

## 2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 38 - Levy

Mr. Robert O Hastings, Superintendent  
Wayne Green, Region 2 Executive Director

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## Current District Status

### Supportive Environment

#### Mission and Vision

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

Our mission is to educate all students in a safe environment and to graduate them ready for college and career success.

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

#### 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**

Instructional priorities are determined through the district needs assessment as part of the DIAP development process. The process for determining the use of federal, state and local funds includes collaboration between federal and general program coordinators/directors and the district finance office. The district instructional team meets weekly to problem solve competing needs and determine strategic resourcing.

Team members assigned to priority and focus schools through our differentiated support model identify specific needs at these schools and the team works to develop specific strategies to address problem areas.

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 uses a differentiated support model to work with all schools. Schools are identified by tier using the MTSS model based on student achievement data and school grades. Schools in the highest tier (III) receive additional district support (human capital). Dr. Patrick Wnek leads the instructional team in weekly instructional meetings where each differentiated support team reviews the data from classroom walkthroughs, and instructional resources. This information is also shared with school administration and the Superintendent.

#### District Policies and Practices

Monthly PPLC's are held with school administration where the district instructional team works with administrators to remove barriers and provide supports for increased student achievement. Through the PPLC's decisions have been made to modify lesson plan procedures, early release day activities, and human capital management systems. The PPLC group has added the differentiated support teams to assist with classroom walkthrough's at the school level.

Student achievement and classroom walkthrough data are used to identify any changes that may need to be made in policy or practice.

**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**

N/A

### **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**

Improvements will be sustained through continued refinement of the differentiated support model. The district needs assessment will provide data to help the team problem solve where changes need to be made and interventions will continue. We will continue the differentiated support model to work toward the goal of increasing instructional capacity within the schools. As active members of the school communities we will continue to identify community partners and local stakeholders that can create sustainability in the schools.

### **Stakeholder Involvement**

#### **PIP Link**

<https://www.floridacims.org/documents/131397>

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

The district annually submits a parent involvement plan. This plan is created with parents who are part of the DAC. Each school has a SAC committee. From this committee three parents are requested to become members of DAC to represent their school. This team meets about seven times per year to develop the parent involvement plan and discuss ways to keep parents informed and develop partnerships with their schools.

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

The district involves school leadership through PPLC meetings held at least monthly during the school year. They provide input and engage in problem identification and development of specific intervention plans to address barriers.

### **Effective Leadership**

#### **District Leadership Team**

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

**Boughanem, Valerie, boughane@levy.k12.fl.us**

<b>Title</b>	Other
<b>Phone</b>	352-486-5831
<b>Supervisor's Name</b>	Dr. Patrick Wnek
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	ESOL, Title III, and State Assessments

**Brown, Laura, laura.brown@levy.k12.fl.us**

<b>Title</b>	
<b>Phone</b>	352-486-5231
<b>Supervisor's Name</b>	Dr. Patrick Wnek
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Pre- K Coordinator, Pre- K ESE Teacher, MTSS Coordinator, Truancy Officer, Dropout Prevention, Graduation Rate, Homeless Liaison

**Rivers, Barb, riversb@levy.k12.fl.us**

<b>Title</b>	Director
<b>Phone</b>	352-486-5231
<b>Supervisor's Name</b>	Jeff Edison
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	

**Dean, Candy, deanc@levy.k12.fl.us**

<b>Title</b>	Director
<b>Phone</b>	352-486-5231
<b>Supervisor's Name</b>	Jeff Edison
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Human Resources

**Hall, Rosalind, hallr@levy.k12.fl.us****Title** Director**Phone** 352-486-5240**Supervisor's Name****Supervisor's Title****Role and Responsibilities**

To provide leadership in the planning, development, implementation, and evaluation of Exceptional Student Education and Student Services programs and services designed to best meet the needs of students throughout the district.

**Jones, Carol, jonesc@levy.k12.fl.us****Title** Other**Phone** 352-486-5231**Supervisor's Name** Dr. Patrick Wnek**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Career and Technical Education and Literacy Coordinator for the district**Homan, Michael, homanm@levy.k12.fl.us****Title** Other**Phone** 352-486-5231**Supervisor's Name** Dr. Patrick Wnek**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Title Programs and School Improvement**Lawrence, Kathy, lawrenk@levy.k12.fl.us****Title** Other**Phone** 352-\*486-5231**Supervisor's Name** Dr. Patrick Wnek**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** K-12 Math and Science**Edison, Jeff, edisonj@levy.k12.fl.us****Title** Assistant Superintendent**Phone** 352-486-5231**Supervisor's Name** Robert Hastings**Supervisor's Title** Superintendent**Role and Responsibilities** Oversee administrative departments and functions of the school system.

**Wnek, Patrick, wnekp@levy.k12.fl.us**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	(352) 486-5231
<b>Supervisor's Name</b>	Robert Hastings
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Pre-K-12 Curriculum, Instruction, Assessment

**Crawford, Michelle, crawfom@levy.k12.fl.us**

<b>Title</b>	
<b>Phone</b>	352-486-5231
<b>Supervisor's Name</b>	Dr. Patrick Wnek
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Collaborate with the Student Growth Team to facilitate professional development sessions for teachers and school leaders.

**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**

We use our human capital management system to recruit and select high quality school based administrators.

**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 state approved teacher evaluation system incorporates student growth data as well as the four domains of teaching based upon Charlotte Danielson's research. Teachers who are ineffective and are have not shown improvement through the teacher assistance plan are not retained.

**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 are turned in to the District Assistant Superintendents and reviewed to ensure that common planning time is occurring at schools.

**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**

The district coordinates funding sources to ensure that all schools in the district have a reading coach. Funding is also coordinated to provide a district STEM coordinator to provide math and science support at all schools. The district has a literacy coordinator who supports reading coaches. The reading coaches submit a reading log on the PMRN bi-weekly.

## 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:***

#### Reading Street

**Program  
Type**

Core

**School  
Type**

Elementary School

**Description**

The district adopted the Pearson Reading Street Common Core 2013 textbook for grade K-5. The series contains writing curriculum that focuses on informative/explanatory, argumentative/opinion, and narrative writing. In addition to explicit writing instruction and assignments, the program provides writing journals and, for grades 3-5, an on-line writing component.

#### Spring Board

**Program  
Type**

Core

**School  
Type**

Middle School, High School

**Description**

Secondary English Language Arts (grades 6-12) uses the College Board curriculum, SpringBoard, to support writing instruction. The embedded assessments in SpringBoard and the Writing Workshops provide extensive writing practice and feedback to improve writing skills.



**Core Connections Writing**

**Program Type** Supplemental

**School Type** Elementary School

**Description** Teachers of grades K-5 will receive training on teaching and scoring writing aligned to the Florida State ELA Standards. The training will teach the instructional shifts in the Florida Standards, writing pedagogy, and evaluation of student work. An emphasis is placed on writing as a response to complex text.

**Collins Writing**

**Program Type** Supplemental

**School Type** Middle School, High School

**Description** Collins writing helps students to develop writing fluency and the skills needed to do the kind of academic writing demanded by the Florida State Standards.

**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** State-approved and district-adopted online and print textbooks for math instruction. Intervention components for struggling students are included in the resource materials.

**Big Ideas Learning**

**Program Type** Core

**School Type** Middle School

**Description** Middle schools offer intensive math classes with supplemental resources to support struggling students.

### Prentice-Hall for Algebra I, Algebra II, Geometry. Glencoe/McGraw-Hill is used for Pre-Calculus and Calculus.

**Program Type** Core

**School Type** Middle School, High School

**Description** District-adopted textbooks used to teach the Florida Standards in mathematics

### Engage New York

**Program Type** Supplemental

**School Type** Middle School

**Description** Instructional modules and assessments from [www.engageny.org](http://www.engageny.org) that supplement the Big Ideas textbooks to ensure that Florida Standards are taught to the expected level of rigor.

### i-Ready

**Program Type** Supplemental

**School Type** Elementary School

**Description** i-Ready is a supplemental program which offers diagnostic and differentiated online instructional math support.

## 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:*

### National Geographic

**Program Type** Core

**School Type** Elementary School

**Description**

### Pearson

**Program Type** Core

**School Type** Middle School

**Description**

### Pearson for Biology, Environmental Science, Integrated Science

**Program Type** Core

**School Type** High School

**Description**

**Lab Aids Chemistry**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	

**Holt-McDougal Earth/Space Science and Marine Science**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	

**Investigating and Questioning Our World through Science and Technology**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Middle School
<b>Description</b>	An investigations- and inquiry-based program of study, with units focusing on life science, physical science, chemical science, and earth science

**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 instructional team, school based administrators, reading coaches, and program consultants conduct classroom walkthroughs, review lesson plans, and monitor school and district academic data to monitor core, supplemental, and intervention programs for fidelity and effectiveness.

Data used to determine fidelity and effectiveness include CWT data, student work, program implementation data, teacher VAM, and student academic data.

When there is evidence of poor implementation, district team members and administrators work closely with teachers when there is extra support needed for implementing curriculum. Supports may include providing mentor teachers, time for peer observations, and individualized "coaching" with reading coaches to align lessons with standards and determine support strategies needed for students.

**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*

[http://www.levy.k12.fl.us/documents/SBLC\\_CSSP\\_2014-15.pdf](http://www.levy.k12.fl.us/documents/SBLC_CSSP_2014-15.pdf)

*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	63%	50%	No	67%
American Indian	52%	67%	No	57%
Asian	60%	84%	No	65%
Black/African American	45%	26%	No	51%
Hispanic	57%	44%	No	62%
White	68%	55%	No	71%
English language learners	42%	25%	No	48%
Students with disabilities	43%	24%	No	49%
Economically disadvantaged	59%	39%	No	63%

#### 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%	55%	No	67%
American Indian	45%	73%	No	51%
Asian	94%	95%	No	95%
Black/African American	51%	38%	No	57%
Hispanic	60%	50%	No	64%
White	66%	59%	No	69%
English language learners	54%	41%	No	59%
Students with disabilities	45%	32%	No	51%
Economically disadvantaged	58%	48%	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.** Prepare all students for college and career readiness.

## 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. Prepare all students for college and career readiness.** 1a

G043560

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	FSA - Mathematics - Proficiency Rate	2015-16	65.0
District-Wide	FSA - English Language Arts - Proficiency Rate	2015-16	60.0
District-Wide	FCAT 2.0 Science Proficiency	2015-16	60.0
District-Wide	Bio I EOC Pass	2015-16	80.0
District-Wide	U.S. History EOC Pass	2015-16	80.0
District-Wide	FAA Reading Proficiency	2015-16	60.0
District-Wide	Algebra I FSA EOC Pass Rate	2015-16	75.0
District-Wide	Geometry EOC Pass Rate	2015-16	70.0
District-Wide	FAA Mathematics Proficiency	2015-16	60.0

**Resources Available to Support the Goal** 2

- Guidance Services
- College Board Partnership
- Dual Enrollment Partnership with Sante Fe and College of Central Florida
- Career Planning in Middle school
- State University System Workshops
- Federal Funding such as Title I, II, VI, III, IDEA/ Student Services
- Core curriculum district wide in reading, math, and science for elementary, middle and high school classes
- Teacher developed curriculum maps and pacing guides for all courses

**Targeted Barriers to Achieving the Goal** 3

- Uneven implementation of the Florida Standards and high yield strategies that move learning forward.

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

Student work, formative and interim assessments, classroom walkthrough data and qualitative data from school administrators and district instructional team.

**Person Responsible**

Michael Homan

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Student achievement on progress monitoring data (determined by subject) will increase by 5% each quarter. CWT data on 3a. (Communication with Students) and 3c. (student engagement) will increase by 20% from the first quarterly review in October 2015 to the spring quarterly review.

## District Action Plan for Improvement

### Problem Solving Key


**G** = Goal

**B** =  
Barrier

**S** = Strategy

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


**G1.** Prepare all students for college and career readiness. **1**

 **G043560**

**G1.B4** Uneven implementation of the Florida Standards and high yield strategies that move learning forward. **2**

 **B115611**

**G1.B4.S1** The district instructional team will partner with school based administration and teachers to identify areas of critical need and provide direct and timely support of high yield strategies and standards based instruction. **4**

 **S192525**

### Strategy Rationale

A focus on the standards with use of high yield instructional strategies will increase overall classroom achievement in all academic subjects and prepare all students for college and career success.

### Action Step 1 **5**

District Instructional team will use the differentiated support framework in which all members of the instructional team work directly with school based administration and faculties.

### Person Responsible

Patrick Wnek

### Schedule

On 6/10/2016

### Evidence of Completion

Weekly instructional team meeting notes which include a debrief of school support visits and spreadsheet documenting school visits, and CWT's.

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

Differentiated school support teams will have notes and complete spreadsheet on school CWT's.

**Person Responsible**

Patrick Wnek

**Schedule**

Monthly, from 8/10/2015 to 6/10/2016

***Evidence of Completion***

CWT spreadsheet, notes from school visits, school action plans, quarterly review notes, and school based lead team meeting notes.

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

During weekly instructional team meetings DSS team members will discuss progress and needs at their assigned schools.

**Person Responsible**

Patrick Wnek

**Schedule**

Monthly, from 8/10/2015 to 6/10/2016

***Evidence of Completion***

CWT data will show use of strategies from professional development, an increase in usage of rigorous coursework and high yield strategies. This data will also provide evidence of an increased number of student in all classrooms who are actively engaged. Student work samples and assessments will demonstrate, over time, a greater use of high yield strategies and meta-cognition.



**G1.B4.S2** Provide a common time beyond the school day for teachers to work in instructional cadre's for the purpose of aligning standards with curriculum, refining instructional practices, analyzing classroom data, and creating student activities and assignments that will increase engagement in the classroom.

4

S192526

### Strategy Rationale

Lagging and leading data indicates that students are not proficient with the Florida Standards. Teachers need more time to work with the standards and develop instructional practices that will ensure academic success for all students.

### Action Step 1 5

Teachers will meet in like content areas (ELA, Math, Science, and Social Studies) K-12 after school hours to align standards with curriculum, refine instructional practices, analyze classroom data, and create student activities and assignments that will increase engagement in the classroom.

#### Person Responsible

Michael Homan

#### Schedule

Every 6 Weeks, from 8/10/2015 to 6/10/2016

#### Evidence of Completion

Sign in rosters, revised curriculum maps/lesson plans/ and focus calendars

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

Assigned instructional facilitators will monitor and collect teacher artifacts from sessions and rosters.

#### Person Responsible

Michael Homan

#### Schedule

Every 6 Weeks, from 11/2/2015 to 6/10/2016

#### Evidence of Completion

Sign in rosters, revised curriculum maps/lesson plans/ and focus calendars.

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

Administrators and Differentiated Support Team members will look for evidence of activities and lessons developed during instructional cadres in practice in the classroom.

**Person Responsible**

Michael Homan

**Schedule**

Monthly, from 11/2/2015 to 6/10/2016

***Evidence of Completion***

CWT data will demonstrate an increase in the use of activities that are aligned to the standards and increase student engagement and rigor.