

## 2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 64 - Volusia

Mr. James T. Russell, 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

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

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

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

#### 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 Differentiated System of Supports structure, which is aligned to Goal 1, Strategy 1: District's Multi-Tiered System of Supports, is detailed in the Problem-Solving section of the DIAP.

VCS has adopted the definition of MTSS to be "a system where resources and supports are aligned along a continuum of intensity, based on academic and behavioral needs, whatever those needs might be." A central component of the framework involves resource mapping (identifying the resources—both programs and personnel available within the district and at school sites). Data are paramount when linking existing resources and in determining where additional resources are needed.

Collaboration among district departments results in purposeful coordination of resources and funding sources. The Deputy Superintendent for Instructional Services, the Director of Federal Programs, the Director of K-12 Curriculum, the Director of Exceptional Student Education, and the Director of Alternative Programs are instrumental in aligning and allocating supplemental funds and personnel to meet the needs of priority and focus schools. District leadership, including directors and coordinators from the instructional services division, under the direction of the Deputy Superintendent for Instructional Services, meet as soon as the annual FCAT data is available. The group analyzes the data to prioritize the levels of support for each school. The level of support determines the number of and content area focus for instructional coaches and intervention teachers. The district also uses various sources of funding to provide an instructional support teacher on assignment (ISTOA) for each school. The number of days an ISTOA is assigned to a particular school is based on data. A team of district level staff is assigned to schools to serve as liaisons to foster communication between each school and the district team and to ensure each school receives timely support to resolve barriers to student achievement. The district teams meet weekly for the highest priority schools and every two weeks for the second level. At the meetings, each liaison reports on the progress the school is making, shares any concerns about what was observed during site visits, and brings immediate needs or requests for support from the school. Through discussion, the group problem-solves any issue brought to the committee. An appropriate response or plan to seek a resolution is determined during the meeting. Individuals responsible for enacting the plan are identified with an expectation for follow-through and an update at the next meeting.

A spreadsheet developed during the district data analysis reflects all resources allocated to schools from various fund sources. The resource spreadsheet is maintained and adjusted, as needed, in response to the site visits to each of the designated schools and communication with principals throughout the year. In addition, an inventory of intervention resources developed collaboratively and refined to provide recommended standard protocol interventions is utilized by problem solving teams at each school. Schools report satisfaction with the visibility and responsiveness of district staff.

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 Deputy Superintendent for Instructional Services directs the work of the District's Multi-Tiered System of Support to respond to the needs of all schools and allocate resources where necessary. The Deputy Superintendent for Instructional Services also serves as the Turnaround Lead for SIG schools. As such, a Community Assessment Team has been developed to leverage the growth processes in place at Atlantic and Orange City schools to benefit other struggling schools. The Community Assessment Team (CAT) has a four-tiered structure to ensure varying levels of monitoring. The Tier 1 CAT meets weekly to review data collected during site visits to determine next steps, which are customized for each school and aligned to SIP goals; the Tier 2 CAT meets every other week; the Tier 3 CAT meets quarterly to review assessment data for progress monitoring; the Tier 4 CAT members will be called upon as needed for their expertise (Finance, Legal, Human Resource, Technology, etc.). SIG school principals will be part of the Tier 1 CAT in order to keep in weekly contact with progress at Atlantic and Orange City to analyze data, monitor strategies, and provide ongoing support. In addition, SIG School principals will listen to requests for support from other schools to determine if current model systems and processes at Atlantic and Orange City could be used to provide assistance for other schools in need.

In addition to support provided to schools by district liaisons, the Deputy Superintendent for Instructional Services, the Assistant Director for Program Accountability, and other key district staff meet with each school in the early weeks of the school year for a data chat. The lowest performing schools have a second data chat midyear. The school principal and team present data analyzed to suggest School Improvement Plan (SIP) goals and to determine the principal's Deliberate Practice focus. District staff respond and pose questions to the school team to delve deeper into causes and potential interventions in response to the data. The district provides training supported by the Bureau of School Improvement staff on the School Improvement process and use of Early Warning System data. After training on setting up data rooms, schools were invited to visit other schools in the district to observe various models to organize a data room. The data rooms are often used as the meeting space for PLC and leadership teams. The culture of data-driven decisions and problem solving is reinforced at the school level and through interactions with the district.

Professional Learning Community teams meet frequently--many on a weekly basis--to review and respond to student data. In addition, each district early release date includes an hour of time for teams to meet to plan instruction and work through the problem-solving process.

### **District Policies and Practices**

Volusia County Schools (VCS) governs the operations of its area schools through School Board policies and negotiated contracts with bargaining units (teacher, support staff, transportation, etc.). The changes planned within the Transformation Model will not impact School Board policy, but would impact the negotiated contracts of the bargaining units. Thus, Memorandums of Understanding (MOU) would be the vehicle through which VCS would address policy and practice changes in order to strengthen the capacity of school-based leadership teams to implement interventions.

The Turnaround Lead will be the person responsible for initiating the process to address policy and practice barriers. Turnaround Lead designees, Chief Counsel, and union delegates will participate in negotiating desired MOUs immediately upon receipt of notice of SIG grant approval to ensure that required changes are in place for the 2014-2015 school year.

The Transformation Model as proposed in the SIG grant will require school-based flexibility that currently is not allowed by contract. In order to implement the proposed changes designed to increase student achievement and graduation rates, the following areas of the Volusia Teachers Organization Contract would need to be addressed by MOUs. Similar areas would be addressed as needed in the contracts of American Federation of State, County, and Municipal Employees (AFSCME) and Volusia Educational Support Association (VESA).

Article 5 – Employee Rights

Article 7 – Changes in Past Practices/Terms/Conditions of Employment

Article 8 – Fair Practices

Article 9 – Working Hours and Conditions

Article 12 – Faculty Council and Budget Committee

Article 13 – Staff Development & In-Service Education

Article 14 – Teacher Evaluation

Article 15 – Transfer and Vacancies

Article 19 – Education Support

Article 21 – Teacher Assignment, Travel and Substitutes

Article 24 – Modified School Calendar

Article 26 – Compensation

Article 28 – Supplements

Article 32 – Job Sharing

Article 33 – Technology

Article 34 – Mandatory Plus One Program

Article 35 – Duration of Agreement

Specific changes would be pursued as follows:

- As SIG schools, Atlantic High School and Orange City Elementary will be provided the staffing flexibility to determine position codes within the school allocation and not be restricted by specific subgroup allocations, such as core, non-core, career and technology education, etc. In addition, both schools would receive additional staffing units beyond that which is specified in formula.
- Both schools will be each be staffed with a Project Teacher-on-Assignment to directly assist with the implementing, monitoring, and evaluating of the SIG 1003(g). Specific responsibilities would include instructional technology support and facilitating professional development.
- Current practices sometimes limit the amount of students who can participate in on-campus virtual courses. Both schools will be provided support in implementing on-campus virtual courses.
- Both schools will work to maximize and lengthen the amount of engaged learning time for students. This goal will require a more flexible approach to starting and ending times for the school day.
- Both schools will be allowed to select and customize courses not currently available in the district Program of Studies.
- Both schools would be allowed to pursue scheduling flexibility to support teacher participation in district PLC network in non-core or singleton courses.
- Both schools will be allowed to customize or adapt ESE delivery models to support student needs.
- Both schools will be provided the increased flexibility of rolling over funds between school years.
- Both schools would pursue a Memorandum of Understanding (MOU) that would facilitate the implementation of the Transformation Model. This MOU would address the areas of: removal of underperforming staff, additional salary allocations due to increased learning time, teacher stipends, performance pay, and signing bonuses for teachers.
- Both schools would be permitted to purchase technology beyond the established practice for district technology ratio.

Orange City Elementary School:

- Orange City Elementary will be provided the flexibility to customize the scheduling of instructional blocks of time, including the departmentalizing of content by horizontal and/or vertical teams.

Atlantic High School:

- Current policy prevents high schools from operating on a schedule different from the 7 period day, with 50 minute periods. Atlantic High School will be provided the scheduling flexibility to determine the

scheduling model (A/B with a ribbon, seven periods, or block).

- Atlantic High School will be allowed to expand the scheduling of academies to create a wall-to-wall academy model to include additional internship opportunities for students.
- Atlantic High will be allowed flexibility in determining teacher work hours to provide selected teachers the opportunity to offer virtual tutoring hours beyond the traditional school day.
- Atlantic High School would pursue dual enrollment agreements with additional universities for the purpose of increasing on-campus dual enrollment opportunities and changing entrance requirements in order to increase student access to dual enrollment.
- Current federal policies may prohibit the establishment of a Voluntary Prekindergarten at a school that is not designated as Title I. VCS will seek to clarify any policy prohibitions and provide Voluntary Prekindergarten onsite as permissible.

**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**

Volusia County Schools (VCS) has established guidelines for staffing, scheduling, and budgeting. These guidelines are developed by the appropriate district department and vetted through a review and approval process, which culminates in approval by the superintendent and her leadership team (termed "Cabinet"). As part of the guideline development process, input is solicited from school-based leadership and teachers. This input is solicited via focus groups, established meetings, and online surveys. When appropriate, guidelines that impact district policy are presented as formal policies for school board approval.

VCS has an operational structure that strongly supports school-based leadership decision-making. District administration is designed in accordance with the servant leadership model. Accordingly, the district provides specific policies and procedures as required by statute and in response to statute; the district also works collaboratively with school leadership to provide school site specific support. The principal of a school is recognized as the expert of the school's needs and, thus, has significant autonomy in the areas of staffing, scheduling, and budgeting.

For staffing, operational flexibility would be provided to SIG schools as follows:

- As SIG schools, Atlantic High School and Orange City Elementary will be provided the staffing flexibility to determine position codes within the school allocation and not be restricted by specific subgroup allocations, such as core, non-core, career and technology education, etc. In addition, both schools would receive additional staffing units beyond that which is specified in formula.
- Atlantic High School and Orange City Elementary will be each be staffed with a Project Teacher-on-Assignment to directly assist with the implementing, monitoring, and evaluating of the SIG 1003(g). Specific responsibilities would include instructional technology support and facilitating professional development.
- A Memorandum of Understanding regarding the removal of underperforming staff would have to be negotiated.

For scheduling, operational flexibility would be provided to SIG schools as follows:

- Atlantic High School will be provided the scheduling flexibility to determine the scheduling model (A/B with a ribbon, seven periods, or block).
- Atlantic High School will be allowed to expand the scheduling of academies to create a wall-to-wall academy model to include additional internship opportunities for students.
- Both schools will be provided support in implementing on-campus virtual courses.
- Atlantic High will be allowed flexibility in determining teacher work hours to provide selected teachers the opportunity to offer virtual tutoring hours beyond the traditional school day.
- Orange City Elementary will be provided the flexibility to customize the scheduling of instructional blocks of time, including the departmentalizing of content by horizontal and/or vertical teams.
- Both Atlantic and Orange City schools will work to maximize and lengthen the amount of engaged learning time for students.

- Both schools will be allowed to select and customize courses not currently available in the district Program of Studies.
- Atlantic High School would pursue dual enrollment agreements with additional universities for the purpose of increasing on-campus dual enrollment opportunities and changing entrance requirements in order to increase student access to dual enrollment.
- Both schools would be allowed to pursue scheduling flexibility to support teacher participation in district PLC network in non-core or singleton courses.
- Both schools will be allowed to customize or adapt ESE delivery models to support student needs. For budgeting, operational flexibility would be provided to SIG schools as follows:
- Atlantic High School and Orange City Elementary will be provided the increased flexibility of rolling over funds between school years.
- Both schools would pursue a Memorandum of Understanding (MOU) that would facilitate the implementation of the Transformation Model. This MOU would address the areas of: additional salary allocations due to increased learning time, teacher stipends, performance pay, and signing bonuses for teachers.

### 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**

Volusia County Schools (VCS) has implemented a Multi-Tiered System of Supports (MTSS) designed to ensure district resources were appropriately allocated to support school leadership teams in the 8-Step Problem Solving Process incorporated into the development of School Improvement Plans. The District MTSS significantly contributed to the turnaround success of the priority and focus schools and to sustaining the success of all other schools. Volusia's SIG application selects two schools, Orange City Elementary and Atlantic High, for the Transformation Model because of the turnaround in achievement that both schools have experienced under new leadership. Through the involvement of the tiered Community Assessment Team, all stakeholders will have the opportunity to have input about recommendations for school improvement decision-making.

The SIG application describes in detail the specific strategies and action steps that the District and two schools will implement for the purpose of establishing the schools as models of student achievement. Critical to this process of creating models is the addressing of district policies and procedures in the first year of the grant, specifically the negotiation of a Memorandum of Understanding (MOU) with the Volusia Teachers Organization (VTO) contract. Operational flexibility for schools will be increased in the areas of staffing, scheduling and budgeting as described in the strategies and action steps.

In year two, Orange City and Atlantic will partner with select schools to assist in the transforming them with the model practices they developed and successfully implemented with district support. This capacity building process of partnering with schools will expand in year three exponentially. Looking ahead, the proposed infrastructure will be built to withstand personnel turnover and funding uncertainties. Because so many district and school staff will receive relevant professional development and technical assistance throughout the SIG process, the system will stand strong even with personnel changes. With the district policies and procedures modified and the VTO MOU to increase school-based operational flexibility, Volusia schools will be positioned to take full advantage of the lessons learned as a result of the implementation of the SIG grant.

Volusia County School District envisions a transformed district-wide school system built upon the school improvement work already begun. With the support of SIG, this system will grow and flourish to benefit all students.



## Stakeholder Involvement

### PIP Link

<https://www.floridacims.org/documents/131386>

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

See District Parental Involvement Plan.

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

Through the use of school liaisons who report regularly to the Community Assessment Team, the district is able to provide assistance to turnaround schools that is informed by school leadership input. A detailed description of the CAT process can be found in the Problem-Solving action steps.

## 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

Tager, James, jrtager@volusia.k12.fl.us

#### Employee's Title

Assistant Superintendent

#### Employee's Phone Number

(386) 734-7190

#### Employee's Phone Extension

20696

#### Supervisor's Name

Dr. Margaret Smith

#### Supervisor's Title

Superintendent

#### Employee's Role and Responsibilities

Directs the work of the District's Multi-Tiered System of Support to respond to needs of all schools  
 Leads Community Assessment Team (CAT) and organizes all CAT meetings  
 Analyzes school data and allocates resources of team to respond to needs  
 Monitors intervention work of district leadership team in schools  
 Coordinates the work of Instructional Services personnel (to include SIG Project Managers)  
 Adjusts resource allocations as needed

### District Leadership Team

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



**Tager, James, jrtager@volusia.k12.fl.us****Title** Assistant Superintendent**Phone** (386) 734-7190**Supervisor's Name** Dr. Margaret Smith**Supervisor's Title** Superintendent**Role and Responsibilities**

Directs the work of the District's Multi-Tiered System of Support to respond to needs of all schools  
 Leads Community Assessment Team (CAT) and organizes all CAT meetings  
 Analyzes school data and allocates resources of team to respond to needs  
 Monitors intervention work of district leadership team in schools  
 Coordinates the work of Instructional Services personnel (to include SIG Project Managers)  
 Adjusts resource allocations as needed

**Amy, Kelly, klamy@volusia.k12.fl.us****Title** Director**Phone** (386)734-7190**Supervisor's Name** Jim Tager**Supervisor's Title** Director

**Role and Responsibilities** Oversees work of CTE & Electives specialists in schools, shares concerns and makes needs of schools known in order to ensure appropriate resource allocations

**Beattie, Karen, klbeatti@volusia.k12.fl.us****Title** Director**Phone** (386)734-7190**Supervisor's Name** Jim Tager**Supervisor's Title** Director

**Role and Responsibilities** Coordinates the district's offerings of professional development, uses data to determine professional development needs, educates professional development providers about implementation, monitoring, and evaluation of professional development content

**Parker, Alicia, akparker@volusia.k12.fl.us****Title** Director**Phone** (386) 734-7190**Supervisor's Name** Bambi Lockman**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Prepares analysis of school data for district leadership team and schools to use in determining school needs, educates schools about how to use and analyze data in order to improve student achievement**Myers, Mary Alice, mmyers@volusia.k12.fl.us****Title** Director**Phone** (386)734-7190**Supervisor's Name** Nancy Redmond**Supervisor's Title** Director**Role and Responsibilities** Makes recommendations to leadership team and school administrations about appropriate interventions in schools, assists with the development of early warning system resources, oversees work of school psychologists**Roman, Leticia, lroman@volusia.k12.fl.us****Title** Director**Phone** (386)734-7190**Supervisor's Name** Bambi Lockman**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Intervenes with leadership of D elementary schools, approves expenditures of funds from Title I and other federal programs, acts as a point of contact for designated schools, oversees work of Title I coaches and intervention teachers, shares concerns and makes needs of schools known in order to ensure appropriate resource allocations, makes recommendations about appropriate interventions needed in schools

**Goepfert, Lyndi, lgoepfe@volusia.k12.fl.us****Title** Director**Phone** (386)734-7190**Supervisor's Name** Jim Tager**Supervisor's Title** Director**Role and Responsibilities** Intervenes with leadership of D elementary schools, oversees work of specialists in schools, shares concerns and makes needs of schools known in order to ensure appropriate resource allocations, makes recommendations about appropriate interventions needed in schools**Dyer, Kati, kbdyer@volusia.k12.fl.us****Title** Director**Phone** (386)734-7190**Supervisor's Name** Jim Tager**Supervisor's Title** Director**Role and Responsibilities** Intervenes with leadership of D secondary schools, oversees work of specialists in schools, shares concerns and makes needs of schools known in order to ensure appropriate resource allocations, makes recommendations about appropriate interventions needed in schools, coordinates and guides efforts of schools for School Improvement Plans**Marks, Gary, gmarks@volusia.k12.fl.us****Title** Director**Phone** (386) 734-7190**Supervisor's Name** Bambi Lockman**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Serves as liaison for schools that have yet to receive a school grade; helps to coordinate intervention efforts through online remediation programs.

**Redmond, Nancy, naredmon@volusia.k12.fl.us****Title** Director**Phone** (386)734-7190**Supervisor's Name** Bambi Lockman**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Directs Exceptional Student Education and helps to provide appropriate resources to students in schools of need**Smith, Margaret, masmith1@volusia.k12.fl.us****Title** Superintendent**Phone** (386) 734-7190**Supervisor's Name** School Board**Supervisor's Title** Superintendent**Role and Responsibilities** Serves as the Superintendent and oversees District Leadership Team**Head, Barbara , bhead@volusia.k12.fl.us****Title** Director**Phone** 3867347190**Supervisor's Name** Jim Tager**Supervisor's Title** Assistant Superintendent**Role and Responsibilities****Educator Quality**

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

**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**

**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**

**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**

Trend data from district and state assessments are used to determine which schools have the greatest need for reading, math, and science coaches and additional teaching units for Intensive Reading and Math. A combination of state and district funds are used to provide coaches and teachers at schools with need.

All coaches keep a record of their daily activities in their Microsoft Outlook calendars, which are monitored on a regular basis by school and district personnel. Specifically, personnel look for items on the coaches' calendar that show time dedicated to the group and individual professional learning and development of the teachers served.

## 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...and Beyond is a writing program that can be used as a core writing program or in combination with other writing programs that a school or district is using. The program covers all modalities of writing.

#### Being a Writer

**Program Type**

Core

**School Type**

Elementary School

**Description**

This is a complementary program to SIPPS, a foundational skills program used. It is a scripted writing program that follows the gradual release model and focuses on student choice.

**Houghton Mifflin Harcourt**

**Program Type** Core

**School Type** Middle School, High School

**Description** As part of core instruction in all middle schools and some high schools, ELA teachers have access to the writing instruction that is part of the curriculum in the form of the writing workshops. There are multiple workshops at each grade level that focus on varied genres of writing and the writing process.

**Prentice Hall & Writer's Choice**

**Program Type** Supplemental

**School Type** Middle School, High School

**Description** Some teachers in middle and high may still use the writing support that is offered in Prentice Hall Literature books or Writer's Choice books.

**District Writing Assessments**

**Program Type** Core

**School Type** Middle School, High School

**Description** District writing assessments focus on FCAT 2.0 writing for grades 8 and 10 and the Writing to Text tasks for grades 6,7,9 and 11.

**Secondary Supplemental Writing Materials**

**Program Type** Supplemental

**School Type** Middle School, High School

**Description** Middle and high school teachers have the option to use several professional books for a variety of writing support purposes including:  
Image Grammar by Harry R. Noden  
Write Like This by Kelly Gallagher  
Teaching Argument Writing, Grades 6-12 by George Hillocks

**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:**

**enVision Math****Program Type** Core**School Type** Elementary School**Description** enVision Math provides teachers with instructional resources (remediation and enrichment), formative and summative assessments and diagnostic assessments and instructional implications.**District-wide Assessment Program (K-5; 6-8, Algebra, and Geometry)****Program Type** Core**School Type** Elementary School, Middle School, High School**Description** Summative assessments aligned to the current standards. These ten question assessments have been created and reviewed by teams of teachers and administered to every student after the standards have been taught.**Florida DOE MFAS (K-3)****Program Type** Supplemental**School Type** Elementary School**Description** MFAS provide teachers with diagnostic assessments and instructional implications.**Curriculum Maps developed by teachers for teachers based on the NGSSS and Florida Standards****Program Type** Core, Supplemental**School Type** Elementary School, Middle School, High School**Description** Curriculum maps have been written by teams of lead teachers. The curriculum maps include pacing guides, descriptions of the standards, and resources aligned to the standards. The curriculum maps also provide teachers with suggested supplemental resources and assessments.**Big Ideas Instructional Materials****Program Type** Core, Supplemental, Intensive Intervention**School Type** Middle School**Description** Online and hardcopies of the student and teacher editions are available for core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.



**Holt, Glencoe and Pearson Prentice Hall Instructional Materials**

**Program Type** Core, Supplemental, Intensive Intervention

**School Type** Middle School

**Description** Online and hardcopies of the student and teacher editions are available for the core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.

**Ascend Math**

**Program Type** Intensive Intervention

**School Type** Middle School

**Description** This is a web-based program used in selected middle schools that pre-assesses students. It then prescribes targeted instruction for standards needing to be remediated from grade 3- Algebra 2.

**McDougal Littell, Glencoe, Pearson Prentice Hall, Pearson Geometry Instructional Materials**

**Program Type** Core, Supplemental, Intensive Intervention

**School Type** High School

**Description** Online and hardcopies of the student and teacher editions are available for the core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.

**Algebra Nation**

**Program Type** Supplemental, Intensive Intervention

**School Type** Middle School, High School

**Description** This is a web-based program used in all algebra 1a, 1b and 1 classes. It includes instructional videos, practice problems and assessments for every standard tested on the Algebra 1 EOC.

**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****Program Type** Core**School Type** Elementary School**Description** This core textbook resource provides teachers with NGSSS-aligned instructional material and student practice. Assessment opportunities are embedded throughout the core resource.**The Happy Scientist****Program Type** Supplemental, Intensive Intervention**School Type** Elementary School, Middle School**Description** Link: [www.thehappyscientist.com](http://www.thehappyscientist.com)  
This web-based supplemental resource provides teachers with scientifically-accurate videos, pictures, labs, and sample items by benchmark aligned to NGSSS for grades 3-8.**ScienceSaurus****Program Type** Supplemental, Intensive Intervention**School Type** Elementary School, Middle School**Description** This text-based resource provides teachers with an alternative student-friendly explanation of key science concepts learned in Grades 2-5. This resource is available at some schools; it was an option during the last adoption. A number of Science Saurus books were ordered for each middle school over the past two years. These books were purchased for intervention and remediation groups.**AIMS****Program Type** Supplemental**School Type** Elementary School**Description** This Florida-specific (NGSSS), activity-based resource provides teachers with hands-on, minds-on instructional material and student practice. Scaffolded questions are provided with each activity. This resource is available for use in many classrooms; the Elementary Science Department has remained committed to making this resource available to teachers following comprehensive training.

**Pearson Prentice Hall Interactive Science Instructional Materials****Program Type** Core**School Type** Middle School**Description** Online and consumable textbooks of the student and teacher editions are available for core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.**District Interim Assessments****Program Type** Core**School Type** Elementary School, Middle School, High School**Description** Summative assessments aligned to the current standards. The items have been written and reviewed by teacher committees in each grade level 6-8 and Biology.**Curriculum Maps developed by teachers based on the NGSSS and Florida Standards****Program Type** Core**School Type** Elementary School, Middle School, High School**Description** Curriculum maps have been written by teams of lead teachers. The curriculum maps include pacing guides, descriptions of the standards and resources aligned to the standards.**Program Type****School Type****Description****FL Coach Jumpstart Science****Program Type** Supplemental, Intensive Intervention**School Type** Elementary School, Middle School**Description** Each school received student workbooks and teacher editions for intervention and remediation. This resource contains three practice FCAT assessments per grade level.

**Holt, Glencoe, Pearson Prentice Hall, Instructional Materials**

**Program Type** Core, Supplemental, Intensive Intervention

**School Type** High School

**Description** Online and hardcopies of the student and teacher editions are available for some of the core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.

**FL Everglades Workbooks**

**Program Type** Intensive Intervention

**School Type** High School

**Description** Workbooks are located at each school to use for intervention groups.

**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**

A district liaison/point of contact is assigned to each school. The number of schools assigned to each point of contact depends on the school grade. District points of contact assigned to D schools have a maximum of three schools, whereas contacts for B schools have as many as eight schools. School assessment data is used to allocate the time of curriculum specialists, TOAs, and coaches so that schools with the greatest need receive the most dedicated time from the curriculum team. For instance, schools with the highest need may receive as many as three visits a week; schools with the lowest need may receive as few as three visits per year. Time allocations even at the same school may differ among subjects and content areas according to the need as demonstrated by data; moreover, changes to time and resource allocations will change throughout the year depending on data.

Schools have in place either a data room, data notebook, or data files to identify groups of students with similar academic or behavioral deficits in order to identify and monitor group interventions. The district emphasizes Professional Learning Communities as the vehicle for data chats and problem-solving an appropriate instructional response to data. For larger systemic issues, the district and schools employ the 8-step problem-solving model together.

Professional development is responsive to the needs of the schools. The district designs modules for district wide training on designated early release dates throughout the year. Schools customize the training and provide time for follow-up in professional learning groups. Instructional support teachers meet weekly to develop expertise in providing the coaching feedback teachers will need to implement the instructional strategies and practices with fidelity. School-based coaches meet monthly for professional learning on the coaching cycle, instructional strategies, specific content knowledge and standards, and alignment of assessment. Intervention teachers meet monthly for professional learning on explicit instruction, formative assessment, and effective feedback. Frequent interaction among the coaches, intervention teachers, and district staff enhances collaboration and increases communication and consistency of instructional quality to meet the Florida Standards.

The district has conducted a Mini-Instructional Review (IR) process, modeled on the IR process conducted in D schools by the DOE team. During a Mini-IR, the principal shares SIP goals and

shares data on progress being made toward those goals. Referencing SIP goals and strategies, the principal suggests the area of focus for the walk-through. Teams of district, school, and state staff then visit all classrooms to observe instruction. After the classroom walk-throughs, walk-through teams debrief with the school leadership team to share observations and provide feedback to the school on effective practices observed and areas for improvement. The Mini-IR walk-through data also provides feedback for the school leadership on current progress toward SIP goals.

**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.boarddocs.com/fla/vcsfl/Board.nsf/files/9NVHTV496C18/\\$file/Policy%20307-adopted-08-27-14.pdf](http://www.boarddocs.com/fla/vcsfl/Board.nsf/files/9NVHTV496C18/$file/Policy%20307-adopted-08-27-14.pdf)

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

Pp. 1-2

*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	67%	56%	No	71%
American Indian	69%	52%	No	72%
Asian	81%	76%	No	83%
Black/African American	49%	34%	No	55%
Hispanic	60%	46%	No	65%
White	73%	64%	No	76%
English language learners	47%	30%	No	53%
Students with disabilities	43%	23%	No	49%
Economically disadvantaged	60%	47%	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	63%	59%	No	67%
American Indian	60%	49%	No	64%
Asian	84%	85%	No	85%
Black/African American	48%	37%	No	53%
Hispanic	57%	50%	No	61%
White	68%	65%	No	71%
English language learners	48%	39%	No	54%
Students with disabilities	43%	27%	No	49%
Economically disadvantaged	56%	49%	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 individual student learning to accelerate achievement outcomes for every school.
- G2.** Increase the level of classroom rigor by creating multiple instructional pathways for students to meet their individual needs, aligned with the Florida Standards.
- G3.** Improve internal and external communication systems to maximize student achievement, promote collaboration and build positive relationships.
- G4.** Attract, hire, retain, and reward highly qualified administrators, teachers, and staff to improve academic achievement and student success.
- G5.** Ensure that all resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fiscal responsibility and transparency.
- G6.** Prioritize and provide resources for a safe, secure, supportive, and innovative learning environment that cultivates 21st Century learners.
- G7.** If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups.

## 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 individual student learning to accelerate achievement outcomes for every school.** 1a

G069688

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)		
District-Wide	Algebra I FSA EOC Pass Rate		
District-Wide	FSA - Mathematics - Proficiency Rate		
District-Wide	Geometry EOC Pass Rate		
District-Wide	Algebra II EOC Pass Rate		
District-Wide	FSA - English Language Arts - Proficiency Rate		
District-Wide	SSA Proficiency Rate		
District-Wide	Bio I EOC Pass		
District-Wide	U.S. History EOC Pass		
District-Wide	Civics EOC Pass		
District-Wide	SAT Critical Reading		
District-Wide	ACT English		
District-Wide	CTE Industry Certification Exam Passing Rate		

**Resources Available to Support the Goal** 2

- District multi-tiered system of supports
- Strategic plan

**Targeted Barriers to Achieving the Goal** 3

- Lack of effective coordination and integration of district departments.

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

District Data Analysis Summary &amp; Response Meeting

**Person Responsible**

Eric Holland

**Schedule**


Annually, from 7/12/2016 to 7/12/2016

**Evidence of Completion**

State assessments data

**G2.** Increase the level of classroom rigor by creating multiple instructional pathways for students to meet their individual needs, aligned with the Florida Standards. 1a

### Targets Supported 1b

 G069695

Focus	Indicator	Year	Target
District-Wide	Math Gains		
District-Wide	ELA/Reading Gains		
District-Wide	Advanced coursework completion - H.S.		
District-Wide	CTE Industry Certification Exam Participation		

### Resources Available to Support the Goal 2


•

### Targeted Barriers to Achieving the Goal 3

- Lack of systematic curriculum integration

**G3.** Improve internal and external communication systems to maximize student achievement, promote collaboration and build positive relationships. 1a

### Targets Supported 1b

 G069696

Focus	Indicator	Year	Target
District-Wide	School Climate Survey - Student		
District-Wide	School Climate Survey - Parent		
District-Wide			

### Resources Available to Support the Goal 2


•

### Targeted Barriers to Achieving the Goal 3

- Lack of adequate communication systems

**G4.** Attract, hire, retain, and reward highly qualified administrators, teachers, and staff to improve academic achievement and student success. 1a

### Targets Supported 1b

 G069697

Focus	Indicator	Year	Target
District-Wide	CTE Teachers Holding Industry Certifications		
District-Wide	Highly Qualified Teachers		

### Resources Available to Support the Goal 2


•

### Targeted Barriers to Achieving the Goal 3

- Lack of systematic alignment of human resources and professional development processes.

**G5.** Ensure that all resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fiscal responsibility and transparency. 1a

**Targets Supported** 1b

 G069698

Focus	Indicator	Year	Target
District-Wide	5Es Score: Program Coherence		

**Resources Available to Support the Goal** 2

•

**Targeted Barriers to Achieving the Goal** 3

- Need to better align fiscal resources to school and system needs.

**G6.** Prioritize and provide resources for a safe, secure, supportive, and innovative learning environment that cultivates 21st Century learners. 1a

**Targets Supported** 1b

 G069699

Focus	Indicator	Year	Target
-------	-----------	------	--------


**Resources Available to Support the Goal** 2

•

**Targeted Barriers to Achieving the Goal** 3

- Need to prioritize resources.

**G7.** If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups. **1a**

 G030300

### Targets Supported **1b**

Focus	Indicator	Year	Target
4941 - Atlantic High School	FSA - English Language Arts - Proficiency Rate		54.0
4941 - Atlantic High School	ELA/Reading Lowest 25% Gains		26.0
4941 - Atlantic High School	FSA - Mathematics - Proficiency Rate		59.0
4941 - Atlantic High School	4-Year Grad Rate (Standard Diploma)		74.0
4941 - Atlantic High School	Bio I EOC Pass		78.0
4941 - Atlantic High School	ELA/Reading Gains		45.0
4941 - Atlantic High School	Math Lowest 25% Gains		42.0

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

- Personnel: Community Assessment Team; District Leadership Team; Instructional Services Specialists; Instructional Services Secondary TOAs, Coaches, and Elementary ISTOAs; Area Superintendents; Office of Professional Development & Support Coordinator and Specialists; ESOL Coordinator; Differentiated Accountability Region 2 Team; School Administration; Title I Intervention Teachers; Behavioral Support Staff;
- Funds: SAI Funds; Reading FEFP Funds; District Budgets; Title I Funds; Title II Funds; Title III Funds; Race to the Top (5th year amendment); SIG 1003(g) (if awarded)

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

- Need for greater resource alignment--including personnel, funds, and stakeholder support:  
 \*District: Volume of schools in need \*School: Volume of students in need; \*District: Ability to establish a presence on all school campuses \*School: Ability to establish a presence in all classrooms; \*District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools \*School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; \*District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting \*School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; \*District: Lack of available technology resources to fulfill needs of schools \*School: Lack of available technology resources to fulfill needs of students and teachers; \*District: Lack of systematic support for stakeholder engagement in school growth \*School: Lack of systematic support for stakeholder engagement in student learning

**Plan to Monitor Progress Toward G7. 8**

Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.

Analysis of district and state assessment results will determine progress made toward goals. Analysis of teacher performance data will be compared to student achievement data (when applicable).

**Person Responsible**

Alicia Parker

**Schedule**

Quarterly, from 9/22/2014 to 6/30/2017

**Evidence of Completion**

Student achievement data; Graduation data; Teacher performance reports, including triangulation of data (PD, teacher evaluation performance, and student achievement); Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review

**Plan to Monitor Progress Toward G7. 8**

Tier 3 CAT will analyze and make recommendations for response.

**Person Responsible**

James Tager

**Schedule**

Quarterly, from 7/1/2014 to 6/30/2017

**Evidence of Completion**

Tier 3 CAT minutes, which include recommended actions

**Plan to Monitor Progress Toward G7. 8**

District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.

**Person Responsible**

Barbara Head

**Schedule**

Quarterly, from 7/10/2014 to 6/30/2017

**Evidence of Completion**

Evidence: Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams; modifications to Problem-Solving items in School SIPs

## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier


**S** = Strategy

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


**G1.** Increase individual student learning to accelerate achievement outcomes for every school. **1**

 G069688

**G1.B1** Lack of effective coordination and integration of district departments. **2**

 B181294

**G1.B1.S1** Promote high quality early childhood educational experiences that will ensure kindergarten readiness. **4**

 S192744

### Strategy Rationale

#### Action Step 1 **5**

**Person Responsible**

**Schedule**

***Evidence of Completion***

#### Action Step 2 **5**

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

Leadership Team Monitoring Meeting

**Person Responsible**

Teresa Marcks

**Schedule**

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

***Evidence of Completion***

Meeting Minutes

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

District Datapalooza

**Person Responsible**

Eric Holland

**Schedule**

Triannually, from 10/26/2015 to 6/27/2016


***Evidence of Completion***

District assessments data






**G7.** If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups. **1**

 G030300

**G7.B1** Need for greater resource alignment--including personnel, funds, and stakeholder support:  
 \*District: Volume of schools in need \*School: Volume of students in need; \*District: Ability to establish a presence on all school campuses \*School: Ability to establish a presence in all classrooms; \*District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools \*School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; \*District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting \*School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; \*District: Lack of available technology resources to fulfill needs of schools \*School: Lack of available technology resources to fulfill needs of students and teachers; \*District: Lack of systematic support for stakeholder engagement in school growth \*School: Lack of systematic support for stakeholder engagement in student learning **2**

 B070579

**G7.B1.S1** District Multi-Tiered System of Support: Use data to determine personnel assignments and differentiated levels of support (coaching assignments or number of visits, specialist visits, and liaison visits) **4**

 S079713

### Strategy Rationale

The needs of schools are varied and must be addressed at varying levels. The district's response to each school is customized according to the needs of the school based on hard and soft data gathered through data analysis, instructional reviews, and additional site visits.

### Action Step 1 **5**

Examine data to determine level of need at each school in each subject area using a 4-point rubric; determine initial resource allocation (personnel, time, and money) needed for all schools within the district and assign district liaisons to each school. The district recommendations will be shared with the Community Assessment Team, with the opportunity to provide input.

#### Person Responsible

James Tager

#### Schedule

Annually, from 6/2/2014 to 6/30/2017

#### Evidence of Completion

School Resource Allocation Charts; District Tiered System of Support Assignments

**Action Step 2** 5

Liaison assistance to school leadership for developing Title I school budget, SIP goal, and PD plan

**Person Responsible**

James Tager

**Schedule**

Annually, from 6/9/2014 to 6/30/2017

***Evidence of Completion***

School Improvement Plan

**Action Step 3** 5

The district recommendations for school resource allocations will be shared with the Community Assessment Team, with the opportunity to provide input.

**Person Responsible**

Barbara Head

**Schedule**

On 7/7/2014

***Evidence of Completion***

District recommendation from Action Step 1

**Action Step 4** 5

Share the resource allocation plan with appropriate school and district leaders, ensuring positions are filled with highly qualified personnel.

**Person Responsible**

James Tager

**Schedule**

On 10/1/2014

***Evidence of Completion***

Staffing Summary Reports

**Action Step 5**

The Community Assessment Team (CAT) will have a four-tiered structure for monitoring. The Tier 1 CAT will meet weekly to review data collected during site visits to determine customized next steps for each school aligned to SIP goals; the Tier 2 CAT will meet every other week; the Tier 3 CAT will meet quarterly to review assessment data for progress monitoring; the Tier 4 CAT members will be called in as needed for their expertise (Finance, Legal, Human Resource, Technology, etc.).

**Person Responsible**

James Tager

**Schedule**

Weekly, from 7/14/2014 to 6/9/2017

***Evidence of Completion***

CAT Meeting Calendar

**Action Step 6**

Monitoring development of school Instructional Leadership Teams for SIP implementation, with assistance from each school's liaison

**Person Responsible**

Kati Dyer

**Schedule**

Quarterly, from 8/25/2014 to 6/9/2017

***Evidence of Completion***

School Improvement Plans, SIP Midyear Reflection, Liaison Reports to Tier 1 CAT

**Action Step 7**

CAT monitoring and analysis of district assessments to determine areas in need of additional support; resource allocation adjustments will be made as warranted.

**Person Responsible**

Alicia Parker

**Schedule**

Quarterly, from 9/22/2014 to 6/9/2017

***Evidence of Completion***

Data Analysis Reports

**Action Step 8** 5

Provide training to district liaisons for schools

**Person Responsible**

Barbara Head

**Schedule**

Monthly, from 8/18/2014 to 6/12/2015

***Evidence of Completion***

MyPGS (Attendance Records)

**Action Step 9** 5**Person Responsible****Schedule**

Quarterly, from 9/22/2014 to 6/8/2015

***Evidence of Completion*****Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

Tier 1 CAT will review all evidence submitted for each action step in this strategy:

AS1: School Resource Allocation Charts; District Tiered System of Support Assignments

AS2: Title I budgets

AS3: District recommendation from Action Step 1

AS4: Staffing Summary Reports

AS5: CAT Meeting Calendar

AS6: School Improvement Plans, SIP Midyear Reflection, Liaison Reports to Tier 1 CAT

AS7: Data Analysis Reports

AS8: MyPGS (Attendance Records)

**Person Responsible**

James Tager

**Schedule**

Monthly, from 7/1/2014 to 6/8/2017

***Evidence of Completion***

Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7**

Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.

**Person Responsible**

Karen Beattie

**Schedule**

Quarterly, from 7/1/2014 to 6/30/2017

***Evidence of Completion***

Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7**

Tier 3 CAT will analyze and make recommendations for response.

**Person Responsible**

James Tager

**Schedule**

Quarterly, from 7/1/2014 to 6/30/2017

***Evidence of Completion***

Tier 3 CAT minutes, which include recommended actions

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7**

District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.

**Person Responsible**

Barbara Head

**Schedule**

Quarterly, from 7/1/2014 to 6/30/2017

***Evidence of Completion***

Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams

**G7.B1.S2** Establish school-based leadership teams to support School MTSS 4 S079714**Strategy Rationale**

Schools must establish and sustain an infrastructure that addresses the needs of all stakeholders in order to increase student achievement and graduation rates

**Action Step 1** 5

PD for Liaisons to provide support for schools to establish Instructional Leadership teams that will direct and monitor the school-based MTSS

**Person Responsible**

Barbara Head

**Schedule**

Quarterly, from 5/1/2014 to 4/30/2017

***Evidence of Completion***

Rosters of School-based Instructional Leadership teams in School Improvement Plan

**Action Step 2** 5

District and School-based Instructional Leadership Teams attend DA Region 2 Summer Conference

**Person Responsible**

Karen Beattie

**Schedule**

Annually, from 7/14/2014 to 8/21/2016

***Evidence of Completion***

Conference Attendance Records



### Action Step 3 5

Hire school-based Project TOA for SIG (Atlantic High)

**Person Responsible**

Teresa Marcks

**Schedule**

On 6/30/2017

***Evidence of Completion***

Staffing Summary

### Action Step 4 5

Hire district Project Manager for SIG Schools and office specialist for support

**Person Responsible**

James Tager

**Schedule**

On 6/30/2017

***Evidence of Completion***

Staffing Summary

### Action Step 5 5

Hire district School Improvement Specialist

**Person Responsible**

James Tager

**Schedule**

On 6/30/2017

***Evidence of Completion***

Staffing Summary

**Action Step 6** 5

PD for School-Based Instructional Leadership Teams on step 0 of the 8-Step Planning Process with follow-up and School Improvement (including how to analyze and respond to data appropriately)

**Person Responsible**

Kati Dyer

**Schedule**

Quarterly, from 8/25/2014 to 9/8/2016

***Evidence of Completion***

School Improvement Plans

**Action Step 7** 5

School-based Instructional Leadership Teams create and meet regularly to monitor School Improvement Plans

**Person Responsible**

Kati Dyer

**Schedule**

Monthly, from 8/25/2014 to 6/9/2017

***Evidence of Completion***

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Grade Level Meeting Calendar

**Action Step 8** 5

School-based MTSS monthly meetings to analyze progress monitoring data and EWS report

**Person Responsible**

Alicia Parker

**Schedule**

Monthly, from 8/11/2014 to 6/9/2017

***Evidence of Completion***

Data Protocol Reports; Grade Level Meeting Calendar

**Action Step 9** 5

PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools

**Person Responsible**

Barbara Head

**Schedule**

Semiannually, from 5/4/2015 to 5/19/2017

**Evidence of Completion**

MyPGS (Attendance records and PD products)

**Plan to Monitor Fidelity of Implementation of G7.B1.S2** 6

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:

AS1: Rosters of School-based Instructional Leadership teams

AS2: Conference Attendance Records

AS3: Staffing Summary

AS4: Staffing Summary

AS5: Staffing Summary

AS6: Staffing Summary

AS7: School Improvement Plans

AS8: Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes);  
Leadership Team monthly report to liaison

AS9: Data Protocol Reports

AS10: MyPGS (Attendance records and PD products)

**Person Responsible**

James Tager

**Schedule**

Monthly, from 7/1/2014 to 6/30/2017

**Evidence of Completion**

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes);  
Leadership Team monthly report to liaison; Data Protocol Reports

**Plan to Monitor Fidelity of Implementation of G7.B1.S2** 6

Tier 1 CAT will review all evidence submitted for each action step, including school-based instructional leadership teams monthly reports

**Person Responsible**

Bambi Lockman

**Schedule**

Monthly, from 7/1/2014 to 6/30/2017

***Evidence of Completion***

Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

School-based instructional leadership teams review data and assessment results

**Person Responsible**

James Tager

**Schedule**

Monthly, from 7/1/2014 to 6/30/2017

***Evidence of Completion***

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.

**Person Responsible**

Karen Beattie

**Schedule**

Quarterly, from 7/1/2014 to 6/30/2017

***Evidence of Completion***

Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7**

Tier 3 CAT will analyze and make recommendations for response

**Person Responsible**

Bambi Lockman

**Schedule**

Quarterly, from 7/1/2014 to 6/30/2017

***Evidence of Completion***

Tier 3 CAT minutes, which include recommended actions

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7**

District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-steps Planning & Problem Solving Process.

**Person Responsible**

James Tager

**Schedule**


Quarterly, from 7/1/2014 to 6/30/2017

***Evidence of Completion***

Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams

**G7.B1.S3** Create a system to facilitate student, family, and community engagement in student learning

4

 S093987**Strategy Rationale**

When students, families and communities are all supported to engage in the process of student learning, all resources can be harnessed to maximize student potential

**Action Step 1** 5

Facilitate student, family, and community programs that promote engagement in student learning (Orange City)

**Person Responsible**

Carrie Crkvenac

**Schedule**

Quarterly, from 3/1/2015 to 5/1/2016

**Evidence of Completion**

Registrations, Academic Parent-Teacher Teams Plan, School events calendar

**Action Step 2** 5

Effective, frequent communication with stakeholders

**Person Responsible**

James Tager

**Schedule**

Weekly, from 6/2/2014 to 6/30/2017

**Evidence of Completion**

Records from communication systems

**Action Step 3** 5

Facilitate student leadership groups for the purpose of motivating students' academic and behavioral success

**Person Responsible**

Gary Marks

**Schedule**

Monthly, from 6/2/2014 to 6/30/2017

***Evidence of Completion***

Student groups' calendar of meetings and activities

**Action Step 4** 5

Facilitate mentoring programs for identified students

**Person Responsible**

Gary Marks

**Schedule**

Quarterly, from 6/2/2014 to 6/30/2017

***Evidence of Completion***

Mentoring calendar

**Action Step 5** 5

Facilitate student, family, and community programs that enhance college and career readiness

**Person Responsible**

Amy Hall

**Schedule**

Quarterly, from 7/1/2014 to 6/30/2017

***Evidence of Completion***

School activities calendar

**Action Step 6** 5

Establish and sustain business, government, and college partnerships that facilitate educator professional growth and relevant student learning (to include related student internships and field studies)

**Person Responsible**

Kelly Amy

**Schedule**

Semiannually, from 8/4/2015 to 6/30/2017

***Evidence of Completion***

Meeting calendar and minutes, School activities calendar, Internship logs

**Action Step 7** 5

Establish PreK-20 Community of Practice

**Person Responsible**

James Tager

**Schedule**

Semiannually, from 8/4/2015 to 6/30/2017

***Evidence of Completion***

Community of Practice Agendas



**Plan to Monitor Fidelity of Implementation of G7.B1.S3** 6

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:

AS1: Registrations, APTT Plan, School events calendar

AS2: Records from communication systems

AS3: Student groups' calendar of meetings and activities

AS4: Mentoring calendar

AS5: School activities calendar

AS6: Meeting calendar and minutes, School activities calendar, Internship logs

AS7: Community of Practice Agendas

**Person Responsible**

James Tager

**Schedule**

Monthly, from 7/1/1014 to 6/30/2017

***Evidence of Completion***

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports

**Plan to Monitor Fidelity of Implementation of G7.B1.S3** 6

Tier 1 CAT will review all evidence submitted for each action step

**Person Responsible**

Bambi Lockman

**Schedule**

Monthly, from 7/1/2014 to 6/30/2017

***Evidence of Completion***

Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence

**Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7**

School-based instructional leadership teams review data and assessment results

**Person Responsible**

James Tager

**Schedule**

Monthly, from 7/1/2014 to 6/30/2017

**Evidence of Completion**

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes);  
Leadership Team monthly report to liaison; Data Protocol Reports

**Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7**

Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.

**Person Responsible**

Karen Beattie

**Schedule**

Quarterly, from 7/1/2014 to 6/30/2017

**Evidence of Completion**

Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review

**Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7**

Tier 3 CAT will analyze and make recommendations for response.

**Person Responsible**

Bambi Lockman

**Schedule**

Quarterly, from 7/1/2014 to 6/30/2017

**Evidence of Completion**

Tier 3 CAT minutes, which include recommended actions

**Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7**

District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-steps Planning & Problem Solving Process.

**Person Responsible**

James Tager

**Schedule**

Quarterly, from 7/1/2014 to 6/30/2017

***Evidence of Completion***

Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams

## Implementation Timeline

## Professional Development

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

**G7.** If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups.

**G7.B1** Need for greater resource alignment--including personnel, funds, and stakeholder support:

\*District: Volume of schools in need \*School: Volume of students in need; \*District: Ability to establish a presence on all school campuses \*School: Ability to establish a presence in all classrooms; \*District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools \*School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; \*District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting \*School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; \*District: Lack of available technology resources to fulfill needs of schools \*School: Lack of available technology resources to fulfill needs of students and teachers; \*District: Lack of systematic support for stakeholder engagement in school growth \*School: Lack of systematic support for stakeholder engagement in student learning

**G7.B1.S2** Establish school-based leadership teams to support School MTSS

### PD Opportunity 1

PD for Liaisons to provide support for schools to establish Instructional Leadership teams that will direct and monitor the school-based MTSS

#### Facilitator

District staff with DA Region 2 assistance

#### Participants

District liaisons

#### Schedule

Quarterly, from 5/1/2014 to 4/30/2017

### PD Opportunity 2

District and School-based Instructional Leadership Teams attend DA Region 2 Summer Conference

#### Facilitator

DA Region 2 Team

#### Participants

Focus, Priority, and SIG Schools

#### Schedule

Annually, from 7/14/2014 to 8/21/2016

### **PD Opportunity 3**

PD for School-Based Instructional Leadership Teams on step 0 of the 8-Step Planning Process with follow-up and School Improvement (including how to analyze and respond to data appropriately)

#### **Facilitator**

District staff with DA Region 2 assistance

#### **Participants**

School-Based Instructional Leadership Teams

#### **Schedule**

Quarterly, from 8/25/2014 to 9/8/2016

### **PD Opportunity 4**

PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools

#### **Facilitator**

District staff

#### **Participants**

SIG schools and feeder pattern schools

#### **Schedule**

Semiannually, from 5/4/2015 to 5/19/2017

## Technical Assistance

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

**G7.** If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups.

**G7.B1** Need for greater resource alignment--including personnel, funds, and stakeholder support:  
 \*District: Volume of schools in need \*School: Volume of students in need; \*District: Ability to establish a presence on all school campuses \*School: Ability to establish a presence in all classrooms; \*District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools \*School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; \*District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting \*School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; \*District: Lack of available technology resources to fulfill needs of schools \*School: Lack of available technology resources to fulfill needs of students and teachers; \*District: Lack of systematic support for stakeholder engagement in school growth \*School: Lack of systematic support for stakeholder engagement in student learning

**G7.B1.S2** Establish school-based leadership teams to support School MTSS

### PD Opportunity 1

School-based MTSS monthly meetings to analyze progress monitoring data and EWS report

#### Facilitator

District Data and Student Services staff in cooperation with DA Region 2 team

#### Participants

School-Based Instructional Leadership Teams

#### Schedule

Monthly, from 8/11/2014 to 6/9/2017

## Budget Rollup

Summary	
Description	Total
<b>Goal 7:</b> If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups.	960,898
<b>Grand Total</b>	<b>960,898</b>

Goal 7: If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups.		
Description	Source	Total
<b>B1.S1.A1</b>	SIG 1003(g)	150,000
<b>B1.S1.A1</b>	SIG 1003(g)	30,000
<b>B1.S2.A2</b> - Out of County Travel, Hotel, Mileage, Food to attend DA conference	SIG 1003(g)	63,937
<b>B1.S2.A2</b> - Out of County Travel, Hotel, Mileage, Food for DA conference	SIG 1003(g)	10,000
<b>B1.S2.A3</b> - Computer and related hardware (3 iPads or similar tablets)	SIG 1003(g)	1,500
<b>B1.S2.A4</b> - School Improvement Grant Project Specialist 12 month Specialist level position	SIG 1003(g)	210,000
<b>B1.S2.A4</b> - School Improvement Grant Project Specialist 12 month Specialist level position	SIG 1003(g)	14,595
<b>B1.S2.A4</b> - School Improvement Grant Project Specialist 12 month Specialist level position	SIG 1003(g)	16,065
<b>B1.S2.A4</b> - School Improvement Grant Project Specialist 12 month Specialist level position	SIG 1003(g)	21,600
<b>B1.S2.A4</b> - School Improvement Grant Project Specialist 12 month Specialist level position	SIG 1003(g)	5,334
<b>B1.S2.A4</b> - School Improvement Grant Project Specialist 12 month Specialist level position	SIG 1003(g)	6,000
<b>B1.S2.A4</b> - 1 Office Specialist from Level 2 to 3 1 Office Specialist Level 3	SIG 1003(g)	126,000
<b>B1.S2.A4</b> - 1 Office Specialist from Level 2 to 3 1 Office Specialist Level 3	SIG 1003(g)	8,757
<b>B1.S2.A4</b> - 1 Office Specialist from Level 2 to 3 1 Office Specialist Level 3	SIG 1003(g)	9,639
<b>B1.S2.A4</b> - 1 Office Specialist from Level 2 to 3 1 Office Specialist Level 3	SIG 1003(g)	41,400
<b>B1.S2.A4</b> - 1 Office Specialist from Level 2 to 3 1 Office Specialist Level 3	SIG 1003(g)	2,700



**Goal 7: If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups.**

Description	Source	Total
<b>B1.S2.A5</b> - Computer and related hardware for School Improvement Grant Project Specialist 12 month Specialist level position	SIG 1003(g)	1,500
<b>B1.S2.A6</b> - 10 teachers for Atlantic, \$100/day Sub Funds to allow teachers to attend PD	SIG 1003(g)	3,000
<b>B1.S2.A6</b> - Sub Funds to allow teachers to attend: Year 2: All Schools (210 subs: 3 teachers per school, 70 schools, \$100/sub)	SIG 1003(g)	21,000
<b>B1.S2.A6</b> - 10 teachers for Atlantic, \$100/day Sub Funds to allow teachers to attend PD	SIG 1003(g)	231
<b>B1.S2.A6</b> - Sub Funds to allow teachers to attend: Year 2: All Schools (210 subs: 3 teachers per school, 70 schools, \$100/sub)	SIG 1003(g)	1,607
<b>B1.S2.A7</b> - Year 1 and 2: Instructional Leadership Teams meet quarterly during the school day 10 teachers for Atlantic; \$100/sub 4 days Year 3: 2 Meetings would occur during the school day; 2 would occur at another time to incur no sub costs.	SIG 1003(g)	10,000
<b>B1.S2.A7</b> - Year 1 and 2: Instructional Leadership Teams meet quarterly during the school day 10 teachers for Atlantic; \$100/sub 4 days Year 3: 2 Meetings would occur during the school day; 2 would occur at another time to incur no sub costs.	SIG 1003(g)	154
<b>B1.S2.A9</b> - Sub funds to support vertical alignment conversations within school teams (15 teachers from Atlantic)	SIG 1003(g)	4,500
<b>B1.S2.A9</b> - Sub funds to support vertical alignment conversations within school teams (15 teachers from Atlantic)	SIG 1003(g)	345
<b>B1.S3.A1</b> - Hotel (3 rooms x 2 nights)	SIG 1003(g)	0
<b>B1.S3.A1</b> - Stipends or supplement for parent data meetings	SIG 1003(g)	0
<b>B1.S3.A2</b> - hourly rates to provide pay to facilitate PD office staff on effective communications with stakeholders	SIG 1003(g)	1,500
<b>B1.S3.A2</b> - Postage for communication with stakeholders	SIG 1003(g)	1,500
<b>B1.S3.A2</b> - Printing of materials for communication with stakeholders	SIG 1003(g)	3,000
<b>B1.S3.A2</b> - Upgrade robocall system to ensure accessibility to all students	SIG 1003(g)	3,500
<b>B1.S3.A2</b> - hourly rates to provide pay to facilitate PD office staff on effective communications with stakeholders	SIG 1003(g)	105
<b>B1.S3.A2</b> - hourly rates to provide pay to facilitate PD office staff on effective communications with stakeholders	SIG 1003(g)	116
<b>B1.S3.A2</b> - Materials and supplies for communication with stakeholders (consumables, pamphlets, and related family center materials)	SIG 1003(g)	9,000
<b>B1.S3.A3</b> - Supplies for student leadership groups Atlantic (folders, binders, workbooks, consumables)	SIG 1003(g)	9,000
<b>B1.S3.A4</b> - Workbooks and consumables for Mentoring programs for Atlantic	SIG 1003(g)	9,000

**Goal 7: If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups.**

Description	Source	Total
<b>B1.S3.A5</b> - Supplement to Lead Teachers to organize, attend, and facilitate: Commit to Graduate, College and Career Expo, PD School Counselors, Shark Attack, PD Teachers on families and diverse student populations, PD FAFSA, Family classes, family events, assist minority students with college planning	SIG 1003(g)	45,000
<b>B1.S3.A5</b> - Supplement to Lead Teachers to organize, attend, and facilitate: Commit to Graduate, College and Career Expo, PD School Counselors, Shark Attack, PD Teachers on families and diverse student populations, PD FAFSA, Family classes, family events, assist minority students with college planning	SIG 1003(g)	3,129
<b>B1.S3.A5</b> - Supplement to Lead Teachers to organize, attend, and facilitate: Commit to Graduate, College and Career Expo, PD School Counselors, Shark Attack, PD Teachers on families and diverse student populations, PD FAFSA, Family classes, family events, assist minority students with college planning	SIG 1003(g)	3,444
<b>B1.S3.A5</b> - Postage to communicate events such as: Commit to Graduate, College and Career Expo, PD School Counselors, Shark Attack, PD Teachers on families and diverse student populations, PD FAFSA, Family classes, family events	SIG 1003(g)	4,500
<b>B1.S3.A5</b> - Printing costs to communicate events such as: Commit to Graduate, College and Career Expo, PD School Counselors, Shark Attack, PD Teachers on families and diverse student populations, PD FAFSA, Family classes, family events	SIG 1003(g)	6,000
<b>B1.S3.A5</b> - Materials and supplies for events such as: Commit to Graduate, College and Career Expo, PD School Counselors, Shark Attack, PD Teachers on families and diverse student populations, PD FAFSA, Family classes, family events	SIG 1003(g)	9,000
<b>B1.S3.A5</b> - Consultants/facilitators for events such as: Commit to Graduate, College and Career Expo, PD School Counselors, Shark Attack, PD Teachers on families and diverse student populations, PD FAFSA, Family classes, family events	SIG 1003(g)	30,000
<b>B1.S3.A6</b> - College and Career field studies 4 trips/yr/academy * 5 academies=20 trips Charter bus \$600/trip	SIG 1003(g)	36,000
<b>B1.S3.A6</b> - 4 Substitutes/trip * 4 trips/.academy * 5 academies *\$100/sub	SIG 1003(g)	24,000
<b>B1.S3.A6</b> - 4 Substitutes/trip * 4 trips/academy * 5 academies *\$100/sub	SIG 1003(g)	1,836
<b>B1.S3.A7</b> - Consultant facilitator for customer service training	SIG 1003(g)	1,250
<b>B1.S3.A7</b> - sub costs for observations of model Blended Learning classrooms	SIG 1003(g)	154
<b>Total Goal 7</b>		<b>960,898</b>