



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 16 - Duval

Dr. Nikolai P Vitti, Superintendent  
Wayne Green, Region 2 Executive Director

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Budget Rollup Table coming soon

## Current District Status

### District Leadership Team

#### District Turnaround Lead

Provide contact information for the person leading the implementation of turnaround and directly supervising the principals in TOP-required schools and/or schools identified as "SIG-targeted" in the Intent to Apply survey. This person should report directly to the district superintendent.

This section meets the requirements of Final Requirements (75 FR 3375) I.A.2(a)(1)(v) and Form TOP-2 T5.

#### Employee's Name

Heid, Fred, heidf@duvalschools.org

#### Employee's Title

Deputy, Assistant, Associate, Area Superintendent-Instructional

#### Employee's Phone Number

(904) 390-2377

#### Employee's Phone Extension

#### Supervisor's Name

Dr. Nikolai Vitti

#### Supervisor's Title

Superintendent of Schools

#### Describe the role and responsibilities of the turnaround lead/office

To facilitate the turnaround process, the Duval Transformation Office (DTO) office will be implemented to support the work of targeted schools. The office will have a Regional Chief and other support staff (e.g., instructional coaches) to support the work of principals in the most challenged schools. Leadership and support within the DTO will have a proven track record success and extensive years of experience as principals, district administrators, and leaders as well as expertise in increasing student achievement. To ensure the necessary components for increased student achievement, the district will implement a streamlined system that defines and effectively communicates how services and resources to schools will be provided to meet the academic needs of students in targeted schools efficiently and timely.

There are targeted district-level activities designed to support implementation of the selected intervention models in the turnaround schools. District and school instructional coaches that support the school will participate in a rigorous and robust professional development program during the summer and throughout the year. Teachers will have an opportunity to attend a teacher academy to prepare them for the school year. Training will be followed up by job-embedded support and collaborative coaching cycles. All coaches the schools will receive job-embedded support from District Reading, Mathematics and Science specialists. Reading, Mathematics, and Science Directors will monitor goals and strategies outlined in the SIP and SIG grant to support the school in meeting its goals. Instructional reviews will be held to monitor the implementation of goals outlined in the DIAP and SIP.

Components that will be included in DTO schools include but are not limited to: (1) Ensuring Highly Qualified and Effective Teachers and Coaches, (2) Extended Learning Time, (3) Professional Development and Common Planning, (4) Implementation of the Florida Continuous Improvement

Model (FCIM), (5) Multi-Tiered Support Systems, (6) Site-based Coaches in Reading, Mathematics, and Science, and (7) Enhanced Instructional Technology.

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

**Title**

**Phone**

**Supervisor's Name**

**Supervisor's Title**

**Role and Responsibilities**

### **Operational Flexibility**

This section meets the requirements of SIG RFP Assurance 18.

Provide the district's definition of "operational flexibility" provided to schools implementing a district-managed turnaround model under Section 1008.33, Florida Statutes (F.S.), or a Turnaround, Transformation or External Operator Restart model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

The District prioritizes funding sources to enhance the staffing and support provided at all Priority, Focus, and SIG schools. For example the District provided funding to support a fully released mathematics coach at any school with less than 50% proficiency. Additional funding to provide intervention support is also aligned to the needs of each school. Principals meet with district leadership to discuss specific school needs and operating flexibility pertaining to scheduling, budgeting, staffing and curriculum needs to meet goals outlined in the School Improvement Plan. Schools are given autonomy with staffing, creating schedules, and budgeting within an allocation model based on FTE.

## Stakeholder Engagement

Describe the district's ***ongoing*** mechanisms for engaging families and the community in school improvement efforts. [Link to district Parental Involvement Plan]

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

## Multi-Tiered System of Supports (MTSS)

This section meets the requirements of FFY13 APP Part IB Part 2c.

Describe the process through which district leadership 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 (e.g., SIG 1003(g); Title I, Part A, including 1003(a); Title I, Part C Migrant; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction; or other sources, as applicable to the district) to align to interventions in Priority and Focus schools. Include 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.

All resources and materials are carefully selected by district staff with the input of teachers and administrators to ensure alignment to the standards. The district's curriculum guides are created by teachers who are experts in their content areas and are familiar with both the core materials and supplementary resources used for each subject. The chief of curriculum and instruction oversees the content area directors who are charged with ensuring that all curriculum and resources are followed and used with fidelity.

Describe the process through which district leadership monitors whether core instructional and intervention programs are implemented as intended (i.e., "with fidelity"), how alignment with the Florida Standards is maintained, and whether they are effective.

The tiered system of support ensures that monitoring of implementation occurs at every level. From the district content area directors to the stem program specialists to the coaches at the school level who are in charge of implementation. School-based administrators will be trained on the program content in order to ensure effective monitoring at the classroom level on a daily basis. The use of the support logs will allow for constant ongoing communication to occur between the district and the school.

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 prioritizes funding sources to enhance the staffing and support provided at all Priority, Focus, and SIG schools. For example the District provided funding to support a fully released mathematics coach at any school with less than 50% proficiency. Additional funding to provide intervention support is also aligned to the needs of each school. Principals meet with district leadership to discuss specific school needs and operating flexibility pertaining to scheduling, budgeting, staffing and curriculum needs to meet goals outlined in the School Improvement Plan. Schools are given autonomy with staffing, creating schedules, and budgeting within an allocation model based on FTE.

**Instructional Programs**

## Reading

**The district has an approved K-12 Comprehensive Research-based Reading Plan**

No



**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:**

|                     |                 |
|---------------------|-----------------|
| <b>Program Type</b> | [none selected] |
| <b>School Type</b>  | [none selected] |
| <b>Description</b>  |                 |

**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:**

|                     |                 |
|---------------------|-----------------|
| <b>Program Type</b> | [none selected] |
| <b>School Type</b>  | [none selected] |
| <b>Description</b>  |                 |

**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:

|              |                 |
|--------------|-----------------|
| Program Type | [none selected] |
| School Type  | [none selected] |
| Description  |                 |

**Curriculum Alignment and Pacing**

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

No

**Expected Improvements**

## Needs Assessment for Targeted Student 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                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 60%           | 54%           | No          | 64%           |
| American Indian            | 75%           | 69%           | No          | 78%           |
| Asian                      | 75%           | 72%           | No          | 78%           |
| Black/African American     | 47%           | 39%           | No          | 52%           |
| Hispanic                   | 59%           | 53%           | No          | 63%           |
| White                      | 73%           | 69%           | No          | 75%           |
| English language learners  | 35%           | 25%           | No          | 42%           |
| Students with disabilities | 40%           | 31%           | No          | 46%           |
| Economically disadvantaged | 49%           | 42%           | No          | 54%           |

## 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                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 59%           | 56%           | No          | 63%           |
| American Indian            | 72%           | 71%           | No          | 75%           |
| Asian                      | 79%           | 80%           | Yes         | 81%           |
| Black/African American     | 48%           | 42%           | No          | 53%           |
| Hispanic                   | 59%           | 56%           | No          | 63%           |
| White                      | 70%           | 69%           | No          | 73%           |
| English language learners  | 43%           | 38%           | No          | 48%           |
| Students with disabilities | 42%           | 35%           | No          | 48%           |
| Economically disadvantaged | 50%           | 45%           | No          | 55%           |

## Sustaining Improvements

This section meets the requirements of SIG RFP Assurances 19 and 20.

### Plan to Sustain the Improvements

The highest-priority needs to ensure SIG sustainability includes:

- Professional development with job embedded follow-up supported by instructional coaches.
- Supporting schools with the implementation of data driven differentiated instruction, multi-tiered support systems and standards-based instruction.
- Supporting the implementation of effective extended learning opportunities via extended hours and Saturday School opportunities.
- Continual marketing of parent opportunities including the Parent Academy and enhancing relationships with community organizations, faith based organizations and business partners.
- The Superintendent has engaged partnerships to offer robust incentives for teachers in targeted schools. Continual recruitment and implementation of strategic efforts to attract and keep talent will build sustaining cultures of improvement in schools.
- Enhanced student services including academic enrichment opportunities, positive behavioral support mechanisms, whole-child implementations, additional student technology, additional learning time, and student resources.
- Opportunities for teachers to collaboratively plan and grow including lesson study and professional learning communities.
- Continuation and enhancement of Early Warning Systems to keep administrators, teachers, parents and students informed of progress using data systems to positively impact student achievement.

DCPS is committed to sustaining reforms after the funding period by leveraging existing categorical and operational funding to support critical activities. DCPS has demonstrated its dedication to the improvement of its lowest performing schools as demonstrated by the district's Turnaround activities and will continue to do so.

Duval County has implemented a robust Coaching Academy, Teacher Academy, Leadership Professional Development opportunities, and a new district strategic plan and will continue to implement innovative strategies that will guide the work for the new school year.

### District Policies and Practices

The District will seek to modify the following practices to strengthen systems and support school-based leadership teams:

- Priority staffing - for 2014-15 the District has identified these schools as participants in the Quality Education for All (QEA) initiative. This initiative looks at District wide teacher performance data and serves to recruit teachers in core academic areas who have student performance data at least 25% above the district average in their specific content area and grade level.

Schools within QEA benefit from receiving additional supports through the District Transformation Office with a dedicated regional structure and District point staff in the areas of Human Resources, Operations, Budget/Finance, and other key areas.

Steps:

- negotiate MOU - Sonita Young, Chief Human Resources
- secure incentives - Dr. Nikolai P. Vitti, Superintendent
- identify teacher performance silos and analyze district wide teacher performance - Mr. Andrew Post, Chief Accountability and Assessment
- Recruitment fair - Iranetta Wright, Region Chief

The District has also negotiated for common planning time provided daily. Through negotiations the District and or administration may also direct professional development during common planning time once each week with an emphasis on PLCs, Lesson Study and discussions pertaining to the modification of instructional delivery to maximize student outcomes.

For 2013-14 the District renegotiated the bell schedule and added an additional 30 minutes to each school day. This provided for an additional 90hours of instruction that is embedded within the core academic

areas. The District did not incur a cost as this was "non-contact time" that teachers willingly forfeited daily. This was also a direct result of the negotiation for daily common planning.

The District has also revised the Student Code of Conduct, RTI, and PBS systems providing a concrete alignment between these areas and the SIP. Moving forward all schools will outline their PBS plans through the School wide Discipline Plan. The plan focuses on issues of causation and prevention. The plan also explicitly links staff and/or roles to particular student needs including counseling, mentorship, truancy/attendance, and wrap around services through District and contracted service providers.

The addition of Deans of Discipline and In School Suspension Teachers/Programs(ISSP) also speaks to the District's support for changing the manner in which student discipline is managed. Both the Dean and ISSP allow schools to address student issues in a proactive manner establishing relationships with students and their families to prevent Out of School Suspension. ISSP also provides students with specific interventions to address the issue of causation that resulted in their being assigned there. Peer counseling, small group and whole group counseling services are also provided to assist students with establishing better decision making and problem solving strategies to avoid the repetition of disciplinary offenses.

## District Improvement Goals for SIG-Targeted Schools

### Goals Summary

- G1.** If a hands-on, project based STEM curriculum is integrated then there will be an increase in math, science and reading proficiency as demonstrated by performance on standardized assessments.
- G2.** The district will increase the percentage of students who earn a passing score on the industry certification exams from 62.4% to 67.1% by 2014-15.
- G3.** The District will improve the number of students participating in Industry Certification programs and sitting for the resulting exam from 1,667 to 2,012 by 2014-5.
- G4.** The District will increase the number of students participating in Dual Enrollment courses from 21,404 to 21,617 students by 2014-15.
- G5.** The District will improve its Kindergarten readiness as evidenced by the "Early Childhood Observation System" from 86% to 91% and "FAIR" from 75% to 79% by 2014-15
- G6.** The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2014-15.
- G7.** The district will work to improve overall science proficiency rates in grades 5 and 8 from 48% to 50% by 2014-15
- G8.** The district will improve the Biology EOC passing rate from 67% to 69% by 2014-15
- G9.** Improve Algebra proficiency from 60% to 65% by 2014-15.
- G10.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the number of Career Academies that receive the designation of "Model Academy" from three to four by 2013-14.
- G11.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the percentage of students who participate in Extracurricular Activities from 34% to 37% by 2014-15
- G12.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the number of elementary school classrooms that participate in dual language programs from 30 to 40 classrooms by 2014-15
- G13.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the % of students who successfully complete a failed course from 50% to 55%.



- G14.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Decrease the number of students who are required to retake a failed course from 3,798 to 3,608
- G15.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students who participate in ROTC from 1300 to 1500 students by 2014-15
- G16.** Address the needs of all students with multiple opportunities for enrichment - Increase the percentage of students who complete the Early College Program with an AA Degree from 46% to 56% by 2014-15.
- G17.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students (duplicated) that participate in the STEAM Related field trips from 114,000 to 115,000 by 2014-15
- G18.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students enrolled in VPK from 1,200 to 1,400 students by 2014-15.
- G19.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students identified for Gifted
- G20.** Address the needs of all students with multiple opportunities for intervention and enrichment by increasing the amount of time in the day and offering Saturday School to improve Reading, Math and Science student achievement.
- G21.** Expand and ensure alignment between district strategic plan and community, government, non-profit, and business initiatives - Increase the number of volunteers from 33,232 to 36,555 by 2014-15.
- G22.** Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication - Increase participation in Back to School Events from 14,300 to 15,730 by 2014-15.
- G23.** Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication - Increase participation in the annual P.E.P. Rally from 7,700 to 8,470 by 2014-15
- G24.** Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication - Increase participation in the Parent Academy
- G25.** Establish a culture that is collaborative, transparent, and child-centric - Increase the participation rate for Parent Surveys from 85% to 87% by 2014-15
- G26.** Engage Parents, Caregivers, and Community - Increase the satisfactory rating for the District based on the Parent Survey.

- G27.** Develop great teachers and leaders - Increase the % of individuals who apply for school based positions from 45% to 52% by 2014-15.
- G28.** Develop great teachers and leaders - Increase the % of individuals who apply for advertised district positions from 45% to 52% by 2014-15.
- G29.** Develop great teachers and leaders - Reduce the number of out of field teachers from 1,527 to 1,451 by 2014-15
- G30.** Develop Great Teachers and Leaders - Reduce District teacher overall turnover rate from 33% to 31% by 2014-15.
- G31.** Improve district math proficiency at each tested grade level as follows: Description 2013  
2014-Target Level 1 to Level 2+ 34 35 Level 2 to Level 3+ 30 31 Level 3 to Level 4+ 19 21 Level  
4 to Level 5 15 17 Level 5 to Level 5 52 54
- G32.** Improve the overall district math proficiency for grades 3-8 as evidenced by attaining a level 3 or higher on the FCAT statewide assessment from 36% to 40%
- G33.** Improve district reading proficiency at each tested grade level as follows: Description 2013  
2014-Target Level 1 to Level 2+ 36 40 Level 2 to Level 3+ 26 28 Level 3 to Level 4+ 24 26 Level  
4 to Level 5 19 21 Level 5 to Level 5 56 62
- G34.** Increase the overall district reading proficiency from 53% to 57% of students attaining a level of proficiency as indicated by a score of 3 or higher on the FCAT statewide assessment.
- G35.** Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs.
- G36.** Develop Great Teachers and Leaders
- G37.** Develop new Curriculum Guides and Curriculum Guide Assessments to align with instructional resources along with CCSS.
- G38.** Recruit, employ and retain high quality instructional leaders
- G39.** Provide ongoing training and support to develop teachers, instructional leaders, and staff
- G40.** Unpack mathematical standards to develop teacher understanding of the mathematical concepts.
- G41.** Plan lessons in writing with consideration to the developmental level of the writer; and the task, purpose, and audience of the writing.

- G42.** Utilize the Gradual Release of Responsibility Model when planning and delivering lessons to increase conceptual understanding, comprehension, and active engagement.

## Goals Detail

**G1.** If a hands-on, project based STEM curriculum is integrated then there will be an increase in math, science and reading proficiency as demonstrated by performance on standardized assessments.

### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

### Resources Available to Support the Goal

- Increased learning time for all students.
- Incentive pay for high quality teachers and administrators.
- On-site Mathematics Instructional Coach at all schools.
- Highly trained District Directors and Instructional Specialists.
- Targeted system of onsite support from the District.

### Targeted Barriers to Achieving the Goal

- Lack of on-site Science Instructional Coaches to assist with the implementation of a hands-on STEM program.
- Lack of appropriate equipment, materials, and professional development to assist with the implementation of a hands-on STEM program.

### *Plan to Monitor Progress Toward the Goal*

Establish a comprehensive assessment system that supports progress monitoring with data.

DCPS incorporated an integrated assessment system designed to monitor students' attainment of the STEM curriculum benchmarks outlined in Next Generation Sunshine State Standards (NGSSS) and the new Florida Standards. This system supports a continuous progress monitoring initiative and consists of the following components:

- Diagnostic Assessment, administered to all students in mathematics and reading
- District Baseline Benchmark Assessments administered in the beginning of the school year
- District Curriculum Guide Assessments administered at the conclusion of each quarter
- Benchmark/Standards Assessment Item Banks, provided to classroom teachers for their use in creating classroom assessments

|                               |  |
|-------------------------------|--|
| <b>Person Responsible</b>     | Andrew Post  |
| <b>Schedule</b>               | Monthly, from 07/01/2014 to 06/30/2017                                 |
| <b>Evidence of Completion</b> | District and teacher-made assessments, data reports, and data binders. |

**G2.** The district will increase the percentage of students who earn a passing score on the industry certification exams from 62.4% to 67.1% by 2014-15.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- SAI Perkins RTTT General

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G3.** The District will improve the number of students participating in Industry Certification programs and sitting for the resulting exam from 1,667 to 2,012 by 2014-5.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Perkins SIG RTTT General SAI

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G4.** The District will increase the number of students participating in Dual Enrollment courses from 21,404 to 21,617 students by 2014-15.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

•

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G5.** The District will improve its Kindergarten readiness as evidenced by the "Early Childhood Observation System" from 86% to 91% and "FAIR" from 75% to 79% by 2014-15

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Early Learning Title I General RTTT SIG

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G6.** The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2014-15.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Title I Title II SAI SIG General JRF/Instructional Materials

#### Targeted Barriers to Achieving the Goal

- In 2012-13 overall District writing scores declined as a result of the State's transition to new cut scores and proficiency threshold.

| <i>Plan to Monitor Progress Toward the Goal</i>   |                                      |
|---|--------------------------------------|
| The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2014-15. |                                      |
| <b>Person Responsible</b>   |                                      |
| <b>Schedule</b>   |                                      |
| <b>Evidence of Completion</b>   | Results of Florida Writes assessment |

**G7.** The district will work to improve overall science proficiency rates in grades 5 and 8 from 48% to 50% by 2014-15

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- General RTTT SAI Title I SIG

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
|   |  |
| <b>Person Responsible</b>                       |  |
| <b>Schedule</b>                                 |  |
| <b>Evidence of Completion</b>                   |  |

**G8. The district will improve the Biology EOC passing rate from 67% to 69% by 2014-15****Targets Supported**

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

**Resources Available to Support the Goal**

- SAI SIG Title I Title II PSELL Grant General

**Targeted Barriers to Achieving the Goal**

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G9. Improve Algebra proficiency from 60% to 65% by 2014-15.****Targets Supported**

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

**Resources Available to Support the Goal**

- SAI Title I SIG General Title II

**Targeted Barriers to Achieving the Goal**

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G10.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the number of Career Academies that receive the designation of "Model Academy" from three to four by 2013-14.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- General SAI Title I

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G11.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the percentage of students who participate in Extracurricular Activities from 34% to 37% by 2014-15

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- General
- General

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |



**G12.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the number of elementary school classrooms that participate in dual language programs from 30 to 40 classrooms by 2014-15

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Title III Title II SAI General

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G13.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the % of students who successfully complete a failed course from 50% to 55%.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- SAI Title I General

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G14.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Decrease the number of students who are required to retake a failed course from 3,798 to 3,608

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- SAI General SIG

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G15.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students who participate in ROTC from 1300 to 1500 students by 2014-15

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- General SAI

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G16.** Address the needs of all students with multiple opportunities for enrichment - Increase the percentage of students who complete the Early College Program with an AA Degree from 46% to 56% by 2014-15.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- SAI Title I

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G17.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students (duplicated) that participate in the STEAM Related field trips from 114,000 to 115,000 by 2014-15

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Title I

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G18.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students enrolled in VPK from 1,200 to 1,400 students by 2014-15.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- VPK Title I General

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G19.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students identified for Gifted

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- IDEA Title II General

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G20.** Address the needs of all students with multiple opportunities for intervention and enrichment by increasing the amount of time in the day and offering Saturday School to improve Reading, Math and Science student achievement.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Facilities, staff, resources

#### Targeted Barriers to Achieving the Goal

- Strategic curriculum for extended learning opportunities

| <i>Plan to Monitor Progress Toward the Goal</i>   |  |
|---|--|
| Establish a comprehensive assessment system that supports progress monitoring with data.  |  |
| DCPS incorporated an integrated assessment system designed to monitor students' attainment of the STEM curriculum benchmarks outlined in Next Generation Sunshine State Standards (NGSSS) and the new Florida Standards. This system supports a continuous progress monitoring initiative and consists of the following components:   |  |
| <ul style="list-style-type: none"> <li>• Diagnostic Assessment, administered to all students in mathematics and reading</li> <li>• District Baseline Benchmark Assessments administered in the beginning of the school year</li> <li>• District Curriculum Guide Assessments administered at the conclusion of each quarter</li> <li>• Benchmark/Standards Assessment Item Banks, provided to classroom teachers for their use in creating classroom assessments</li> </ul> |  |
| <b>Person Responsible</b>   | Andrew Post  |
| <b>Schedule</b>   | Quarterly, from 08/18/2014 to 06/01/2017                               |
| <b>Evidence of Completion</b>   | District and teacher-made assessments, data reports, and data binders. |

**G21.** Expand and ensure alignment between district strategic plan and community, government, non-profit, and business initiatives - Increase the number of volunteers from 33,232 to 36,555 by 2014-15.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Title I Parent Involvement

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
|   |  |
| <b>Person Responsible</b>                       |  |
| <b>Schedule</b>                                 |  |
| <b>Evidence of Completion</b>                   |  |

**G22.** Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication - Increase participation in Back to School Events from 14,300 to 15,730 by 2014-15.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Title I parent Involvement

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G23.** Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication - Increase participation in the annual P.E.P. Rally from 7,700 to 8,470 by 2014-15

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- General Title I SAI SIG

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G24.** Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication - Increase participation in the Parent Academy

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Title I - Parent Involvement Title I SAI RTTT SIG Title II

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G25.** Establish a culture that is collaborative, transparent, and child-centric - Increase the participation rate for Parent Surveys from 85% to 87% by 2014-15

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Title I - Parent involvement

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G26. Engage Parents, Caregivers, and Community - Increase the satisfactory rating for the District based on the Parent Survey.**

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Parent Involvement -Title I

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G27. Develop great teachers and leaders - Increase the % of individuals who apply for school based positions from 45% to 52% by 2014-15.**

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- RTTT SIG SAI General Title I Title II

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |



**G28.** Develop great teachers and leaders - Increase the % of individuals who apply for advertised district positions from 45% to 52% by 2014-15.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- General Title I Title II SAI SIG RTTT

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G29.** Develop great teachers and leaders - Reduce the number of out of field teachers from 1,527 to 1,451 by 2014-15

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Title II SAI Title I General

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G30.** Develop Great Teachers and Leaders - Reduce District teacher overall turnover rate from 33% to 31% by 2014-15.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- General funds Title I funds Title II Funds SAI SIG RTTT

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G31.** Improve district math proficiency at each tested grade level as follows: Description 2013 2014-Target  
 Level 1 to Level 2+ 34 35 Level 2 to Level 3+ 30 31 Level 3 to Level 4+ 19 21 Level 4 to Level 5 15 17  
 Level 5 to Level 5 52 54

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- 

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G32.** Improve the overall district math proficiency for grades 3-8 as evidenced by attaining a level 3 or higher on the FCAT statewide assessment from 36% to 40%

### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

### Resources Available to Support the Goal

- Aligned Curriculum Guides Aligned Curriculum Guide Assessments Fully Released Math Coaches at schools with less than 50% proficiency District Support from Directors and Specialists that is tailored to the needs of each school Addition of clearly defined Tier I and Tier II interventions Common Planning time in all secondary schools Software supplemental resources including I-Ready (elementary), SuccessMaker (middle school), and Carnegie (high school) Use of the baseline assessments to identify individual student needs pertaining to math proficiency Coaches Academy to support the alignment of resources, interventions, instructional practice and adult learning theory

### Targeted Barriers to Achieving the Goal

- School based math coaching was inconsistent and there was minimal training to support the coaching cycle.

| <i><b>Plan to Monitor Progress Toward the Goal</b></i>                          |   |
|---|---|
| By September 30, 2013 100% of all schools will be staffed with a reading coach. |   |
| <i><b>Person Responsible</b></i>  |   |
| <i><b>Schedule</b></i>  |   |
| <i><b>Evidence of Completion</b></i>  | School staffing roster HR vacancy reports |

**G33.** Improve district reading proficiency at each tested grade level as follows: Description 2013  
 2014-Target Level 1 to Level 2+ 36 40 Level 2 to Level 3+ 26 28 Level 3 to Level 4+ 24 26 Level 4 to Level  
 5 19 21 Level 5 to Level 5 56 62

### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

### Resources Available to Support the Goal

- Aligned Curriculum Guides Aligned Curriculum Guide Assessments Reading coaches at all schools District support from Directors and Specialists that is tailored to the needs of each school Addition of clearly defined Tier I and Tier II interventions Common Planning time in all secondary schools Software supplemental resources including I-Ready (elementary), SuccessMaker (middle school), and ILit (high school) Use of baseline assessments to identify individual student needs pertaining to reading proficiency Coaches Academy to support the alignment of resources, interventions, instructional practice and adult learning theory

### Targeted Barriers to Achieving the Goal

- The district master scheduling guidelines did not adequately identify students for proper academic placement

| <i><b>Plan to Monitor Progress Toward the Goal</b></i>  |                   |
|---|-------------------|
| By September 30, 2013 all schools will use the Master Schedule Guidelines to place students within the appropriate reading enrichment course. |                   |
| <i><b>Person Responsible</b></i>  |                   |
| <i><b>Schedule</b></i>  |                   |
| <i><b>Evidence of Completion</b></i>  | Student Schedules |

**G34.** Increase the overall district reading proficiency from 53% to 57% of students attaining a level of proficiency as indicated by a score of 3 or higher on the FCAT statewide assessment.

### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

### Resources Available to Support the Goal

- Aligned Curriculum Guides Aligned Curriculum Guide Assessments Fully Released Reading Coaches at all schools District Support from Directors and Specialists that is tailored to the needs of each school Addition of clearly defined Tier I and Tier II interventions Common Planning time in all secondary schools Software supplemental resources including I-Ready (elementary), SuccessMaker (middle school), and I Lit (high school) Use of the DAR and IOWA reading assessments to identify individual student needs pertaining to literacy Coaches Academy to support the alignment of resources, interventions, instructional practice and adult learning theory

### Targeted Barriers to Achieving the Goal

- School based literacy coaching was inconsistent and there was minimal training to support the coaching cycle.

| <i><b>Plan to Monitor Progress Toward the Goal</b></i>                          |   |
|---|---|
| By September 30, 2013 100% of all schools will be staffed with a reading coach. |   |
| <i><b>Person Responsible</b></i>  |   |
| <i><b>Schedule</b></i>  |   |
| <i><b>Evidence of Completion</b></i>  | School staffing roster HR vacancy reports |

**G35.** Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs.

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- SAI, Reading First Funding, Title I, Title II, General, and Instructional Materials Funds
- SharePoint (online hosting system) Core Curriculum Materials Supplemental Resources
- Commons Core State Standards Curriculum Directors and Specialists Assessment and Accountability Staff

#### Targeted Barriers to Achieving the Goal

- The district lacked a curriculum guide that was aligned to the Common Core State Standards
- In 2013-14 the district will select a new core math series that is aligned to the Common Core State Standards

| <i>Plan to Monitor Progress Toward the Goal</i>   |   |
|---|---|
| Once the adoption process is completed the district will work to ensure the timely placement of orders and delivery to schools. |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>   | Board Approval of procurement (March 2014) Issuance of PO<br>Receipt of delivered materials |

**G36.** Develop Great Teachers and Leaders

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Title I, Title II, SAI, SIG, RTTT, and other funding sources
- 

#### Targeted Barriers to Achieving the Goal

- The existing professional development process was not aligned to the specific needs of teachers and/or students within their respective schools.

| <i>Plan to Monitor Progress Toward the Goal</i>   |                   |
|---|-------------------|
| The district will develop a process in which to survey instructional staff, coaches, and administrators regarding the professional development process and outcomes |                   |
| <b>Person Responsible</b>   |                   |
| <b>Schedule</b>   |                   |
| <b>Evidence of Completion</b>   | Completed Surveys |

**G37. Develop new Curriculum Guides and Curriculum Guide Assessments to align with instructional resources along with CCSS.**

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Title II funds
- Human Capital (teachers, administrators, and district curriculum specialists)
- CCSS and FDOE Standards
- Core and Supplemental Resources

#### Targeted Barriers to Achieving the Goal

| <i>Plan to Monitor Progress Toward the Goal</i> |  |
|---|--|
| <i>Person Responsible</i>                       |  |
| <i>Schedule</i>                                 |  |
| <i>Evidence of Completion</i>                   |  |

**G38. Recruit, employ and retain high quality instructional leaders**

#### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

#### Resources Available to Support the Goal

- Partnership with the Schultz center for Teaching and Learning to support the APA and ALA programs for Assistant Principal and Principal certification process
- Budget resources allocated to support mentor principals and job embedded internships
- FTLP partnership
- KIPP Leadership Academy training for CAO and CHR

#### Targeted Barriers to Achieving the Goal

- Lack of existing internship program beyond 10 day placement

| <i>Plan to Monitor Progress Toward the Goal</i>            |                              |
|--|------------------------------|
| Establish mid point and exit interview process for mentors |                              |
| <i>Person Responsible</i>                                  |                              |
| <i>Schedule</i>  |                              |
| <i>Evidence of Completion</i>                              | surveys and summary feedback |

**G39. Provide ongoing training and support to develop teachers, instructional leaders, and staff****Targets Supported**

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

**Resources Available to Support the Goal**

- Use Title II funds to support professional development
- District Curriculum Specialists, School based coaches (reading and mathematics), Region Chiefs
- Instructional resource alignment
- Teachers academy
- Coaches academy
- School schedule provides for early release days twice each month for teachers to attend professional development
- Common planning time exists in all secondary schools
- Use of both face to face and virtual professional development modules to support ongoing trainings and endorsement needs
- Established technology systems to track and monitor professional development points and registration system (ERO)

**Targeted Barriers to Achieving the Goal**

- Lack of common planning time at the elementary school level

| <b><i>Plan to Monitor Progress Toward the Goal</i></b> |            |
|--|------------|
| Successful implementation of Common Planning time      |            |
| <b><i>Person Responsible</i></b>                       |            |
| <b><i>Schedule</i></b>                                 |            |
| <b><i>Evidence of Completion</i></b>                   | Signed MOU |



**G40. Unpack mathematical standards to develop teacher understanding of the mathematical concepts.****Targets Supported**

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

**Resources Available to Support the Goal**

- School Based Math Coaches, District math Specialists, District Curriculum Directors, and Region Chiefs
- Common planning time in all secondary schools that will support job embedded professional development
- Early release days to be used to support PLC's and professional development initiatives
- Newly aligned curriculum guides and assessments that address standards based instruction and CCSS
- Week long teacher and Coaches academy to focus on coaching cycle and support for academic intervention
- Clearly defined curriculum supplements that support Tier I, II, and III students

**Targeted Barriers to Achieving the Goal**

- Lack of common planning time in elementary schools

| <b><i>Plan to Monitor Progress Toward the Goal</i></b>  |   |
|---|---|
| Evaluate the progress towards improving the incorporation of mathematical concepts into daily instruction |   |
| <b><i>Person Responsible</i></b>  |   |
| <b><i>Schedule</i></b>  |   |
| <b><i>Evidence of Completion</i></b>  | Observation feedback , coaches logs, feedback forms, Instructional Rounds documentation |

**G41.** Plan lessons in writing with consideration to the developmental level of the writer; and the task, purpose, and audience of the writing.

### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

### Resources Available to Support the Goal

- School based reading coaches, district specialists, and district curriculum directors
- District implemented writing prompts and training to support the evaluation of student writing.
- Professional development regarding the scoring of student writing samples

### Targeted Barriers to Achieving the Goal

- Lack of training for teachers on the scoring of students writing prompts and revision.

| <i><b>Plan to Monitor Progress Toward the Goal</b></i>                                   |  |
|--|--|
| Review students writing journals for evidence of ongoing writing, feedback, and revision |  |
| <i><b>Person Responsible</b></i>   |  |
| <i><b>Schedule</b></i>   |  |
| <i><b>Evidence of Completion</b></i>   | Student writing prompts results and student writing journals |

**G42.** Utilize the Gradual Release of Responsibility Model when planning and delivering lessons to increase conceptual understanding, comprehension, and active engagement.

### Targets Supported

| School | Indicator | Annual Targets |         |         |
|--------|-----------|----------------|---------|---------|
|        |           | 2014-15        | 2015-16 | 2016-17 |

### Resources Available to Support the Goal

- School based coaches, district curriculum specialists, and district curriculum directors
- Newly aligned Curriculum Guides
- Curriculum Guide Assessments aligned to the standards and pacing guide to inform instruction and allow for differentiated support (both intervention and acceleration)
- Newly aligned core supplements to support Tier I and Tier II interventions.
- ESE support model that provides support for Tier III students
- Common planning time at secondary level
- Newly aligned master schedule guidelines that ensures adequate time for core instruction and interventions

### Targeted Barriers to Achieving the Goal

- Professional development

| <i><b>Plan to Monitor Progress Toward the Goal</b></i>   |  |
|--|--|
| Evaluate the increase of specific strategies within the lesson plan that support increased conceptual understanding, comprehension, and active engagement. |  |
| <i><b>Person Responsible</b></i>   |  |
| <i><b>Schedule</b></i>   |  |
| <i><b>Evidence of Completion</b></i>   | Observation notes and lesson plan submissions. |

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal                      B = Barrier                      S = Strategy

**G1.** If a hands-on, project based STEM curriculum is integrated then there will be an increase in math, science and reading proficiency as demonstrated by performance on standardized assessments.

**G1.B5** Lack of on-site Science Instructional Coaches to assist with the implementation of a hands-on STEM program.

**G1.B5.S1** Hire Science Instructional Coaches at each facility.

### Strategy Rationale

The Science Instructional Coach will work with the existing Mathematics Instructional Coach to oversee the successful implementation of the STEM program on a daily basis.

Overview of the Plan to Implement the Strategy:

Duval County Public Schools (DCPS) will implement an application process to identify and screen interested candidates. DCPS will conduct interviews to select highly qualified science teachers to become instructional science coaches for schools participating in the STEM program. To be eligible to apply, applicants must have at least two years of exemplary or proficient teaching experience as evidenced by CAST evaluations and should also have a proven record of sustaining and/or increasing student learning gains. DCPS will then offer the selected candidates the opportunity to participate in an annual DCPS Instructional Coaches' Academy. This comprehensive professional development will be held in the month of May 2014. Upon successful completion of the DCPS Instructional Coaches' Academy candidates will receive a certificate of completion and be placed in a pool of eligible Instructional Science Coaches. Principals at each of the selected sites will then be notified of the pool of eligible Instructional Science Coaches, in which principals will be able to contact the coaches for a scheduled interview at the school site.

The Instructional Science Coach will be instrumental in working with teachers to develop the necessary educational strategies needed to promote high standards in the FCAT 2.0 Science and Biology E.O.C. assessments. Science coaches will model the use of Gizmos, Essential Labs, science interactive journals, centers and rotations, and differentiated instruction. Identification of the top 45% of those students that have mastered reading and mathematics will be grouped and intensive services given to enhance their knowledge base of the Science Benchmarks. A constant monitoring of the district curriculum guides will be monitored by common planning time meetings to discuss proper implementation of instruction. The Instructional Science Coach will also work closely to align benchmarks for Reading and Mathematics within the Science curriculum.

Instructional Science Coaches will prepare and further enhance the skills of STEM teachers and grade level science teachers selected for the program. Furthermore, the implementation of fully released science coaches will be utilized to build capacity among teachers through modeling, data interpretation, and planning of instruction to meet the individual needs of students. Instructional Science Coaches will be fully released from classroom duties in order to provide teachers with continuous and uninterrupted support .

| <b>Action Step 1</b>                            |  |
|---|--|
| Discuss STEM initiative with content directors. |  |
| <b>Focus</b>                                    | All SIG-targeted Schools                     |
| <b>Person Responsible</b>                       | Daniela Simic                                |
| <b>Schedule</b>                                 | On 03/31/2014                                |
| <b>Evidence of Completion</b>                   | Meeting agenda and/or email meeting request. |

| <b>Action Step 2</b>  |  |
|---|--|
| Provide all science teachers the opportunity to apply for Instructional Science Coach Positions |  |
| <b>Focus</b>  | All SIG-targeted Schools                               |
| <b>Person Responsible</b>   | Dwight Jones   |
| <b>Schedule</b>   | On 05/01/2014  |
| <b>Evidence of Completion</b>   | DCPS Human Resources Department advertise job opening. |

| <b>Action Step 3</b>                             |  |
|--|--|
| Screen and interview highly qualified applicants |  |
| <b>Focus</b>                                     | All SIG-targeted Schools   |
| <b>Person Responsible</b>                        | Dwight Jones   |
| <b>Schedule</b>                                  | On 05/01/2014  |
| <b>Evidence of Completion</b>                    | Pool of science teachers identified, trained and hired as Instructional Science Coaches. |

| <b>Action Step 4</b>                |   |
|-------------------------------------|---|
| Attend DCPS Annual Coaches' Academy |   |
| <b>Focus</b>                        | All SIG-targeted Schools  |
| <b>Person Responsible</b>           | Dwight Jones  |
| <b>Schedule</b>                     | On 05/01/2014   |
| <b>Evidence of Completion</b>       | Candidates receive a DCPS certificate of completion and are entered into a pool of trained science coaches. |

**Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Provide in-depth training for all Instructional Coaches

The Instructional Science Coaches will be trained on how to analyze data and develop interventions and programs according to student needs. The coaches will provide support to teachers, assist with organizing instructional materials for tutorial programs as well as in house intervention programs, and facilitate data analysis within their departments. A week long Teachers' Academy will take place over the Summer for all new science teachers during which participants will learn the essential components of an effective classroom. In addition to the Teachers' Academy, DCPS will offer seven weeks of reoccurring professional development for current science teachers and coaches to enhance their specific content knowledge by grade level, enhance their pedagogy knowledge and skills in the science classroom, and manipulate data to effectively drive instruction.

School site administrators will be trained to guide the work of the coach to provide a balance between accountability and support; therefore, administrators are an integral part of the Coaching Continuum. The process begins with the Principal, Assistant Principal, and Instructional Coaches meeting to discuss assessment and walkthrough data in order to determine which teachers need the greatest amount of support. Instructional Science Coaches then provide individualized support to the identified teachers following the coaching cycle format (pre-conference, modeled lesson, observation, post-conference). During the cycle, Instructional Coaches meet regularly with administration to debrief on their progress with the targeted teachers. In turn, administrators monitor classroom instruction and assessment data to ensure the coached skills are being implemented.

In addition, all Instructional Coaches will be required to submit daily online logs that reflect their work in the STEM classrooms. Logs will be reviewed by Principals, Assistant Principals, and the STEM Program Specialists. Completed logs with reflections and follow-ups are posted on the online system and reviewed for evidence of support in STEM classrooms .

|                               |  |
|-------------------------------|--|
| <b>Person Responsible</b>     | Daniela Simic                          |
| <b>Schedule</b>               | On 07/01/2014                          |
| <b>Evidence of Completion</b> | Evaluation forms and attendance sheets |

**Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Provide ongoing Monthly Coach Meetings for all Instructional Coaches

|                               |  |
|-------------------------------|--|
| <b>Person Responsible</b>     | Daniela Simic                          |
| <b>Schedule</b>               | Monthly, from 08/18/2014 to 06/30/2017 |
| <b>Evidence of Completion</b> | Evaluation forms and attendance sheets |

| <b><i>Plan to Monitor Fidelity of Implementation of G1.B5.S1</i></b>  |   |
|---|---|
| Coaches submit online support logs weekly to their Assistant Principals, Principals, and District Support Specialists |   |
| <b><i>Person Responsible</i></b>  | Daniela Simic   |
| <b><i>Schedule</i></b>  | Weekly, from 07/01/2014 to 06/30/2017   |
| <b><i>Evidence of Completion</i></b>  | Completed logs with reflections and follow-ups are posted on the online system and reviewed by Assistant Principals, Principals, and District Support Specialists for evidence of support in STEM classrooms. |

| <b><i>Plan to Monitor Effectiveness of Implementation of G1.B5.S1</i></b>   |   |
|---|---|
| Use of data to evaluate the effectiveness of each Instructional Science Coach.  |   |
| <p>The DCPS team will conduct a minimum of two Instructional Reviews (Initial and End of Year) with the guidance of the Chief of Curriculum and Instruction for each of the selected schools each year to identify areas of need and to create strategies to address needs. Throughout the course of the year, the Region Chiefs will monitor the schools' use of funds and instructional strategies through regular reviews and unannounced visits in addition to frequent visits conducted by DCPS Executive Directors and Content Area Directors where they will conduct reviews of Data Binders, Data Chat Forms, Common Planning Forms, and conduct instructional observations. DCPS staff and school leadership teams work to identify the instructional strengths and weaknesses of each school, design intervention and enrichment programs that support the individual learner, determine any necessary adjustments to the STEM curriculum, and monitor the implementation of the action plan strategies .</p> |   |
| <b><i>Person Responsible</i></b>  | Fred Heid   |
| <b><i>Schedule</i></b>  | Quarterly, from 07/01/2014 to 06/30/2017  |
| <b><i>Evidence of Completion</i></b>  | Review of Data Binders, Data Chat Forms, Common Planning, and instructional observations. |



**G1.B5.S2 Hire two STEM Program Specialists.****Strategy Rationale**

The STEM Program Specialists will provide an added layer of support to the school-based Science and Mathematics Instructional Coaches.

Overview of the Plan to Implement the Strategy:

Two STEM Program Specialists will be hired to provide direct support to the seven Science Instructional Coaches and the seven Math Instructional Coaches as well as the 6-12 grade math and science teachers involved in the STEM project. DCPS will implement an application process to identify and screen interested candidates. DCPS will conduct interviews to select one highly qualified Math Specialist and one highly qualified Science Specialist.

The support of the STEM Program Specialists is essential as it allows coaches and teachers to have ongoing access to the Specialists during anytime throughout the school year. STEM Program Specialists will provide an initial professional development to coaches and teachers during pre-planning week. In addition, STEM Program Specialists will provide on-site professional development to teachers within the STEM program on a regular basis. STEM Program Specialists will work with school site administrators and instructional coaches to determine the appropriate time to conduct professional development, such as early release days or departmentalized common planning. STEM Program Specialists will also be able to provide teacher specific professional development at the request of the instructional coach or teacher .

| <b>Action Step 1</b>                            |  |
|---|--|
| Discuss STEM initiative with content directors. |  |
| <b>Focus</b>                                    | All SIG-targeted Schools                     |
| <b>Person Responsible</b>                       | Daniela Simic                                |
| <b>Schedule</b>                                 | On 03/31/2014                                |
| <b>Evidence of Completion</b>                   | Meeting agenda and/or email meeting request. |

| <b>Action Step 2</b>   |  |
|--|--|
| Post applications for the STEM Program Specialist positions. |  |
| <b>Focus</b>   | All SIG-targeted Schools                               |
| <b>Person Responsible</b>                                    | Daniela Simic  |
| <b>Schedule</b>  | On 05/01/2014  |
| <b>Evidence of Completion</b>                                | DCPS Human Resources Department advertise job opening. |

| <b>Action Step 3</b>                             |  |
|--|--|
| Screen and interview highly qualified applicants |  |
| <b>Focus</b>                                     | All SIG-targeted Schools   |
| <b>Person Responsible</b>                        | Jamie Griffin  |
| <b>Schedule</b>                                  | On 05/01/2014  |
| <b>Evidence of Completion</b>                    | Two highly qualified applicants hired to become STEP Program Specialists |

| <b>Action Step 4</b>   |                                       |
|--|---------------------------------------|
| STEM Program Specialist work under DCPS leadership and Content Area Directors by providing support to selected STEM sites. |                                       |
| <b>Focus</b>   | All SIG-targeted Schools              |
| <b>Person Responsible</b>  | Jamie Griffin                         |
| <b>Schedule</b>  | On 07/01/2014                         |
| <b>Evidence of Completion</b>  | CAST Evaluations of STEM Coordinators |

| <b>Action Step 5</b>  |  |
|---|--|
| STEM Program Specialists facilitate ongoing face to face professional development on using the online support system. |  |
| <b>Focus</b>  | All SIG-targeted Schools   |
| <b>Person Responsible</b>   | Jamie Griffin  |
| <b>Schedule</b>   | On 08/11/2014  |
| <b>Evidence of Completion</b>   | School site administrators, instructional coaches, and teacher evaluations and enhanced capacity of aligned support. |

| <b>Plan to Monitor Fidelity of Implementation of G1.B5.S2</b>  |   |
|--|---|
| <p>WHAT: STEM Programs submit online support logs weekly to the District Content Directors</p> <p>STEM Program Specialist will submit weekly schedules to be approved by content area directors. STEM Program Specialists will then provide daily support to the Math and Science Instructional Coaches and STEM teachers based upon previous follow-ups and next steps. Once support has been provided, STEM Program Specialists will upload follow-ups and next steps to the online support system within twenty-four hours to be approved by content area directors. School site administrators are then able to view the approved documents and conduct classroom walkthroughs to site evidence of the support that has been provided by the STEM Program Specialist .</p> |   |
| <b>Person Responsible</b>  | Jamie Griffin   |
| <b>Schedule</b>  | Weekly, from 07/01/2014 to 06/30/2017   |
| <b>Evidence of Completion</b>  | Completed logs with reflections and follow-ups are posted on the online system and reviewed by District Content Directors for evidence of support in STEM classrooms. |

| <b><i>Plan to Monitor Effectiveness of Implementation of G1.B5.S2</i></b>  |  |
|--|--|
| <p>Evaluate the effectiveness of each STEM Program Specialist to determine if the capacities of Instructional Science Coaches and teachers are being enhanced.</p> <p>STEM Program Specialists will provide sustained and extensive training and support to schools by, providing daily onsite coaching, assistance in lesson planning, and modeling in the classroom. All professional development offerings provided by the STEM Program Specialists will be evaluated for their effectiveness through participant evaluations and District Content Area Director observations. In addition, ongoing student progress monitoring data will be analyzed by District Content Area Directors and the Chief of Curriculum and Instruction to determine the effectiveness of support at each of the seven schools and focus will be shifted accordingly .</p> |  |
| <b><i>Person Responsible</i></b>   | Fred Heid  |
| <b><i>Schedule</i></b>   | Quarterly, from 07/01/2014 to 07/01/2014   |
| <b><i>Evidence of Completion</i></b>   | Review of quarterly reports, facilitation of professional developments, and online platform support to teachers and coaches. |

**G1.B6** Lack of appropriate equipment, materials, and professional development to assist with the implementation of a hands-on STEM program.

**G1.B6.S1** Purchase and infuse the Pitsco hands-on STEM curriculum and equipment.

### Strategy Rationale

Pitsco provides age-appropriate, student-centered K-12 learning solutions in mathematics and science which are composed of standards-based, relevant, hands-on activities delivered via a student-focused learning process.

Overview of the Plan to Implement the Strategy:

Funds are necessary to purchase an instructional program that aligns with STEM initiatives as well as the state adopted standards for mathematics and science. Content Area Directors for mathematics and science were consulted and heavily involved in the curriculum program review process to ensure a total alignment with standards and expectations. We collaboratively discussed all curriculum options and determined the most appropriate for the demographic of students the STEM program will support. Meetings were conducted in order to develop, support and facilitate policies and procedures that will guide the implementation of the Pitsco STEM Curriculum. The core foundation of Pitsco's STEM program is to build STEM literacy for 21st-century learners. Innovative, STEM-centric, hands-on activities engage learners at every level and provide real-world learning opportunities that expose students to careers in science and technology and teach critical 21st-century skills such as communication and teamwork. District personnel have had the opportunity to meet with a Pitsco Education consultant to obtain a thorough understanding of their STEM program. Pitsco offers 11 thematic units, covering rockery, sustainable energy, structures, and more, which include hands-on activities allowing students to apply the concepts learned and develop skills to make their ideas a reality. All schools were given an option to select a theme, which in-turn determines the appropriate curriculum for the institution.

The thematic units selected by each institution are as follows:

- Aerospace, Rocketry & Aeronautics – Northwestern, Joseph Stillwell and Ribault Middle Schools
- Engineering and Structures – Eugene Butler and Southside Middle Schools
- Sustainable Energies – Fort Caroline Middle School
- Career Pathways – Matthew Gilbert Middle School

| <b>Action Step 1</b>                            |  |
|---|--|
| Discuss STEM initiative with content directors. |  |
| <b>Focus</b>                                    | All SIG-targeted Schools                     |
| <b>Person Responsible</b>                       | Daniela Simic                                |
| <b>Schedule</b>                                 | On 03/31/2014                                |
| <b>Evidence of Completion</b>                   | Meeting agenda and/or email meeting request. |

| <b>Action Step 2</b>                 |  |
|--------------------------------------|--|
| Determine an appropriate curriculum. |  |
| <b>Focus</b>                         | All SIG-targeted Schools                     |
| <b>Person Responsible</b>            | Daniela Simic                                |
| <b>Schedule</b>                      | On 03/31/2014                                |
| <b>Evidence of Completion</b>        | Meeting agenda and/or email meeting request. |

| <b>Action Step 3</b>          |  |
|-------------------------------|--|
| Meet with vendor consultant.  |  |
| <b>Focus</b>                  | All SIG-targeted Schools                     |
| <b>Person Responsible</b>     | Dwight Jones                                 |
| <b>Schedule</b>               | On 03/31/2014                                |
| <b>Evidence of Completion</b> | Meeting agenda and/or email meeting request. |

| <b>Action Step 4</b>                                     |                                      |
|--|--------------------------------------|
| Select appropriate STEM curriculum for each institution. |                                      |
| <b>Focus</b>   | All SIG-targeted Schools             |
| <b>Person Responsible</b>                                | Dwight Jones                         |
| <b>Schedule</b>  | On 03/31/2014                        |
| <b>Evidence of Completion</b>                            | Meeting agenda curricula spreadsheet |

| <b>Action Step 5</b>               |                          |
|------------------------------------|--------------------------|
| Purchase selected STEM curriculum. |                          |
| <b>Focus</b>                       | All SIG-targeted Schools |
| <b>Person Responsible</b>          | Dwight Jones             |
| <b>Schedule</b>                    | On 06/01/2014            |
| <b>Evidence of Completion</b>      | Purchase order           |

| <b>Plan to Monitor Fidelity of Implementation of G1.B6.S1</b>   |  |
|---|--|
| Partner with Pitsco to determine program implementation expectations and instructional look-fors.   |  |
| Periodic monitoring to ensure that the PITSCO curriculum is being implemented with fidelity is intended to have a direct impact on student achievement and will be modified if ineffective. Daily walk-throughs by the administration, the review of lesson plans, curriculum guides, and assessment data will be used to monitor the execution of the STEM curriculum with fidelity. School site administrators will work with STEM Program Specialists to provide ongoing support to the instructional coaches and teachers. Instructional Coaches will provide day to day support to the highly qualified teachers selected to teach the PITSCO STEM based curriculum as well as building the instructional capacity of other content teachers within the institution. Collectively, the school based instructional team and the District team will work to establish instructional look-fors to ensure all efforts conform to the plan and objectives of the selected STEM program. |  |
| <b>Person Responsible</b>   | Dwight Jones   |
| <b>Schedule</b>   | On 07/01/2014  |
| <b>Evidence of Completion</b>   | Meeting and training agendas along with the establishment of look-for documentation. |

***Plan to Monitor Effectiveness of Implementation of G1.B6.S1***

Review the results of curriculum assessment data across each grade level along with teacher lesson plans.

In order to measure progress and the effectiveness of the STEM program implementation, DCPS has added to the assessment initiatives by creating and administering Curriculum Guide Assessments (CGA) for each subject area in the tested grade levels. The District-created and teacher-made assessments will provide Administrators, Instructional Coaches and teachers with the data necessary to differentiate instruction based on student needs. Instructional Coaches and teachers will be provided with ongoing professional development on the use of data to drive instruction in the classroom. Daily small group lessons will be taught to provide focused instruction of the benchmarks that have been identified as weak through the assessments. Data chats will be held between administrators, coaches, teachers and students to determine areas of need and to create plans for differentiated instruction. Lesson plans will be monitored weekly to ensure instruction is aligned to the specifications of the STEM curriculum and the standards along with the overall instructional delivery of material.

|                                      |  |
|--------------------------------------|--|
| <b><i>Person Responsible</i></b>     | Fred Heid  |
| <b><i>Schedule</i></b>               | Quarterly, from 07/01/2014 to 06/30/2017   |
| <b><i>Evidence of Completion</i></b> | Review of Data Binders, Data Chat Forms, Lesson Plans and instructional observations |

**G1.B6.S2** Conduct ongoing professional development on the use of curriculum material and equipment throughout the implementation of the hands-on STEM program.

### **Strategy Rationale**

The Instructional Mathematics Coach, the Instructional Science Coach, and STEM Program Specialists will work collaboratively to eliminate instructional deficiencies and areas of opportunity while continuously working to maximize the effectiveness of the STEM Program.

Overview of the Plan to Implement the Strategy:

Duval County Public Schools (DCPS) is committed to transforming the seven selected STEM schools during the three year grant period by providing ongoing, onsite, and job-embedded professional development that focuses on the deep teaching of the standards, and building the capacity of teachers, coaches, and administrators in the areas of lesson planning, data analysis, and student interventions. Pitsco's staff will provide a thorough training of the STEM program materials and equipment. Each curriculum will be implemented with fidelity and job-embedded professional development will be a requirement for common planning within the master schedule of each school. The content of the professional learning will reflect the increased rigor of the new standards and provide specific instructional grade/course level strategies. Participants will be engaged in hands-on standards-based activities that contribute to the development of communication, connections, problem-solving, reasoning, and representation in the content areas. Professional learning at the school will be job-embedded infusing daily practice while cultivating a mindset that professional development is an on-going element of classroom teaching. Professional development will be provided to instructional coaches and department/grade-level chairs on implementing the STEM program using Professional Learning Communities, the Coaching Model Continuum, the Next Generation Sunshine Standards for science as well as the Florida Standards for mathematics. DCPS will ensure sustainability of academic performance by developing future administrators, Instructional Coaches, and lead teachers beyond the grant period through job-embedded professional development, academies, and shadowing periods.

The implementation of fully released Instructional Coaches in the areas of mathematics and science will be utilized to build capacity among teachers through modeling, data interpretation, and planning of instruction to meet the individual needs of students. Instructional Coaches will conduct frequent classroom observations and will be fully released from classroom duties in order to provide teachers with continuous and uninterrupted support. Instructional Coaches will adhere to the Coaching Model Continuum. DCPS has emphasized the role of the administrator guiding the work of the coach to provide a balance between accountability and support; therefore, administrators are an integral part of the Coaching Continuum. The process begins with the Principal, Assistant Principal, and Instructional Coaches meeting to discuss assessment and classroom instructional observation data in order to determine which teachers need the greatest amount of support. Instructional Coaches then provide individualized support to the identified teachers following the coaching cycle format. During the cycle, Instructional Coaches meet regularly with administration to debrief on their progress with the targeted teachers. In turn, administrators monitor classroom instruction and assessment data to ensure the coached skills are being implemented.

STEM Program Specialists will provide intensive professional development on the standards with a focus on the increased rigor of the new standards and specific instructional grade/course level strategies. They will conduct and oversee Lesson Study sessions with Instructional Coaches and teachers in their subject area and will be integral in dissecting formative and summative assessments. Debriefing of data among teachers and students is a critical component for growth and will be facilitated by STEM Program Specialists in conjunction with school-based Instructional Coaches.

| <b>Action Step 1</b>                               |   |
|--|---|
| Schedule initial training on selected curriculums. |   |
| <b>Focus</b>                                       | All SIG-targeted Schools                            |
| <b>Person Responsible</b>                          | Daniela Simic                                       |
| <b>Schedule</b>                                    | On 07/01/2014                                       |
| <b>Evidence of Completion</b>                      | Training rosters and attendance tracking documents. |

| <b>Action Step 2</b>                             |   |
|--|---|
| Implement the selected curriculum with fidelity. |   |
| <b>Focus</b>                                     | All SIG-targeted Schools                      |
| <b>Person Responsible</b>                        | Dwight Jones                                  |
| <b>Schedule</b>                                  | Weekly, from 08/18/2014 to 06/05/2015         |
| <b>Evidence of Completion</b>                    | Lesson plans and student performance results. |

| <b>Action Step 3</b>                                   |   |
|--|---|
| Conduct frequent classroom instructional observations. |   |
| <b>Focus</b>   | All SIG-targeted Schools                                |
| <b>Person Responsible</b>                              | Fred Heid   |
| <b>Schedule</b>  | Weekly, from 04/18/2014 to 06/05/2015                   |
| <b>Evidence of Completion</b>                          | Administrative and Coaching support logs and documents. |

| <b>Plan to Monitor Fidelity of Implementation of G1.B6.S2</b>   |  |
|---|--|
| Determine professional development needs with frequent instructional observations and data.   |  |
| <p>The DCPS team will conduct a minimum of two Instructional Reviews (Initial and End of Year) with the guidance of the Chief of Curriculum and Instruction for each of the selected schools each year to identify areas of need and to create strategies to address needs. Throughout the course of the year, the Region Chiefs will monitor the schools' use of funds and instructional strategies through regular reviews and unannounced visits in addition to frequent visits conducted by DCPS Executive Directors and Content Area Directors where they will conduct reviews of Data Binders, Data Chat Forms, Common Planning Forms, and conduct instructional observations. DCPS staff and school leadership teams work to identify the instructional strengths and weaknesses of each school, design intervention and enrichment programs that support the individual learner, determine any necessary adjustments to the STEM curriculum, and monitor the implementation of the action plan strategies. STEM program assessment data is monitored, discussed, and reviewed to make revisions to the instructional program or other school improvement interventions if the data indicates a need for more intensive or additional approaches to improving achievement.</p> |  |
| <b>Person Responsible</b>   | Fred Heid  |
| <b>Schedule</b>   | On 08/01/2014  |
| <b>Evidence of Completion</b>   | Administrative and coaching support logs, coaching documents as well as assessment data. |



| <b>Plan to Monitor Effectiveness of Implementation of G1.B6.S2</b>   |  |
|--|--|
| Monitor the effectiveness of professional development.   |  |
| District and school administrators will conduct on-going classroom visits to monitor the implementation of the STEM program, the quality of student assignments and portfolios, as well as all methods of differentiation using data. All professional development offerings will be evaluated for their effectiveness through participant evaluations and District Content Area Director observations . |  |
| <b>Person Responsible</b>  | Fred Heid  |
| <b>Schedule</b>  | On 08/18/2014  |
| <b>Evidence of Completion</b>  | Review of school-site assessment data and professional development evaluations |

**G6.** The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2014-15.

**G6.B1** In 2012-13 overall District writing scores declined as a result of the State's transition to new cut scores and proficiency threshold.

**G6.B1.S1** The District will provide technical assistance and support to embed writing across the content areas and to further reinforce writing strategies to include elaboration, appropriate use of transition, addressing grammatical errors, providing feedback and revision of writing to a satisfactory level of proficiency.

#### Strategy Rationale

| <b>Action Step 1</b>   |  |
|--|--|
| The District will provide support and explicit guidelines and training regarding the writing process in ELA, Creative writing and other content areas. |  |
| <b>Focus</b>   | All SIG-targeted Schools   |
| <b>Person Responsible</b>  |  |
| <b>Schedule</b>  |  |
| <b>Evidence of Completion</b>  | Agendas<br>Presentation Materials<br>Inclusion in the Master Schedule Guidelines |

| <b>Plan to Monitor Fidelity of Implementation of G6.B1.S1</b>                                     |   |
|---|---|
| The District will monitor the fidelity in which the writing strategies and plans are implemented. |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>   | Walk through documentation<br>Student work samples demonstrating growth |

| <b>Plan to Monitor Effectiveness of Implementation of G6.B1.S1</b>   |  |
|--|--|
| The District will monitor the integration of research based writing strategies in ELA and Writing classes at all grade levels. |  |
| <b>Person Responsible</b>  |  |
| <b>Schedule</b>  |  |
| <b>Evidence of Completion</b>  | Writing plans<br>Writing prompts<br>Writing journals<br>Classroom Observations |

**G20.** Address the needs of all students with multiple opportunities for intervention and enrichment by increasing the amount of time in the day and offering Saturday School to improve Reading, Math and Science student achievement.

#### **G20.B1** Strategic curriculum for extended learning opportunities

**G20.B1.S1** Develop and implement a strategic plan for extending the learning day and providing Saturday School for intervention and enrichment across subject areas in select elementary, all middle and all high schools

#### **Strategy Rationale**

Additional time is needed during the school day for academic interventions, enrichment, professional develop opportunities for teachers via professional learning communities and collaborative planning

| <b>Action Step 1</b>   |                             |
|--|-----------------------------|
| Implement MOU with teacher bargaining unit with options for teachers |                             |
| <b>Focus</b>   | All SIG-targeted Schools    |
| <b>Person Responsible</b>  | Fred Heid                   |
| <b>Schedule</b>  | On 05/01/2013               |
| <b>Evidence of Completion</b>  | Memorandum of Understanding |

| <b>Action Step 2</b>   |  |
|--|--|
| Notify stakeholders of new school hours for the upcoming school year |  |
| <b>Focus</b>   | All SIG-targeted Schools   |
| <b>Person Responsible</b>  | Fred Heid  |
| <b>Schedule</b>  | On 06/01/2013  |
| <b>Evidence of Completion</b>  | Parent link phone calls, parent newsletters, parent mailers, updated district website, updated school websites |

| <b>Action Step 3</b>   |   |
|--|---|
| Develop and implement professional learning opportunities for teachers |   |
| <b>Focus</b>   | All SIG-targeted Schools  |
| <b>Person Responsible</b>  | Daniela Simic   |
| <b>Schedule</b>  | On 07/01/2014   |
| <b>Evidence of Completion</b>  | Instructional design plans, professional learning plans, coaching calendars |

| <b>Action Step 4</b>                                      |   |
|---|---|
| Develop a student transportation plan for Saturday School |   |
| <b>Focus</b>  | All SIG-targeted Schools                      |
| <b>Person Responsible</b>                                 | Fred Heid                                     |
| <b>Schedule</b>   | On 10/01/2013                                 |
| <b>Evidence of Completion</b>                             | Transportation Plan for Saturday School Sites |

| <b>Action Step 5</b>                 |   |
|--------------------------------------|---|
| Develop a Saturday School curriculum |   |
| <b>Focus</b>                         | All SIG-targeted Schools  |
| <b>Person Responsible</b>            | Daniela Simic   |
| <b>Schedule</b>                      | On 10/01/2013   |
| <b>Evidence of Completion</b>        | Saturday School Curriculum posted in the online curriculum portal |

**Plan to Monitor Fidelity of Implementation of G20.B1.S1**

Provide in-depth training for all Instructional Coaches

The Instructional Science Coaches will be trained on how to analyze data and develop interventions and programs according to student needs. The coaches will provide support to teachers, assist with organizing instructional materials for tutorial programs as well as in house intervention programs, and facilitate data analysis within their departments. A week long Teachers' Academy will take place over the Summer for all new science teachers during which participants will learn the essential components of an effective classroom. In addition to the Teachers' Academy, DCPS will offer seven weeks of reoccurring professional development for current science teachers and coaches to enhance their specific content knowledge by grade level, enhance their pedagogy knowledge and skills in the science classroom, and manipulate data to effectively drive instruction.

School site administrators will be trained to guide the work of the coach to provide a balance between accountability and support; therefore, administrators are an integral part of the Coaching Continuum. The process begins with the Principal, Assistant Principal, and Instructional Coaches meeting to discuss assessment and walkthrough data in order to determine which teachers need the greatest amount of support. Instructional Science Coaches then provide individualized support to the identified teachers following the coaching cycle format (pre-conference, modeled lesson, observation, post-conference). During the cycle, Instructional Coaches meet regularly with administration to debrief on their progress with the targeted teachers. In turn, administrators monitor classroom instruction and assessment data to ensure the coached skills are being implemented.

In addition, all Instructional Coaches will be required to submit daily online logs that reflect their work in the STEM classrooms. Logs will be reviewed by Principals, Assistant Principals, and the STEM Program Specialists. Completed logs with reflections and follow-ups are posted on the online system and reviewed for evidence of support in STEM classrooms .

|                               |   |
|-------------------------------|---|
| <b>Person Responsible</b>     | Daniela Simic   |
| <b>Schedule</b>               | Monthly, from 05/01/2014 to 06/30/2014  |
| <b>Evidence of Completion</b> | Review of Data Binders, Data Chat Forms, Common Planning, and instructional observations. |

**Plan to Monitor Fidelity of Implementation of G20.B1.S1**

Provide ongoing Monthly Coach Meetings for all Instructional Coaches

|                               |   |
|-------------------------------|---|
| <b>Person Responsible</b>     | Daniela Simic                                   |
| <b>Schedule</b>               | Monthly, from 05/01/2014 to 06/30/2017          |
| <b>Evidence of Completion</b> | Agendas, Evaluation forms and attendance sheets |

| <b><i>Plan to Monitor Fidelity of Implementation of G20.B1.S1</i></b>   |   |
|---|---|
| Coaches submit online support logs weekly to their Assistant Principals, Principals, and District Support Specialists describing activities of PLCs |   |
| <b><i>Person Responsible</i></b>  | Daniela Simic   |
| <b><i>Schedule</i></b>  | On 08/18/2014   |
| <b><i>Evidence of Completion</i></b>  | Completed logs with reflections and follow-ups are posted on the online system and reviewed by Assistant Principals, Principals, and District Support Specialists for evidence of support in STEM classrooms. |

| <b><i>Plan to Monitor Effectiveness of Implementation of G20.B1.S1</i></b>   |   |
|--|---|
| Use of data to evaluate the effectiveness of each Instructional Coach.   |   |
| The DCPS team will conduct a minimum of two Instructional Reviews (Initial and End of Year) with the guidance of the Chief of Curriculum and Instruction for each of the selected schools each year to identify areas of need and to create strategies to address needs. Throughout the course of the year, the Region Chiefs will monitor the schools' use of funds and instructional strategies through regular reviews and unannounced visits in addition to frequent visits conducted by DCPS Executive Directors and Content Area Directors where they will conduct reviews of Data Binders, Data Chat Forms, Common Planning Forms, and conduct instructional observations. DCPS staff and school leadership teams work to identify the instructional strengths and weaknesses of each school, design intervention and enrichment programs that support the individual learner, determine any necessary adjustments to the STEM curriculum, and monitor the implementation of the action plan strategies . |   |
| <b><i>Person Responsible</i></b>   | Fred Heid   |
| <b><i>Schedule</i></b>   | On 08/18/2014   |
| <b><i>Evidence of Completion</i></b>   | Review of Data Binders, Data Chat Forms, Common Planning, and instructional observations. |

| <b><i>Plan to Monitor Effectiveness of Implementation of G20.B1.S1</i></b>    |   |
|---|---|
| District directors will visit Saturday School sites to monitor implementation |   |
| <b><i>Person Responsible</i></b>  | Daniela Simic                                     |
| <b><i>Schedule</i></b>  | On 01/11/2014                                     |
| <b><i>Evidence of Completion</i></b>  | Online system with reflection logs and next steps |

**G32.** Improve the overall district math proficiency for grades 3-8 as evidenced by attaining a level 3 or higher on the FCAT statewide assessment from 36% to 40%

**G32.B1** School based math coaching was inconsistent and there was minimal training to support the coaching cycle.

**G32.B1.S1** The district will host a week long coaches academy. In order to be eligible for a school based math coach position an applicant must have successfully completed the academy. The academy focused on the overall understanding of the curriculum guides, resources alignment, coaching cycle, baseline assessments, and adult learning theory.

### Strategy Rationale

| <b>Action Step 1</b>            |  |
|---------------------------------|--|
| Host the summer Coaches Academy |  |
| <b>Focus</b>                    | All SIG-targeted Schools   |
| <b>Person Responsible</b>       |  |
| <b>Schedule</b>                 |  |
| <b>Evidence of Completion</b>   | Sign In Sheets<br>Eligible Applicant List provided to schools<br>Presentation Materials<br>Daily Agendas |

| <b>Plan to Monitor Fidelity of Implementation of G32.B1.S1</b>       |   |
|--|---|
| Schools will only hire math Coaches from the approved applicant list |   |
| <b>Person Responsible</b>  |   |
| <b>Schedule</b>  |   |
| <b>Evidence of Completion</b>  | HR Staffing Roster<br>Interview Schedules |

| <b>Plan to Monitor Effectiveness of Implementation of G32.B1.S1</b> |   |
|---|---|
| Ensure that the math coach position remains staffed                 |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>                                       | School staffing rosters/vacancy reports |

**G33.** Improve district reading proficiency at each tested grade level as follows: Description 2013 2014-Target  
 Level 1 to Level 2+ 36 40 Level 2 to Level 3+ 26 28 Level 3 to Level 4+ 24 26 Level 4 to Level 5 19 21 Level 5  
 to Level 5 56 62

**G33.B3** The district master scheduling guidelines did not adequately identify students for proper academic placement

**G33.B3.S2** The district provided training and support relating to the Master Scheduling Guidelines during the budgeting and master schedule development process.

### Strategy Rationale

| <b>Action Step 1</b>  |  |
|---|--|
| The district provided training and support for school administrators (principals, assistant principals, and curriculum resource teachers to ensure the proper placement of students within the reading enrichment curriculum. |  |
| <b>Focus</b>  | All SIG-targeted Schools   |
| <b>Person Responsible</b>   |  |
| <b>Schedule</b>   |  |
| <b>Evidence of Completion</b>   | Schedule of master schedule review meetings<br>Student schedules |

| <b>Plan to Monitor Fidelity of Implementation of G33.B3.S2</b>                        |   |
|---|---|
| Ensure that students are scheduled into math courses based upon established criteria. |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>   | Master Schedule Guideline template<br>Student Schedules |

| <b>Plan to Monitor Effectiveness of Implementation of G33.B3.S2</b>                     |   |
|---|---|
| Ensure that master schedule guidelines are adhered to to assist with student scheduling |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>   | Meeting Schedule<br>Correspondence with Administrators<br>Student Schedules |

**G34.** Increase the overall district reading proficiency from 53% to 57% of students attaining a level of proficiency as indicated by a score of 3 or higher on the FCAT statewide assessment.

**G34.B1** School based literacy coaching was inconsistent and there was minimal training to support the coaching cycle.

**G34.B1.S1** The district will host a week long coaches academy. In order to be eligible for a school based literacy coach position an applicant must have successfully completed the academy. The academy focused on the overall understanding of the curriculum guides, resources alignment, coaching cycle, baseline assessments (DAR and IOWA), and adult learning theory.

### Strategy Rationale

| <b>Action Step 1</b>            |  |
|---------------------------------|--|
| Host the summer Coaches Academy |  |
| <b>Focus</b>                    | All SIG-targeted Schools   |
| <b>Person Responsible</b>       |  |
| <b>Schedule</b>                 |  |
| <b>Evidence of Completion</b>   | Sign In Sheets<br>Eligible Applicant List provided to schools<br>Presentation Materials<br>Daily Agendas |

| <b>Plan to Monitor Fidelity of Implementation of G34.B1.S1</b>          |   |
|---|---|
| Schools will only hire Reading Coaches from the approved applicant list |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>   | HR Staffing Roster<br>Interview Schedules |

| <b>Plan to Monitor Effectiveness of Implementation of G34.B1.S1</b> |   |
|---|---|
| Ensure that the reading coach position remains staffed              |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>                                       | School staffing rosters/vacancy reports |



**G35.** Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs.

**G35.B1** The district lacked a curriculum guide that was aligned to the Common Core State Standards

**G35.B1.S1** The district will work to revise all existing learning guides to incorporate CCSS, align to core resources, align to supplemental resources, and to align to the curriculum assessments.

### Strategy Rationale

| <b>Action Step 1</b>   |  |
|--|--|
| The district will collaborate with Duval Teachers United to support the curriculum writing teams. Teams will be comprised of district curriculum directors, specialists, lead teachers and school based administrators |  |
| <b>Focus</b>   | All SIG-targeted Schools   |
| <b>Person Responsible</b>  |  |
| <b>Schedule</b>  |  |
| <b>Evidence of Completion</b>  | Memorandum of Understanding<br>Sign In Sheets<br>Completed Curriculum Guides |

| <b>Plan to Monitor Fidelity of Implementation of G35.B1.S1</b>  |   |
|---|---|
| For 2013-14 the use of Curriculum Guides remained optional to allow for additional time to train and support their integration. In order to support the integration and provide the requisite training the district hosted the Teachers Academy during the summer. Each Academy provided grade level and content area specificity on their use to inform instructional delivery and pacing. During the summer, the district trained over 6000 teachers. |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>   | Agendas<br>Training Materials<br>Sign In Sheets |

| <b>Plan to Monitor Effectiveness of Implementation of G35.B1.S1</b> |   |
|---|---|
| Monitor the implementation of the newly revised curriculum guides   |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>                                       | Coaches Logs<br>Instructional Reviews<br>Daily Rounding |

**G35.B3** In 2013-14 the district will select a new core math series that is aligned to the Common Core State Standards

**G35.B3.S1** The district will follow policy regarding the adoption of a new core curriculum series which includes the formulation of an adoption committee and allowing stakeholders to view available resources

### Strategy Rationale

| <b>Action Step 1</b>  |  |
|---|--|
| Schedule the textbook adoption process and communicate with various stakeholders regarding the process and timeline for review, input and final selection |  |
| <b>Focus</b>  | All SIG-targeted Schools                           |
| <b>Person Responsible</b>   |  |
| <b>Schedule</b>   |  |
| <b>Evidence of Completion</b>   | Meeting schedule<br>Agendas<br>Selection materials |

| <b>Plan to Monitor Fidelity of Implementation of G35.B3.S1</b>                                       |   |
|--|---|
| The material adoption process will follow established procedures and comply with state requirements. |   |
| <b>Person Responsible</b>  |   |
| <b>Schedule</b>  |   |
| <b>Evidence of Completion</b>  | Meeting schedule<br>Agendas<br>Selection materials<br>Input Documents |

| <b>Plan to Monitor Effectiveness of Implementation of G35.B3.S1</b>   |                   |
|---|-------------------|
| The review and selection committee will conduct a survey to review the process and determine the need for future revision |                   |
| <b>Person Responsible</b>   |                   |
| <b>Schedule</b>   |                   |
| <b>Evidence of Completion</b>   | Collected Surveys |

**G36. Develop Great Teachers and Leaders**

**G36.B2** The existing professional development process was not aligned to the specific needs of teachers and/or students within their respective schools.

**G36.B2.S1** in 2013-14 the district transitioned to a job embedded professional development process. District wide training and supports continue as it relates to endorsements in the areas of Reading, Gifted and ESOL. However, the priority shift to job embedded professional development better aligns to the needs of students and teachers within each respective school site. In addition, the process also allows for better alignment of PLCs and Lesson study to promote the fidelity in which strategies are implemented.

**Strategy Rationale**

| <b>Action Step 1</b>   |   |
|--|---|
| <p>Elementary schools will work with their Shared Decision Making Team (SDM) to identify the frequency in which teachers will meet during their common resource time to participate in professional development opportunities including PLCs. Lesson Study, and Data chats. In addition, the school will establish a professional development calendar that aligns to their School Improvement Plan and/or Instructional Review (D, F, and Historically fragile schools only).</p> <p>Secondary schools will utilize common planning time to provide school directed professional development opportunities a minimum of once each week. The SDM team may opt to expand this requirement but this remains a school level decision in accordance with our collective bargaining agreement. In addition, the school will establish a professional development calendar that aligns to their School Improvement Plan and/or Instructional Review (D, F, and Historically fragile schools only).</p> |   |
| <b>Focus</b>   | All SIG-targeted Schools                                      |
| <b>Person Responsible</b>  |   |
| <b>Schedule</b>  |   |
| <b>Evidence of Completion</b>  | School PD plans<br>Agendas<br>Sign In Sheets<br>Coaching Logs |

| <b>Plan to Monitor Fidelity of Implementation of G36.B2.S1</b>   |   |
|--|---|
| <p>The region chiefs will work with their respective schools to monitor the professional development plans and the fidelity in which they are followed. In addition, the region chief will ensure that the appropriate district staff (i.e. Content Area Directors, Specialists, and Professional Development Staff) are included in the plans development, approval and implementation.</p> |   |
| <b>Person Responsible</b>  |   |
| <b>Schedule</b>  |   |
| <b>Evidence of Completion</b>  | School PD plans<br>Coaching Logs<br>Direct Observation<br>Agendas |

| <b>Plan to Monitor Effectiveness of Implementation of G36.B2.S1</b>   |   |
|---|---|
| The district will work with schools to review instructional delivery to determine the extent to which initiatives are being implemented and impacting student outcomes. |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>   | Coaches Logs<br>Feedback forms<br>Agendas<br>Presentation materials<br>Work samples (where appropriate) |

**G38. Recruit, employ and retain high quality instructional leaders**
**G38.B1 Lack of existing internship program beyond 10 day placement**
**G38.B1.S2 Identify school leadership to serve as mentors**
**Strategy Rationale**

| <b>Action Step 1</b>                          |   |
|---|---|
| Select 8-10 high performing mentor principals |   |
| <b>Focus</b>                                  | All SIG-targeted Schools                        |
| <b>Person Responsible</b>                     |   |
| <b>Schedule</b>                               |   |
| <b>Evidence of Completion</b>                 | Meeting invitation (email), agenda, HR contract |

| <b>Plan to Monitor Fidelity of Implementation of G38.B1.S2</b>        |   |
|---|---|
| Monthly meetings and submission of coaching logs by mentor principals |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>   | Submission of monthly logs and tracking of mentee performance on established leadership indicators (action research projects) |

| <b>Plan to Monitor Effectiveness of Implementation of G38.B1.S2</b>   |   |
|---|---|
| Monthly meetings with Mentors to review progress, address barriers and evaluate the existing performance plans for mentees to inform possible revisions |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>   | Logs, meeting invitations, webinar schedule |

**G39.** Provide ongoing training and support to develop teachers, instructional leaders, and staff**G39.B1** Lack of common planning time at the elementary school level

**G39.B1.S1** Negotiate with Duval Teachers United (DTU) to establish common planning time in elementary schedule.

**Strategy Rationale**

| <b>Action Step 1</b>   |                                   |
|--|-----------------------------------|
| Meet with DTU to negotiate the inclusion of common planning time in elementary schools |                                   |
| <b>Focus</b>   | All SIG-targeted Schools          |
| <b>Person Responsible</b>  |                                   |
| <b>Schedule</b>  |                                   |
| <b>Evidence of Completion</b>  | Calendar of meetings with agendas |

| <b>Plan to Monitor Fidelity of Implementation of G39.B1.S1</b>                        |  |
|---|--|
| Monitor progress towards the successful inclusion of common planning time for 2014-15 |  |
| <b>Person Responsible</b>   |  |
| <b>Schedule</b>   |  |
| <b>Evidence of Completion</b>   | Drafts of proposal that reflect negotiated language and proposal |

| <b>Plan to Monitor Effectiveness of Implementation of G39.B1.S1</b> |    |
|---|----|
| na  |    |
| <b>Person Responsible</b>   |    |
| <b>Schedule</b>   |    |
| <b>Evidence of Completion</b>                                       | na |

**G40.** Unpack mathematical standards to develop teacher understanding of the mathematical concepts.

**G40.B1** Lack of common planning time in elementary schools

**G40.B1.S1** Ensure the effective use and alignment of professional development on early release days

### Strategy Rationale

| <b>Action Step 1</b>  |                          |
|---|--------------------------|
| Have schools submit their professional development calendar that is aligned to the school improvement plan and Instructional Review focus areas |                          |
| <b>Focus</b>  | All SIG-targeted Schools |
| <b>Person Responsible</b>   |                          |
| <b>Schedule</b>   |                          |
| <b>Evidence of Completion</b>   | Calendars                |

| <b>Plan to Monitor Fidelity of Implementation of G40.B1.S1</b>                              |   |
|---|---|
| Review the submitted professional development plans to ensure alignment to identified needs |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>   | Records including sign in sheets, agendas, training materials |

| <b>Plan to Monitor Effectiveness of Implementation of G40.B1.S1</b>                     |   |
|---|---|
| Observe instruction for evidence of improved alignment and use of mathematical concepts |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>   | Walk through observation data, IR observation, Coaches logs |

| <b>Plan to Monitor Fidelity of Implementation of G40.B1.S2</b> |  |
|--|--|
|  |  |
| <b>Person Responsible</b>                                      |  |
| <b>Schedule</b>  |  |
| <b>Evidence of Completion</b>                                  |  |

| <b>Plan to Monitor Effectiveness of Implementation of G40.B1.S2</b> |  |
|---|--|
|   |  |
| <b>Person Responsible</b>   |  |
| <b>Schedule</b>   |  |
| <b>Evidence of Completion</b>                                       |  |

**G41.** Plan lessons in writing with consideration to the developmental level of the writer; and the task, purpose, and audience of the writing.

**G41.B1** Lack of training for teachers on the scoring of students writing prompts and revision.

**G41.B1.S2** Provide Professional Development on examining the developmental level of writers using writing rubrics, anchor papers, the continuum of writing, and state rubrics.

### Strategy Rationale

| <b>Action Step 1</b>  |  |
|---|--|
| Provide professional development through PLC, Common Planning time, and Early release days to ensure that teachers understand the scoring process and implications for follow up instruction. |  |
| <b>Focus</b>  | All SIG-targeted Schools                     |
| <b>Person Responsible</b>   |  |
| <b>Schedule</b>   |  |
| <b>Evidence of Completion</b>   | Agaendas, training materials, sign in sheets |

| <b>Plan to Monitor Fidelity of Implementation of G41.B1.S2</b>                                 |   |
|--|---|
| Review student writing journals for evidence of teacher support for short and extended writing |   |
| <b>Person Responsible</b>  |   |
| <b>Schedule</b>  |   |
| <b>Evidence of Completion</b>  | student writing samples, journals, evidence in lesson plans |

| <b>Plan to Monitor Effectiveness of Implementation of G41.B1.S2</b>  |  |
|--|--|
| Monitor the effectiveness of the inclusion of explicit writing instruction within the daily/weekly lesson plan |  |
| <b>Person Responsible</b>  |  |
| <b>Schedule</b>  |  |
| <b>Evidence of Completion</b>  | Student improvement in writing from baseline as indicated in the District writing simulations. Embedded writing instruction within the lesson plans. |

**G42.** Utilize the Gradual Release of Responsibility Model when planning and delivering lessons to increase conceptual understanding, comprehension, and active engagement.

#### **G42.B1** Professional development

**G42.B1.S1** Provide professional development and follow-up support on aligning the standards, lesson plans, and instructional delivery as evidenced by student work. Professional development will focus on utilizing district curriculum guides to unpack standards to determine the content, knowledge, and abilities expected at each grade level.

#### **Strategy Rationale**

| <b>Action Step 1</b>  |  |
|---|--|
| Provide professional development and follow up support on increasing the rigor of instruction and instructional tempo through modeling on the connection of benchmark instruction and test expectations for each grade level. |  |
| <b>Focus</b>  | All SIG-targeted Schools   |
| <b>Person Responsible</b>   |  |
| <b>Schedule</b>   |  |
| <b>Evidence of Completion</b>   | The use of gradual release will be noted through direct observation as noted in classroom observations and coaches visits. |

| <b>Plan to Monitor Fidelity of Implementation of G42.B1.S1</b>                                      |   |
|---|---|
| Monitor the fidelity in which lessons support improved understanding, comprehension, and engagement |   |
| <b>Person Responsible</b>   |   |
| <b>Schedule</b>   |   |
| <b>Evidence of Completion</b>   | Increased frequency of observable strategy implementation |

| <b>Plan to Monitor Effectiveness of Implementation of G42.B1.S1</b>   |  |
|---|--|
| Monitor the effectiveness in which lessons increase conceptual understanding, comprehension, and active engagement. |  |
| <b>Person Responsible</b>   |  |
| <b>Schedule</b>   |  |
| <b>Evidence of Completion</b>   | Increased frequency of observable behavior as evidenced by direct observation and review of lesson plans |



Professional Development

Technical Assistance

**Budget Rollup**