

## 2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 56 - St. Lucie

Mr. E. Wayne Gent, Superintendent  
Ella Thompson, Region 3 Executive Director

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**Table of Contents**

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<b>Part I: Current District Status</b>	<b>3</b>
<b>Part II: Needs Assessment</b>	<b>0</b>
<b>Goals Summary</b>	<b>16</b>
<b>Goals Detail</b>	<b>16</b>
<b>Action Plan for Improvement</b>	<b>19</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>26</b>
<b>Appendix 2: Technical Assistance Plan to Support Goals</b>	<b>28</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>0</b>

## Current District Status

### Supportive Environment

#### Mission and Vision

##### Provide the district's mission statement

The Mission of the St. Lucie County School District is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills and desire to succeed.

##### Provide the district's vision statement

St. Lucie County School District in partnership with parents and community will become premier centers of knowledge that are organized around students and the work provided to them. St. Lucie County School District's name will be synonymous with continuously improving student achievement and the success of each individual. Our school district's promise it to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for each student, every day. This is the St. Lucie Way!

#### 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**

The District Problem Solving Team (DPST) utilizes a data driven approach to provide Tiered resources and levels of support to school based on performance and need. These suggestions are then presented to the Executive Council. The supports are provided by the divisions of Curriculum and instruction as well as School Improvement and are inclusive of district funds, Title I, Title II and IDEA. The DPST convenes at the request of the Deputy Superintendent and after Comprehensive Exams are given.

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.

Based on state assessment data, schools are assigned to our Tiered Systems of supports. There are three tiers in which the first tier receives district-level support and is the base level designed to build the school's capacity to continue student growth and achievement. Tier II, is an added layer of support, but also provides onsite-coaching and professional development provided from the district. Tier III receive intensive support from the Office of School Renewal. The data is reviewed by the Office of School Renewal weekly, and by the district's Executive Council quarterly. The Superintendent is ultimately responsible for the placing the schools in the Tiers based on the data and the needs assessment of the District Problem Solving Team.

##### District Policies and Practices

SLPS will utilize a tiered level of support to provide schools additional resources, funding and monitoring as needed based on poverty level and student achievement. The District Problem Solving Team will review these supports at least three times a year to determine if the schools are still placed

in the correct Tier as determined by progress monitoring, observation and available resources. The DPST will make Tier-level placement recommendations to the Superintendent and the Executive Council who will finalize all system implementations.

**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**

School-based management guided by School Improvement processes will be made using data-driven problem solving and will be reviewed quarterly by the District Problem Solving Team as well as the Executive Council. Principals who are placed in a "Turn-around School" will have autonomy to utilize funds after problem solving. If they choose to utilize other curricular resources an action plan is to be developed using Root Cause Analysis process. Principals must submit plan one week prior to meeting to Assistant Superintendent of Curriculum, Instruction, and Assessment or Assistant Superintendent of ESE. (Suggested format – Electronic.) The Principal and team will present plan to Curriculum Review Board on review date.

### 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**

As schools work to improve in the DA model, the expectation is to build school-based capacity to replicate the deliberate practice and close monitoring of instruction that is supported by district level staff during DA. Progress Monitoring tools as well as additional supports through PD and SIGA participation are extended throughout the one year exit-out. These strategies they may participate in include, but are not limited to: Coaching Academies, SLPS DA Summer Institute and Florida Standards Authentic Performance Tasks PD. The District Problem Solving Team will review data to determine if the school is need of higher tiered intervention. Finally, schools were rank ordered based on performance and provided an additional Instructional Coach provided specifically with district Title I funds, this provided supports to many of the schools that exited DA, Focus or Priority Status in 2013-2014. (Letter of Agreement)

### Stakeholder Involvement

#### PIP Link

<https://www.floridacims.org/documents/131407>

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

The Plan has been uploaded and may be found @  
<https://app1.fldoe.org/bsa/ParentInvolvementPlan/MainMenu.aspx>

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

Rising Tide principals were part of the problem solving meeting with the Superintendent and Area Superintendents in the summer where provided input on the needed resources, and provided additional professional development. A district-level consultant is provided to the turn-around schools for individualized guidance and assistance in the implementation of the Turnaround model. Each week Tier

III schools have a weekly collaboration meeting that involves the office of School Improvement, and the Instructional Partners, and school leadership team. At which time, progress is monitored and strategies are discussed and weekly action plans are made to achieve rapid improvement.

In addition the Executive Council and the Superintendent will have quarterly data reviews and monthly walk-thru's with the Regional Executive Director. This will lead to on-the-spot problem solving with the principals to reduce barriers.

## 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

Bacon, Chadwick, chadwick.bacon@stlucieschools.org

#### Employee's Title

Director

#### Employee's Phone Number

(772) 429-7503

#### Employee's Phone Extension

#### Supervisor's Name

John Lynch

#### Supervisor's Title

Assistant Superintendent

#### Employee's Role and Responsibilities

Director of School Renewal, coordinates the Differentiated Accountability efforts in the county by working with Assistant Superintendents/Executive Director to communicate dates and deadlines. Also, leads the Instructional Partner Team, is in the Differentiated Accountability and Lowest 300 (add final) schools weekly offering hands-on support, through coaching, problem-solving, progress-monitoring and via the modeling cycle in the classroom. They are dually focused on rapid school achievement as well as building capacity for longevity. The Director of School Renewal also oversees the School Improvement Plan process alongside the Director of Professional Development with a specialized focus on the adaption of the 8-Step Problem-Solving.

### District Leadership Team

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

**Yost, Genelle, [genelle.yost@stlucieschools.org](mailto:genelle.yost@stlucieschools.org)****Title** Superintendent**Phone** (772) 429-3925**Supervisor's Name** St. Lucie County School Board**Supervisor's Title** Board Member**Role and Responsibilities** The Instructional Leader of St. Lucie County Public Schools oversees all areas of the school district with a focus on four key areas: Academic Excellence/Achievement, High Quality Instruction, Safe and Caring Schools, and Recruitment/Retention of High Quality Staff.**Rendell, Mark, [mark.rendell@stlucieschools.org](mailto:mark.rendell@stlucieschools.org)****Title** Assistant Superintendent**Phone****Supervisor's Name** Deputy Superintendent**Supervisor's Title** Superintendent**Role and Responsibilities** Mark J. Rendell is the Deputy Superintendent for St. Lucie Public Schools. Mark is responsible for direct supervision of the Human Resources Department and his efforts in that department focus on recruiting, supporting, and retaining high quality personnel in all of our schools. Mark also oversees the operation of the Curriculum & Quality Instruction Department and the Student Services Department. Both of these departments play an integral role in improving the instruction provided to students in classrooms and the related interventions and supports designed to help them succeed. Finally, Mark also works in concert with the Executive Directors who supervise principals with the goal of making sure that each building level leader has a sharp focus on improved student achievement.**Padrick, Kerry, [kerry.padrick@stlucieschools.org](mailto:kerry.padrick@stlucieschools.org)****Title** Assistant Superintendent**Phone****Supervisor's Name** Mark Rendell**Supervisor's Title****Role and Responsibilities** As the Assistant Superintendent for Curriculum and Instruction, Kerry is responsible for the districtwide development and implementation of curriculum to address the identified state standards. Developing the scope and sequence, identifying the curriculum resources, and supporting the design of appropriate progress monitoring assessments fall within my realm of influence and supervision. In addition, supporting the implementation of these components through the effective delivery of quality professional development and follow-up support is an area of keen focus.

**McGinn, Kathleen, kathleen.mcgin@stlucieschools.org****Title** Director**Phone****Supervisor's Name** Genelle Yost**Supervisor's Title** Superintendent**Role and Responsibilities** To facilitate development and periodic evaluation of the district's strategic plan of action.**Wild, Helen, helen.wild@stlucieschools.org****Title** Assistant Superintendent**Phone****Supervisor's Name** Mark Rendell**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Dr. Helen Wild is the Assistant Superintendent of Secondary Programs and Non-traditional Education. She is responsible for secondary programs and policies, implementation of legislative requirements, and a focus on increasing graduation rates and college and career readiness. She coordinates efforts related to college level coursework and articulation, guidance and advisement, course offerings, middle school strategies, career technical education, virtual education and non-traditional pathways including alternative education.**Perry, Kevin, kevin.perry@stlucieschools.org****Title** Assistant Superintendent**Phone****Supervisor's Name** Genelle Yost**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Dr. Kevin G. Perry serves as the superintendent's liaison with designated school and community representatives. He advises the superintendent on specific matters relating to the improvement of community and school relations and assists in problem solving and resolution. Further, he assumes responsibility for special projects as assigned and interacts with parents, agencies, businesses, and community to enhance the understanding of district initiatives and priorities.

**Lynch, John, john.lynch@stlucieschools.org****Title** Assistant Superintendent**Phone****Supervisor's Name** Genelle Yost**Supervisor's Title** Superintendent

**Role and Responsibilities** John J. Lynch, Assistant Superintendent of Schools and School Improvement, is responsible for Title I, Title III, the district's Office of Assessment and Evaluation, the district's School Renewal Team. In addition to these duties he also, along with the Superintendent, directly supervises our Rising Tide Schools. The Rising Tide Schools are those underperforming schools in St. Lucie that are in need of intensive interventions and support to increase student achievement.

**Tomlinson, Bill, bill.tomlinson@stlucieschools.org****Title** Director**Phone****Supervisor's Name** Mark Rendell**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** As the Executive Director for Exceptional Student Education and Student Services, Bill Tomlinson is responsible for carrying out the assurances of IDEA for a provision of free appropriate education in the least restrictive environment. He also is responsible for ensuring all students receive the necessary supports needed in order to derive educational benefit including academic, behavior, social services, and health services. Bill ensures that equal access occurs for all children and that divisions of ESE and Student Services are collaborative partners with all other departments within the school system.

**Martin, Lydia, lydia.martin@stlucieschools.org****Title** Director**Phone****Supervisor's Name** Mark Rendell**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Lydia Martin supports and supervises the principals of the North County Schools.



**Dampier, Pamela, [pamela.dampier@stlucieschools.org](mailto:pamela.dampier@stlucieschools.org)****Title** Director**Phone****Supervisor's Name** Mark Rendell**Supervisor's Title** Superintendent**Role and Responsibilities** Pam Dampier supports and supervises the principals of the South County Schools.**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**

Each year the performance of the principals is discussed by members of the Executive Council and changes in personnel is determined at that time. Student achievement and the effectiveness of the instructional staff are two of the major components considered when evaluating a principal's effectiveness. Evidence of this is five of the six of the Tier III schools have all of the principals have been replaced within the last two years.

**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**

Teachers progress is monitored throughout the year using the SLPS Framework for Quality Instruction. They are provided feedback through formal and informal evaluations and with their mid-year and end of year evaluation. VAM scores are part of the evaluation. Principals have data chats with their teachers regarding their students' progress on District Assessments and discipline reports. Principals replace teachers that are not highly qualified at the end of the year and make all attempts to attract highly qualified candidates. Most principals in the DA schools replace members of the teaching staff who are unwilling to work collaboratively, to be data driven or have poor attendance (for undocumented reasons).

**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**

It has been the major focus of the Office of School Renewal to support Collaborative Planning. All of the Focus and Priority Schools utilize a Collaborative Planning Model at least once weekly. Four of the six schools plan three or more times weekly collaboratively and have a fourth day in which they analyze data and focus on MTSS. All of the schools utilize the district's prescribed CP protocol, which includes unwrapping the standard, examining the depth of Knowledge (Webb's) and writing and aligning higher-order thinking questions and aligning tasks are the outcomes from the protocol. A rubrics is available for each group to utilize to help shape the behavior of grade-groups or content areas to improve their effectiveness in preparation prior to the meeting and best utilize their time.

In addition to the daily CP model, the district has in place a Collaborative Facilitation model in which larger chunks of time, i.e. during an Early Release day, or paid supplemental time, that a unit-based

approach (10 days) is planned for that also encompasses the process of using our SLPS Framework for Quality Instruction to help teachers use scientifically based pedagogy.

**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**

Each of the Focus and Priority schools have been afforded a three coaches. St. Lucie County Schools utilize an "Instructional Coach" model. Most schools have designated each as a Reading, Mathematics and Science lead. In addition the Office of School Renewal has ensured that each of the Focus and Priority Schools has a District Level Coach, which is classified as an Instructional Partner, in the each of the content areas of Reading, Math, Science and in the two schools that encompass grade 7, Civics. The District Level Coaches support the school-based coaches through problem-solving and together schedules are plan to support collaborative planning, progress-monitoring, classroom support the coaching and modeling, and monitoring of district-based initiatives. The Director of School Renewal and the Superintendent of School Improvement has weekly team-based meetings with the school leadership teams (including coaches) and District Instructional Partners to troubleshoot and calibrate strategies utilized to reduce/eliminate barriers and make progress toward the goal.

## 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:***

#### Write from the Beginning

**Program Type** Core

**School Type** Elementary School

**Description** Write from the Beginning provides the structure to write starting with pictures and later words and sentences. Teachers are trained using a binder of teacher materials with strategies and structures to apply to teaching writing.

**Write for the Future**

**Program Type** Core

**School Type** Middle School, High School

**Description** Within this program, teachers are provided resources to teach writing which encourages students to write in response to a text with purpose and structure. Teachers are provided with a binder of resources when they attend the training for the program.

**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** Elementary School

**Description** Go Math! provides student consumable books and standard practice books focused on the Math Florida Standards. As a component of this program, teachers have access to hands-on and digital resources within the ThinkCentral platform to help engage students in their learning. Within the online platform, students have access to iTools, interactive games and activities, as well as leveled readers that support mathematical thinking. Teachers are provided with materials to support student learning through the development of online assessments, Smart/Activ Lessons, and professional development resources.

**Soar to Success**

**Program Type** Supplemental, Intensive Intervention

**School Type** Elementary School

**Description** Soar to Success provides adaptive targeted instructional practice in key math concepts. Students are placed within the program based on individual needs. As the students progress, the program adapts to the student needs by moving forward to the next sequenced skill, providing additional practice on the current skill or revisiting a prerequisite skill for the concept.

**Destination Math**

**Program Type** Supplemental, Intensive Intervention

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

**Description** Destination Math is used in grades K-8 and Algebra 1 to provide targeted computer-aided instruction to students. The content is standards-driven and focuses on building conceptual understanding of key math concepts. Students are provided feedback through the system as they progress.

**Math Connects**

**Program Type** Core

**School Type** Middle School

**Description** Middle grades students use Math Connects as their primary resource. Students have access to online texts and virtual manipulatives. Teachers are provided with resources to help differentiate the learning that happens within their classroom through reteach and enrichment activities.

**Triumphs**

**Program Type** Supplemental, Intensive Intervention

**School Type** Middle School

**Description** As a component of the core program, Triumphs, allows students to interact with material below grade level to support the missing skills necessary for their current success.

**Pearson's Prentice Hall**

**Program Type** Core

**School Type** High School

**Description** High school students are required to take Algebra I and Geometry and two additional math courses for graduation requirements. Courses such as Algebra I, Geometry, and Algebra II use Pearson's Prentice Hall texts for these courses. Students have access to online texts and assessments to support their learning within these courses. For course above Algebra II, teachers have access to programs through Pearson to support student learning.

**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, Middle School

**Description** K-8 Science program consists of Science FUSION which consists of a print, hands-on, and digital curriculum. Student books are write-in consumable books. K-5 also have leveled readers that align with the NGSSS and the text. The program includes Inquiry Lessons and Inquiry Flip Charts for K-5, Lab Manuals for 6-8 and virtual labs, digital lessons and online access to both teacher and student editions for K-8. Teachers are also provided with access to Examview which allows teachers to create assessments for students.

### Pearson

**Program Type** Core

**School Type** High School

**Description** High school students are required to take Biology and two equally rigorous courses which may include Physical Science, Physics, and/or Chemistry. Each high school has a slightly different program for science based on the needs of the student population which may include AP, IB, AICE, Advanced, and or Honors science courses.

## 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**

District wide SLPS provides a Scope and Sequence that provides a guidepost for all of the standards. Training Modules are aligned with the integration (LAFS across all content) and implementation of the standards. District created/supported progress monitoring assessments aid in the awareness of effective instruction and mastery of content. Using this data, Tiered support is provided to schools.

**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.stlucie.k12.fl.us/pdf/StudentProgressionPlanElementary.pdf>

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

*Description*

The availability of trend data stored in the SLPS data warehouse system allows for the data of a student to be transferred along with the student when transitioning from one school to another. This data serves as an instructional guidance tool that supports the individual's differentiated learning needs. In addition, the adoption of district-wide resource materials and progress monitoring tools as well as access to district-wide curriculum modules available through the District's learning management system allow for a smoother transition when students transfer.

**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	63%	52%	No	67%
American Indian	66%	63%	No	69%
Asian	76%	73%	No	79%
Black/African American	53%	37%	No	58%
Hispanic	61%	50%	No	65%
White	70%	63%	No	73%
English language learners	44%	24%	No	50%
Students with disabilities	42%	24%	No	49%
Economically disadvantaged	57%	45%	No	62%

#### 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	63%	51%	No	67%
American Indian	66%	59%	No	70%
Asian	83%	78%	No	85%
Black/African American	52%	38%	No	57%
Hispanic	64%	50%	No	68%
White	69%	61%	No	72%
English language learners	53%	31%	No	58%
Students with disabilities	46%	26%	No	52%
Economically disadvantaged	59%	45%	No	63%

**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.** Schools identified as Focus or Priority, will receive intensive district support to implement Florida State Standards, with a focus on planning/delivering lessons and tasks that meet the full intent of the LAFS and MAFS.

## 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.** Schools identified as Focus or Priority, will receive intensive district support to implement Florida State Standards, with a focus on planning/delivering lessons and tasks that meet the full intent of the LAFS and MAFS. **1a**

 G044267

### Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	FSA - English Language Arts - Proficiency Rate	2015-16	62.0
District-Wide	FSA - Mathematics - Proficiency Rate	2015-16	60.0

### Resources Available to Support the Goal **2**

- Instructional Partners and school-based coaches to support collaborative standards-driven planning by subject/grade group.
- Instructional Sequence Calendars that outline standards-driven instruction.
- Unwrapping and planning tools that help the teacher understand the standard, how to teach it, and the student actions that should be exhibited to determine mastery.
- Curriculum and Instructional specialists providing on-site support at targeted schools.
- Infinity/Scope and Sequences
- Test Specs
- SLPS Framework for Quality Instruction
- School Based Coaches
- Monthly subject area Coaches Meetings
- Implementation of I-Ready.
- Unify for online assessments
- Unwrapped Reading Literature/Reading Informational Standards
- Unwrapped Mathematics Standards

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

- Effective implementation of the new MAFS and LAFS.
- Lack of appropriate planning/delivery of high quality higher order thinking questions, checks for understanding and student accountable talk.

### Plan to Monitor Progress Toward G1. 8

Comprehensive data will be collected to review cluster data to note trends. Schools will use district data for school data chats.

**Person Responsible**

Jonathan Prince

**Schedule**

Quarterly, from 11/17/2014 to 3/4/2016

***Evidence of Completion***

Data will be compiled to track each schools progress as compared to the other schools in the district using last the state assessments from 2013-2014, and the SLPS Comprehensive given 2015 - 2016.

### Plan to Monitor Progress Toward G1. 8

Director of School Renewal and Region III support will gather trend data showing that teachers are providing instruction and tasks that are engaging and aligned to the standards during their observations at transformational schools.

**Person Responsible**

Aretha Vernette

**Schedule**

Monthly, from 10/19/2015 to 5/20/2016

***Evidence of Completion***

Trend data will be compiled and tracked for each visit utilizing the state's walk-through chart.

## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier


**S** = Strategy

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


**G1.** Schools identified as Focus or Priority, will receive intensive district support to implement Florida State Standards, with a focus on planning/delivering lessons and tasks that meet the full intent of the LAFS and MAFS. **1**

 G044267

**G1.B1** Effective implementation of the new MAFS and LAFS. **2**

 B108773

**G1.B1.S1** Provide resources and learning opportunities for schools via monthly coaches meeting, resources on infinity, access to state test specs, and the district Scope and Sequence. Schools will be encouraged to utilize these resource through the Collaborative Facilitation model to create unit plans based on the MAFS and LAFS. **4**

 S139724

### Strategy Rationale

This is a core district priority and support is necessary for the entire district for teachers to be able to effectively implement the MAFS and LAFS.

### Action Step 1 **5**

Principals and other school-based leadership will partner with school-based coaches and Instructional Partners to monitor collaborative planning sessions at DA schools sites to note use of appropriate resources aligned to standards and student tasks.

### Person Responsible

Aretha Vernette

### Schedule

Weekly, from 11/9/2015 to 5/27/2016

### Evidence of Completion

Collabortive Planning notes, team lesson plans, classroom observations

**Action Step 2** 5

An additional instructional coach will be allocated to the lowest 19 schools, as evidenced by historical state assessment data.

**Person Responsible**

Helen Wild

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Each Principal will hire an instructional coach to their school site.

**Action Step 3** 5

FLDOE Region III DA support will come to provide instructional coaches with additional training and capacity-building strategies that will support teachers with aligning standards and student tasks.

**Person Responsible**

Aretha Vernette

**Schedule**

On 3/30/2016

***Evidence of Completion***

Sign in sheet, training materials, participant survey

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

Intermediate classroom walks between formal Instructional Reviews, with a focus on standard to student task alignment.

**Person Responsible**

Aretha Vernette

**Schedule**

Every 3 Weeks, from 11/2/2015 to 5/20/2016

***Evidence of Completion***

Observations notes, teacher feedback, schedule

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

## Coach Training

**Person Responsible**

Aretha Vernette

**Schedule**

On 2/29/2016

**Evidence of Completion**

Training materials, survey data from participants, increase in student assessments.

**G1.B1.S2** The Office of School Renewal with additional support from the Office of Teaching and Learning will work with school-based coaches and teachers during collaborative planning time to plan grade level lessons and tasks to for instructional delivery. Additionally, in order to foster implementation, coaches and IP's will monitor and co-teach to facilitate the delivery of the grade level standards based lessons and tasks. 4

S139727

**Strategy Rationale**

The focus of this work will be implementing plans: moving from professional learning to delivery of best practices in the classroom. This will allow teachers to better understand how their practice must "shift" to embrace the full of the intent of the standard.

**Action Step 1** 5

Principals, Executive Directors, and the Director of School Renewal will conduct intermediate walks between formal Instructional Reviews to monitor effectiveness of lesson delivery aligned to standards.

**Person Responsible**

Aretha Vernette

**Schedule**

Every 3 Weeks, from 12/1/2014 to 5/27/2016

**Evidence of Completion**

Notes from classroom walks, schedule of walks, debrief notes

**Action Step 2** 5

Director of School Renewal will conduct targeted feedback cycles to monitor and provide Instructional Partners with feedback on co-teaching and coaching.

**Person Responsible**

Aretha Vernette


**Schedule**

Biweekly, from 1/5/2016 to 5/13/2016

**Evidence of Completion**

Feedback data, scheduled meetings

**G1.B2** Lack of appropriate planning/delivery of high quality higher order thinking questions, checks for understanding and student accountable talk. 2

 B180868

**G1.B2.S1** School-based administrators and coaches will use a checklist to determine whether the lesson plans include provisions for HOTQs, CFUs, and student accountable talk during instructional delivery. 4

 S192271

**Strategy Rationale**

To ensure that teachers plan and deliver HOTQs, CFUs, and student accountable talk that meet the rigor of grade level standards.

**Action Step 1** 5

School-based administrators and coaches will develop and use a "Lesson Plan Checklist" to determine whether trend data samplings indicate whether most, if not all, teachers are including provisions within their lesson plans for HOTQs, CFUs, and student accountable talk during instructional delivery.

**Person Responsible**

Aretha Vernette

**Schedule**

On 5/27/2016

**Evidence of Completion**

Completed "Lesson Plan Checklists".

**Action Step 2** 5

Instructional Partners will focus support in testable grade/subject areas for co-teaching, modeling, planning, etc. IPs will build capacity with school instructional coaches through modeling and gradual release, so coaches will be able to use strategies with non-testable grades or subject areas.

**Person Responsible**

Aretha Vernette

**Schedule**

On 5/27/2016

***Evidence of Completion***

Schedule, team notes, participant survey, and/or coach's log

**Action Step 3** 5

Principals, Executive Directors, and the Director of School Renewal will conduct intermediate classrooms walks to monitor for the implementation of HOTQs, CFUs, and student accountable talk during instructional delivery.

**Person Responsible**

Aretha Vernette

**Schedule**

Every 3 Weeks, from 11/2/2015 to 5/20/2016

***Evidence of Completion***

Observational data, schedule

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

School based administrators will collect checklists.

**Person Responsible**

Aretha Vernette

**Schedule**

Weekly, from 1/11/2016 to 5/27/2016

***Evidence of Completion***

Checklists.

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

Monitoring of collaborative planning at DA Schools by administration and Director of School Renewal.

**Person Responsible**

Aretha Vernet

**Schedule**

Weekly, from 11/16/2015 to 5/20/2016

**Evidence of Completion**

Collaborative meeting notes, lesson plans, informal and formal observations.

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

Intermediate classroom walks with Principal, Executive Directors and Director of School Renewal.

**Person Responsible**

Aretha Vernet

**Schedule**

Every 3 Weeks, from 11/2/2015 to 5/20/2016

**Evidence of Completion**

Observational data, trend data collected during visit

### Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Informal and formal observations and/or Instructional Reviews.

**Person Responsible**

Aretha Vernet

**Schedule**

Quarterly, from 1/11/2016 to 5/27/2016

**Evidence of Completion**

DA Classroom Walk-Through Tool, trend data, Bloomboard Data.



Implementation Timeline

## Professional Development

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

**G1.** Schools identified as Focus or Priority, will receive intensive district support to implement Florida State Standards, with a focus on planning/delivering lessons and tasks that meet the full intent of the LAFS and MAFS.

**G1.B1** Effective implementation of the new MAFS and LAFS.

**G1.B1.S1** Provide resources and learning opportunities for schools via monthly coaches meeting, resources on infinity, access to state test specs, and the district Scope and Sequence. Schools will be encouraged to utilize these resource through the Collaborative Facilitation model to create unit plans based on the MAFS and LAFS.

### **PD Opportunity 1**

FLDOE Region III DA support will come to provide instructional coaches with additional training and capacity-building strategies that will support teachers with aligning standards and student tasks.

#### **Facilitator**

FLDOE Region III

#### **Participants**

Instructional Coaches and Instructional Partners

#### **Schedule**

On 3/30/2016

**G1.B2** Lack of appropriate planning/delivery of high quality higher order thinking questions, checks for understanding and student accountable talk.

**G1.B2.S1** School-based administrators and coaches will use a checklist to determine whether the lesson plans include provisions for HOTQs, CFUs, and student accountable talk during instructional delivery.

### **PD Opportunity 1**

School-based administrators and coaches will develop and use a "Lesson Plan Checklist" to determine whether trend data samplings indicate whether most, if not all, teachers are including provisions within their lesson plans for HOTQs, CFUs, and student accountable talk during instructional delivery.

#### **Facilitator**

Aretha Vernette and Instructional Partners will share existing "Lesson Plan Checklists" for review and will assist with revisions, if necessary.

#### **Participants**

School-based administrators and coaches

#### **Schedule**

On 5/27/2016

### **PD Opportunity 2**

Instructional Partners will focus support in testable grade/subject areas for co-teaching, modeling, planning, etc. IPs will build capacity with school instructional coaches through modeling and gradual release, so coaches will be able to use strategies with non-testable grades or subject areas.

#### **Facilitator**

Instructional Partners/Director of School Renewal

#### **Participants**

School based instructional coaches

#### **Schedule**

On 5/27/2016

## 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