze the instruction observed and identify if that instruction is aligned to Florida standards. This information is then entered into an electronic reflection form and the data is compiled to be dissected by all present. The school leadership team, with district guidance, creates an action plan based on what the data reflects. In future visits, the data is compared and the schools progress towards their goals is reviewed.

One of the ways the district has responded to poor implementation and evidence that a given strategy is failing is by rewriting curriculum maps in ELA, math, and science. The district wrote curriculum timelines at the end of the previous school year and saw many schools struggling to keep pace with the timeline and instruction that was low in rigor. To address this barrier, the curriculum maps were rewritten based on the feedback of teachers and evidence from reflective visits. Some of the changes made to the maps included a scope and sequence of the standards, exemplar lessons, and standards based assessments.

**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?*
Yes

*Provide the hyperlink to the plan*

*Provide the page numbers of the plan that addresses this question*

*Description*

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

# Needs Assessment

## Underperforming Subgroups

### Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group | 2014 Target % | 2014 Actual % | Target Met? | 2015 Target % |
|---|---|---|---|---|
| All Students | 65% | 55% | No | 69% |
| American Indian | 63% | 56% | No | 67% |
| Asian | 78% | 75% | No | 80% |
| Black/African American | 58% | 48% | No | 63% |
| Hispanic | 60% | 49% | No | 64% |
| White | 75% | 68% | No | 77% |
| English language learners | 46% | 34% | No | 52% |
| Students with disabilities | 44% | 24% | No | 50% |
| Economically disadvantaged | 60% | 49% | No | 64% |

### Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group | 2014 Target % | 2014 Actual % | Target Met? | 2015 Target % |
|---|---|---|---|---|
| All Students | 60% | 52% | No | 65% |
| American Indian | 61% | 54% | No | 65% |
| Asian | 78% | 76% | No | 80% |
| Black/African American | 52% | 43% | No | 57% |
| Hispanic | 56% | 47% | No | 61% |
| White | 70% | 66% | No | 73% |
| English language learners | 47% | 35% | No | 53% |
| Students with disabilities | 44% | 26% | No | 50% |
| Economically disadvantaged | 56% | 46% | No | 61% |

## Step Zero

## 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.**          Increase student achievement in every school, as measured by statewide assessments, resulting in improvement in school grades, learning gains, and graduation rates.

## 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.** Increase student achievement in every school, as measured by statewide assessments, resulting in improvement in school grades, learning gains, and graduation rates. 1a

🔑 G047784

## Targets Supported 1b

| School | Indicator | Annual Targets | | |
|---|---|---|---|---|
| | | 2014-15 | 2015-16 | 2016-17 |
| District-wide | AMO Targets Math - All Students | 57.0 | | |
| District-wide | AMO Targets Math - ELL | 40.0 | | |
| District-wide | AMO Targets Math - SWD | 31.0 | | |
| District-wide | AMO Targets Reading - All Students | 60.0 | | |
| District-wide | AMO Targets Reading - ELL | 39.0 | | |
| District-wide | AMO Targets Reading - SWD | 29.0 | | |

## Resources Available to Support the Goal 2

- Funding for professional development for teachers grades K-12.

- Newly created district middle school department.

- District developed formative quarterly common assessments and STAR progress monitoring.

- District led reflective visits.

- CPALMS (Curriculum Planning and Learning Management System) and PCG Curriculum and Assessment.

- District Resource Teachers for Elementary, Middle, and High Schools, ELL Resource Teachers, and ESE Resource Curriculum Specialists.

- DA (Differentiated Accountability) Team.

## Targeted Barriers to Achieving the Goal 3

- Lack of familiarity of new Florida Standards and the depth of rigor expected

- Need for universal understanding of data analysis reports

- Lack of articulation between Elementary and Secondary Curriculum

## Plan to Monitor Progress Toward G1. 8

Increase student achievement in reading and math

**Person Responsible**
Mathew Phillips

**Schedule**

*Evidence of Completion*
State Assessment

# District Action Plan for Improvement

## Problem Solving Key

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

`1` = Problem Solving Step    🔑 S123456 = Quick Key

**G1.** Increase student achievement in every school, as measured by statewide assessments, resulting in improvement in school grades, learning gains, and graduation rates. `1`

🔑 G047784

**G1.B1** Lack of familiarity of new Florida Standards and the depth of rigor expected `2`

🔑 B119063

**G1.B1.S1** Revise curriculum maps reflecting the new Florida Standards `4`

🔑 S130854

### Strategy Rationale

To align pacing of instruction and resources to the new Florida standards to ensure standards are taught

### Action Step 1 `5`

Develop curriculum maps

**Person Responsible**

Mathew Phillips

**Schedule**

Monthly, from 5/1/2014 to 12/19/2014

***Evidence of Completion***

published curriculum maps

### Action Step 2 `5`

Delivered professional development on new standards and assessments

**Person Responsible**

**Schedule**

Monthly, from 6/24/2014 to 9/27/2014

***Evidence of Completion***

Professional Development log sheets, PDAP Grant deliverables

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

STAR implementation for instructional practice

**Person Responsible**

Mathew Phillips

**Schedule**

Quarterly, from 9/12/2014 to 6/4/2015

*Evidence of Completion*

Student evidence and groupings

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

Increase student achievement in STAR reports

**Person Responsible**

Mathew Phillips

**Schedule**

Quarterly, from 9/12/2014 to 6/4/2015

*Evidence of Completion*

STAR Reports

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

**Person Responsible**

**Schedule**

*Evidence of Completion*

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** `7`

**Person Responsible**

**Schedule**

*Evidence of Completion*

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** `6`

**Person Responsible**

**Schedule**

*Evidence of Completion*

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** `7`

**Person Responsible**

**Schedule**

*Evidence of Completion*

**G1.B2** Need for universal understanding of data analysis reports  2

🔍 B119065

**G1.B2.S1** Data training workshop for all school administrative teams  4

🔍 S131052

### Strategy Rationale

School administrators need to analyze data for the school to set appropriate goals to impact student achievement

**Action Step 1** 5

Data Digging Workshop

**Person Responsible**

Michael Akes

**Schedule**

On 7/24/2014

***Evidence of Completion***

Sign-In sheets for the workshop

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

Goals from school improvement plan will be written as a result of the workshop

**Person Responsible**

Sandie Davenport

**Schedule**

On 11/3/2014

***Evidence of Completion***

Completed school plans

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

Reflective visits

### Person Responsible

Lissette Brizendine

### Schedule

Monthly, from 8/26/2014 to 3/5/2015

### *Evidence of Completion*

Calendar of events

**G1.B8** Lack of articulation between Elementary and Secondary Curriculum `2`

🔑 B119188

**G1.B8.S1** Go vertical workshops that would include collaboration with elementary, middle, high school, and a local community college `4`

🔑 S141303

### Strategy Rationale

To have a better alignment of the curriculum across grade levels

**Action Step 1** `5`

Workshops held for teachers at every level including local community college support for the purpose of articulation across grade levels

### Person Responsible

Yanelys Ballard

### Schedule

On 6/26/2014

### *Evidence of Completion*

District sign-in sheets

**Action Step 2** `5`

Go Vertical follow-up training was offered for teachers that participated in the original training

### Person Responsible

Yanelys Ballard

### Schedule

On 9/27/2014

### *Evidence of Completion*

District sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** `6`

Reflection worksheets of participants

### Person Responsible

Mathew Phillips

### Schedule

### *Evidence of Completion*

Reflection worksheets

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1** `7`

Unit and Quarterly assessments

### Person Responsible

Mathew Phillips

### Schedule

### *Evidence of Completion*

The assessments will identify standards that have or have not been mastered by students

## Implementation Timeline

# Professional Development

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

**G1.** Increase student achievement in every school, as measured by statewide assessments, resulting in improvement in school grades, learning gains, and graduation rates.

**G1.B1** Lack of familiarity of new Florida Standards and the depth of rigor expected

**G1.B1.S1** Revise curriculum maps reflecting the new Florida Standards

### PD Opportunity 1

Develop curriculum maps

**Facilitator**

District directors and resource teachers

**Participants**

K-12 instructional coaches and select teachers

**Schedule**

Monthly, from 5/1/2014 to 12/19/2014

### PD Opportunity 2

Delivered professional development on new standards and assessments

**Facilitator**

District resource teachers

**Participants**

teachers and instructional coaches

**Schedule**

Monthly, from 6/24/2014 to 9/27/2014

**G1.B2** Need for universal understanding of data analysis reports

**G1.B2.S1** Data training workshop for all school administrative teams

### PD Opportunity 1

Data Digging Workshop

#### Facilitator

Michael Akes

#### Participants

Administrative teams from every school in the district

#### Schedule

On 7/24/2014

**G1.B8** Lack of articulation between Elementary and Secondary Curriculum

**G1.B8.S1** Go vertical workshops that would include collaboration with elementary, middle, high school, and a local community college

### PD Opportunity 1

Workshops held for teachers at every level including local community college support for the purpose of articulation across grade levels

#### Facilitator

Yanelys Ballard, Elaine Grohole

#### Participants

reading, math, and science teachers K-12

#### Schedule

On 6/26/2014

**PD Opportunity 2**

Go Vertical follow-up training was offered for teachers that participated in the original training

### Facilitator

Yanelys Ballard

### Participants

Teachers that participated in the first Go Vertical workshop

### Schedule

On 9/27/2014

## Technical Assistance

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

# Budget Rollup

| Summary | |
|---|---|
| **Description** | **Total** |
| **Grand Total** | **0** |