



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

05 - Brevard

Dr. Mark Rendell, Superintendent
Cassandra Brusca, Northeast Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

To Serve Every Student with Excellence as the Standard .

b. District Vision Statement

Brevard Public Schools will serve our community and enhance students' lives by delivering the highest quality education in a culture of dedication, collaboration, and learning.

c. Link to the district's strategic plan (optional).

<http://online.flipbuilder.com/ockk/rfzo/#p=1>

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The district identifies, coordinates and supplements federal, state and local funds, services and programs to align to interventions in our most fragile schools. In 2017, our most fragile schools include:

- *Endeavour Elementary - Comprehensive Support and Improvement; Lowest 300 (DMT Year 2)
- *Palm Bay Elementary - Comprehensive Support and Improvement; Lowest 300 (DMT Year 1)
- *Mims Elementary - Targeted Support and Improvement; Lowest 300
- *University Park - Targeted Support and Improvement; Lowest 300
- *Coquina Elementary - Targeted Support and Improvement
- *Golfview Elementary - Targeted Support and Improvement
- *Turner Elementary - Lowest 300

Instructional reviews are conducted deliberately at the lowest performing schools to provide clarity and plan action steps used for school improvement. This feedback provided to principals becomes the rationale and baseline data on which school improvement action steps are based, and progress monitored.

Individual school-based data chats are scheduled and conducted by Leading and Learning Directors. District instructional and administrative staff monitors the frequency and effectiveness of the data-chats, making recommendations for instructional strategies and/or professional development as indicated by the findings.

District Leadership including Directors of Leading and Learning/Title I and Asst. Superintendent of Leading and Learning meet weekly to determine distribution of Federal, State, Local and grant resources. These resources include instructional and social-emotional supports.

School Principals review data with their school leadership teams, PLCs and School Advisory Councils

to reflect relevant goals and strategies in School Improvement Plans.

Asst. Superintendents and Senior Cabinet meet weekly to address all school needs and have regular reviews of leading indicator progress monitoring data. PAR reports are run monthly to review allocations, overages and vacancies.

Title I staff coordinate services with Title IX to assist families in transition and in foster care. Funds are used to assist homeless families with school supplies, tutoring, school uniforms and counseling services if needed. Title I and Head Start/VPK collaborate to provide PreK classes and in home literacy support to ensure school readiness for Brevard Students. Title I also coordinates with Title 3 to provide technology for use by ELL students to support language acquisition and academic services. The district Resource Teacher for Title I Family Involvement works collaboratively with the district Resource Teacher – Title III to address the needs of English Language Learners (ELL) and families for language instruction in Title I schools. They plan and implement appropriate programs, services and training opportunities for school staff and families without duplicating services. Title I Parent Involvement contacts work with our ESOL teachers to facilitate communication.

PBE has applied for the TOP Phase 3 to substantially support Family Engagement and Wrap Around services.

b. School Allocation Process

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.

A district support team consisting of district instructional and administrative staff are monitoring the frequency and effectiveness of how well the results of data analysis is being used to make informed decisions that lead to increased student achievement.

All schools are staffed based on a district-wide allocation formula. Schools also receive categorical budgeted funds which are used at the discretion of the principal within district guidelines. These allocations are directed from the Budget and Finance division and overseen by the Assistant Superintendent for Business Services. Schools receive Title I allocations using Rank and Serve, with the highest needs schools receiving a larger Per Pupil Allocation. These funds and resources are used in accordance with federal programs guidelines, which require that schools include such in their school improvement plan and must be pre-approved by the Director of Title I before any expenditures are obligated

Turnaround Schools: Each Turnaround School is assigned a Director of Leading and Learning that they meet with on a weekly basis. Dr. Teresa Wright will directly support Palm Bay Elementary and Tara Taylor will directly support Endeavour Elementary with biweekly support, data review, curriculum alignment, building instructional leadership capacity and securing resources based on needs. These two directors will also meet weekly with the Asst. Superintendent of Leading and Learning, Jane Cline, to convey needs and supports related to district resources.

Endeavour Elementary in school turnaround has been the recipient of two federal grant funds through National Institute of Justice, which provides them with 1 unit for a social worker. Additionally, Endeavour receives personnel to include a second assistant principal, guidance service professional, additional physical education teacher and additional music teacher. Endeavour is also the recipient of Head Start Programming and support including a bilingual family liaison, mental health resource teacher. As part of Head Start resources, Endeavour is also contracted with Kinder Consulting to work with students under the age of 7 on health related concerns. Endeavour has also received Title

III funds to support enrichment for Hispanic students through summer camp programs.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

It is the goal of the district to assist in aligning the curriculum and instructional goals of each school with the district strategic plan through school improvement plans. The learning management system, Performance Matters, will assist leadership teams in identifying students who are at risk due to early warning system indicators. As a result of using this system for identification it has strengthened our ability to problem solve at the Tier 1 and Tier 2 level.

Steps required to make changes include:

1. Professional Development on Performance Matters for Leadership Teams
2. Identification of number of students with each of four early warning indicators: academic reading/math level 1, attendance less than 90%, in-school or out-of-school suspensions, course failures

Principals at D schools report directly to an Elementary Director of Leading and Learning. Directors visit fragile schools bi-weekly to inspect instruction, mentor principals to become stronger instructional leaders and determine resources needed. Directors and the Assistant Superintendent meet weekly to improve alignment of elementary schools and district resources.

BPS has specified the following best practices to improve student achievement and charged district leaders with accomplishing each systemic change.

1. BPS will ensure that district policy and practice supports protection and effective use of instructional time. The purpose of this objective is to maximize instructional time by eliminating barriers, establishing protocols and identifying the systemic changes necessary to improve instructional practice.

Rationale: BPS believes that student success is contingent on protecting the time teachers have during the school day to effectively educate our students. If BPS establishes a system-wide priority to protect instructional time such that

teachers are able to collaboratively plan, effectively instruct, and monitor student learning then:

- *BPS will have an awareness that protecting instructional time is a priority;
- *Great thought will occur prior to making any changes that may impact classroom instruction;
- *Student achievement will increase;
- *Student engagement in instruction will improve;
- *Teachers will feel supported as instructional leaders; and
- *Teacher morale will improve.

2. Although BPS is a high performing school district, we realize that achievement gaps exist and attention to this area must be addressed through building the capacity of teachers to meet the learning needs of each individual student. The purpose of this objective is to ensure teachers and administrators have the tools necessary to improve student learning for all students within the school system. This will be accomplished through the continuous learning cycle of data analysis, differentiated professional development and ongoing progress monitoring. Additionally new curriculum resources such as Eureka Math will be implemented at Endeavour.

Rationale: As a high performing school district, if we build capacity of our educators to close gaps and increase student achievement (in both content and pedagogy); then

- *Teachers will believe in their own efficacy enabling them to make a difference in outcomes for students;

- *Student engagement will improve;
- *Student achievement will increase;
- *Students will be better prepared to enter the workforce and/or post-secondary education;
- *Teacher retention will improve.

3. BPS will build educator capacity and district infrastructure to equitably support every student's social-emotional development through professional development, new program development, provision of new curriculum and instructional resources, and human capital.

Rationale: Because the mission of Brevard Public Schools is to "Serve all Students with Excellence as the Standard", if an equitable approach to student social emotional development is created, then we will maximize opportunities for teaching and learning. This looks like the following:

- *Increased numbers of students actively engaged in class;
- *Application of Universal Design for Learning (UDL)/Differentiated Instruction for students at-risk, low performing, and exceptional education in classrooms;
- *Decreased behavior disruptions in class;
- *Increased teacher capacity for behavior management;
- *Implementation of tier 1 and 2 supports for students;
- *Understanding and implementation of the matrix of district supports for teachers to develop and implement intervention strategies, alternate teaching methodologies, and restorative practices in both academic and social emotional areas; and
- *Belief in Brevard Public Schools' vision for social-emotional development and how to support the needs of all students.

d. Operational Flexibility

Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

Endeavour Elementary has school-level autonomy over decisions regarding staffing, scheduling and budgeting. In addition, the Endeavour Elementary principal has the autonomy to determine how to utilize Title One Part A funds of \$463,800. State and local funds provide an additional Assistant Principal and Guidance Service Professional. District level directors and the assistant superintendent for Elementary Leading and Learning provide guidance and support to the Endeavour principal in making school-based decisions.

Palm Bay Elementary has school-level autonomy over decisions regarding staffing, scheduling and budgeting. In addition, the Palm Bay Elementary principal has the autonomy to determine how to utilize Title One Part A funds. State and local funds provide an additional Assistant Principal for the school. District level directors and the assistant superintendent for Elementary Leading and Learning provide guidance and support to the Palm Bay Elementary principal in making school-based decisions.

The principals of the remaining D schools (Coquina, Mims, University Park, and Golfview Elementary) have school-level autonomy over decisions regarding staffing, scheduling and budgeting. In addition, these principals have the autonomy to determine how to utilize Title One Part A funds allocated to each school. District level directors and the assistant superintendent for Elementary Leading and Learning provide guidance and support to these principals in making school-based decisions.

3. Sustainability of Improvement

a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

Sustainability will be achieved through alignment of Title 1, District Support Teams and Parent Involvement Leadership teams. These teams will work to monitor implementation of best practices in school improvement including teacher collaboration, analysis of data, instructional coaching, MTSS, family involvement, professional development and teacher retention. Sustainability meetings are held with DA schools at the end of each year to determine levels of support still needed, identify necessary resources and to create action plans for the next year.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

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

Please refer to the district parental involvement plan on file.

Representatives from the district's Title 1 Family Engagement and ESOL programs actively build and maintain relationships with numerous community-based organizations in an effort to coordinate resources and services to support the needs of Brevard's diverse families and schools. The district also works with community-based organizations to (1) provide workshops and programming for families in need (e.g. parenting workshops at Brevard Rescue Mission and Portofina Villas (subsidized housing), (2) identify resources and services to improve the academic, financial and social state of families (Shinn, Polhill - R.Teachers) and (3) support our community school-Endeavour.

Additional mechanisms for engaging families and community members include:

1. Superintendent's Parent Advisory Council that meets quarterly.
2. Think Stretch Summer Program to prevent summer slide with school sites and optional sites located at churches, apartment complexes and community centers.
3. Title 1 Annual meetings at the school level to inform parents of all Title 1 programs.
4. Resource teacher, Dr. Sally Shinn, secures resources for homeless students to fully participate in school, such as school supplies, lap top computers, dues/fees for vocational programs and dual enrollment, and clothing needs; supplementary transportation costs; assistance with accessing health care needs and more.
5. Eckerd Kids is a partner that provides critical resources to at-risk students throughout Brevard County. Over the last few years, Eckerd has procured funding to provide computers for students in transition, as well as case management, counseling, and character education opportunities. This year (2016) Eckerd obtained additional funding to assist the families of students in transition with accessing housing options.
6. HeadStart partnership with Brevard C.A.R.E.S.: BPS engages in collaborative partnership building with families whose children are enrolled in Head Start through establishing mutual trust and identifying family goals, strengths and necessary services. Brevard HeadStart Resource Teachers work with families in achieving outcomes in these areas: Family Well-Being, Positive Parent/Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transition, Family Connections to Peers, and Community and Families as Advocates and Learners. Family advocates hosted 17 family engagement meetings in March. Topics included: couponing, and beyond, health and nutrition, the importance of sleep, positive solutions for families, gardening projects, car seat safety, positive communication and solutions for families, good dental practices and dental visits, social studies night, health and nutrition, Habitat for Humanity,

transitions to VPK and kindergarten orientation, summer safety, paint with whimsy and donuts with dads.

3. Engagement of School Leadership

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

District and School leaders come together multiple times throughout the year to examine student achievement data and EDI survey results regarding school climate, and teacher effectiveness. Schools are placed into tiered groups based on level of support needed. Schools in need of Tier 3 support are assigned a district leader, who will monitor and mentor throughout the year. Instructional reviews will be conducted by district leadership at the start of 2017 and biweekly monitoring by a district leader will occur. In "D" schools, Tara Taylor - Director of Elementary Leading and Learning will mentor Hilah Mercer, principal of Endeavour and Dr. Teresa Wright - Director of Elementary Leading and Learning/ Title 1, will mentor Michael Mahl, principal of Palm Bay Elementary, Katrina Hudson, principal of Golfview Elementary and Sheryl Haskins, principal of Mims Elementary. Dr. Carol Mela - Director of Elementary Leading and Learning, will mentor Ana Diaz, principal of University Park and Marilyn Sylvester, Director of Elementary Leading and Learning will mentor Blair Nave, principal of Coquina Elementary.

Weekly district leadership meetings will occur in which district Focus school mentors share needs and concerns at these schools. Problem solving will occur to determine the best alignment of district resources to impact student achievement and effective leadership.

School principals leading D schools and Lowest 300 schools will present an analysis of their school data and needs to the Superintendent and Senior Cabinet to further assess how the district system can best support these schools.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Cline, Jane, cline.jane@brevardschools.org

b. Employee's Title

Assistant Superintendent

c. Employee's Phone Number

(321) 633-1000

d. Employee's Phone Extension

411

e. Supervisor's Name

Desmond Blackburn

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

1. Monitor the District's elementary program. Duties in relation to the program include:
 - a. Assist in maintaining a unified curriculum in the elementary schools.
 - b. Determine which programs are in need of change or updating.
 - c. Develop new programs for Board approval.

- d. Coordinate the systematic implementation of new programs into schools.
- e. Monitor and evaluate new and existing programs.
- 2. Supervise and evaluate elementary school principals.
- 3. Design, implement and maintain a comprehensive assessment system in all schools in the areas of reading, language arts, mathematics, science, and social studies. Supplemental assessment systems may also be provided in other subject areas.
- 4. Supervise and coordinate the activities of elementary resource teachers.
- 5. Develop and implement state and federal programs.
- 6. Develop and monitor budgets of state and federal programs.
- 7. Develop and implement varied staff development activities for state and federal programs.
- 8. Plan and facilitate regular meetings with the elementary schools' principals and assistant principals to coordinate the unified elementary curriculum.

2. District Leadership Team:

| | |
|--|--|
| Cline, Jane, cline.jane@brevardschools.org | |
| Title | Assistant Superintendent |
| Phone | (321) 633-1000 |
| Supervisor's Name | Desmond K. Blackburn |
| Supervisor's Title | Superintendent |
| Role and Responsibilities | Assistant Superintendent of Leading and Learning |
| | <p>Responsibilities</p> <ol style="list-style-type: none"> 1. Provide leadership for a collaborative team to ensure that instructional initiatives are student-focused, results- oriented, and aligned with the District's mission beliefs, and strategic goals. 2. Serve as a team member of the Superintendent's senior staff and participate in district-wide planning, development, and evaluation to support school improvement initiatives and processes and align the use of financial and human resources to the District's goals and priorities. 3. Develop and implement a quality instructional program that is aligned to state and national standards. 4. Support and provide leadership to principals and other school staff, and initiate appropriate actions to support principals and schools. 5. Direct the overall development, coordination, implementation, and evaluation of school-based leaders, and report on the status of school-improvement efforts, including assessment and evaluation information. 6. Facilitate solutions and identify discrepancies between goals and current status in order to stimulate achievement. 7. Provide support for assigned schools' continuous improvement objectives and strategies while facilitating the problem solving process. 8. Exercise proactive leadership in promoting the vision and mission of the District and empower others to make decisions and carry out responsibilities in support of the District's objectives. 9. Direct the principal selection and evaluation process, mentor potential leaders, and identify candidates for promotion. 10. Work closely with professional development staff to coordinate the dissemination of information regarding the training of school-based administrators. |

| | |
|---|---|
| Harris, Tara, harris.tara@brevardschools.org | |
| Title | Director |
| Phone | 321-633-1000 |
| Supervisor's Name | Jane Cline |
| Supervisor's Title | Assistant Superintendent |
| Role and Responsibilities | <p>Director of Elementary Programs</p> <p>Responsibilities</p> <ol style="list-style-type: none"> 1. Monitor the District's elementary program. Duties in relation to the program include: <ol style="list-style-type: none"> a. Assist in maintaining a unified curriculum in the elementary schools. b. Determine which programs are in need of change or updating. c. Develop new programs for Board approval. d. Coordinate the systematic implementation of new programs into schools. e. Monitor and evaluate new and existing programs. 2. Supervise and evaluate elementary school principals. 3. Design, implement and maintain a comprehensive assessment system in all schools in the areas of reading, language arts, mathematics, science, and social studies. Supplemental assessment systems may also be provided in other subject areas. 4. Supervise and coordinate the activities of elementary resource teachers. 5. Plan and facilitate regular meetings with the elementary schools' principals and assistant principals to coordinate the unified elementary curriculum. |

Wright, Teresa, wright.teresa@brevardschools.org**Title** Director**Phone** 321-633-1000**Supervisor's Name** Jane Cline**Supervisor's Title** Assistant Superintendent

Director - Elementary Office of Leading and Learning

Role and Responsibilities

1. Assist in the developing, planning, organizing, and administering policies and procedures to ensure the Districts' strategic plan objectives are achieved.
2. Directly supervise and provide input into the evaluation of the performance of principals.
3. Supervise staff, including determining workloads and schedules, evaluating staff performance, providing training and making hiring, promotion, and disciplinary recommendations.
4. Mentor principals and school-based administrators.
5. Assist in the development of individual career path enhancement plans.
6. Assists in the coordination of school-based administrator's professional development and assists with the implementation of staff development and in-service training programs.
7. Confer with members of educational committees and advisory groups to obtain knowledge of subject areas, and to relate curriculum materials to specific subjects, individual student needs, and occupational areas.
8. Facilitate effective communication among district leadership and school leaders. Actively participate in staff and other district meetings to maintain alignment between all stakeholders and the work supporting the development of school leaders.
9. Assists schools with the identification of school needs and areas for growth; assists with the assessment of student achievement for each school to include special student populations; and makes recommendations to the Assistant Superintendent.

Stephenson, Janet, stephenson.janet@brevardschools.org**Title** Other**Phone** 321-633-1000**Supervisor's Name** Teresa Wright**Supervisor's Title** Director**Role and Responsibilities**

Resource Teacher - School Improvement

Responsibilities

Crannell, Debra, crannell.debra@brevardschools.org**Title** Director**Phone** 633-1000**Supervisor's Name** Jane Cline**Supervisor's Title** Assistant Superintendent

Director - Elementary Office of Leading and Learning

Role and Responsibilities

1. Assist in the developing, planning, organizing, and administering policies and procedures to ensure the Districts' strategic plan objectives are achieved.
2. Directly supervise and provide input into the evaluation of the performance of principals.
3. Supervise staff, including determining workloads and schedules, evaluating staff performance, providing training and making hiring, promotion, and disciplinary recommendations.
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9. Assists schools with the identification of school needs and areas for growth; assists with the assessment of student achievement for each school to include special student populations; and makes recommendations to the Assistant Superintendent.

Mela, Carol, mela.carol@brevardschools.org**Title** Director**Phone** 633-1000**Supervisor's Name** Jane Cline**Supervisor's Title** Assistant Superintendent

Director - Elementary Office of Leading and Learning

Role and Responsibilities

1. Assist in the developing, planning, organizing, and administering policies and procedures to ensure the Districts' strategic plan objectives are achieved.
2. Directly supervise and provide input into the evaluation of the performance of principals.
3. Supervise staff, including determining workloads and schedules, evaluating staff performance, providing training and making hiring, promotion, and disciplinary recommendations.
4. Mentor principals and school-based administrators.
5. Assist in the development of individual career path enhancement plans.
6. Assists in the coordination of school-based administrator's professional development and assists with the implementation of staff development and in-service training programs.
7. Confer with members of educational committees and advisory groups to obtain knowledge of subject areas, and to relate curriculum materials to specific subjects, individual student needs, and occupational areas.
8. Facilitate effective communication among district leadership and school leaders. Actively participate in staff and other district meetings to maintain alignment between all stakeholders and the work supporting the development of school leaders.
9. Assists schools with the identification of school needs and areas for growth; assists with the assessment of student achievement for each school to include special student populations; and makes recommendations to the Assistant Superintendent.

Chappie, Marilyn, chappie.marilyn@brevardschools.org**Title** Director**Phone** 633-1000**Supervisor's Name** Jane Cline**Supervisor's Title** Assistant Superintendent

Director - Elementary Office of Leading and Learning

Role and Responsibilities

1. Assist in the developing, planning, organizing, and administering policies and procedures to ensure the Districts' strategic plan objectives are achieved.
2. Directly supervise and provide input into the evaluation of the performance of principals.
3. Supervise staff, including determining workloads and schedules, evaluating staff performance, providing training and making hiring, promotion, and disciplinary recommendations.
4. Mentor principals and school-based administrators.
5. Assist in the development of individual career path enhancement plans.
6. Assists in the coordination of school-based administrator's professional development and assists with the implementation of staff development and in-service training programs.
7. Confer with members of educational committees and advisory groups to obtain knowledge of subject areas, and to relate curriculum materials to specific subjects, individual student needs, and occupational areas.
8. Facilitate effective communication among district leadership and school leaders. Actively participate in staff and other district meetings to maintain alignment between all stakeholders and the work supporting the development of school leaders.
9. Assists schools with the identification of school needs and areas for growth; assists with the assessment of student achievement for each school to include special student populations; and makes recommendations to the Assistant Superintendent.

3. Educator Quality**a. School Leadership Teams**

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

To successfully lead any school, a competency framework is important for identifying the set of skills, knowledge, and dispositions needed to drive student achievement. In Brevard, the state standards for principals can serve as a baseline guide for principal knowledge and skills, but research indicates that leaders need specific skills to be successful. Additionally, Brevard employs an annual school climate survey in which school stakeholders provide feedback on the effectiveness of school leadership, ambitious instruction and teacher collaboration. Insight results form a personalized roadmap for school improvement. Insight questions are intentionally designed to be based on observable leader actions. Results in turn are oriented toward action. Leaders get concrete feedback on what their teachers experience each day and can prioritize improvement in areas that matter most for student

and teacher success. Through Insight leaders also gain access to resources for understanding results, prioritizing next steps, and taking action to improve their school. The TNTP Toolbox is a free, on-line tool available to participating school leaders.

EDI Insight survey data supports continuous improvement efforts. Insight data will be part of the ongoing district process of school improvement and strategic planning. The district's partnership with the Gates Foundation produced the baseline survey data in January of 2015. By continuing to measure the strength of instructional leadership practices, District Leadership and principals will have a sense of the progress they have made and when priorities may need to shift to a new area of focus.

Insight is aligned to teacher retention and student outcomes. The Insight survey gathers perspectives from teachers on topics and themes that, based on research and best practice, have demonstrated relationships to both retention and learning. Three questions on the survey have been independently validated as a leading indicator of both effective teacher retention and student outcomes.

District staff members and principals have used the initial Insight results to guide this year school improvement planning, deliberate practice development, professional development priorities, and the district's strategic planning initiative. Results from years two-four will be used similarly to inform leader evaluations, monitor school and district continuous improvement efforts, plan and implement high quality professional development, and improve teacher morale. This EDI School Culture Survey represents an initial step in a system-wide strategic shift away from using primarily test scores to evaluate performance at all levels.

Applicants for all school administrative vacancies are screened appropriately and correlated with the school culture, parental and community concerns and the academic goals of the district in order to promote and produce positive student achievement.

b. Instructional Staff

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

The Brevard Instructional Personnel Performance Appraisal System is used to monitor teachers at all schools. Assistant Superintendents review student achievement data and look for alignment between teacher evaluation and these outcome measures. When there is lack of alignment, conversations in school improvement feedback sessions with principals lead to action plans for improving professional practices.

The following strategies are implemented to ensure development and retention of highly qualified, certified-in-field, effective teachers are in classrooms:

1. District Directors of Leading and Learning that directly supervise D school principals will review VAM and recruitment/retention practices each semester to ensure compliance and best practices assigning instructional staff. (Teresa Wright, Tara Taylor, Marilyn Sylvester, Carol Mela)
2. Provide quality professional development during the school year. Person Responsible: District Directors of Leading and Learning, Asst. Superintendent of Leading and Learning, Resource Teachers
3. New teachers that are in the Brevard Public Schools Induction Program, are paired with veteran teachers at the school that either teach the same grade level, or work with the same level (primary, intermediate, ESOL, ESE, etc.) of student.
4. Teachers at Title I schools receive a \$150 supplement.

D. Professional Capacity

1. Common Planning Time

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C.

District leaders assigned to DA Schools inspect schedules to determine that an infrastructure and specific time is designated for common, collaborative planning. School improvement plans describe use of common planning time. School infrastructure is examined by DA School mentors (Taylor, Wright, Sylvester, Mela) to include common planning time daily and weekly planning times to meet with ESE, ESOL and instructional coaches. Two times a month teachers will have additional planning instead of attending faculty meetings on early release days. Vertical and collaborative planning is taking place during these times. Evidence of fidelity will be monitored through lesson plans and informal observational data.

2. Instructional Coaches

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction.

DA schools are assigned District Instructional support in ELA, math and science.

Our goal is to support these schools in their effective use of math, reading, and science coaches through use of the coaching cycle, data analysis, modeling and professional development led by the collaborative district team of Jackie Fraser - Title 1, Sandy Davis - Title 1, Shelly Dickinson - MTSS, Rita Hays - Title 1, and Anne Skinner - Title 1. Additionally, literacy coaches continue to be monitored, trained and supported by District Resource Teachers - Debbie Wood and Whitney Augustine. Math and Science coaches are supported by Sandy Davis, Michelle Ferro, Diane Gard, and Rita Hays. PreK - 2 Literacy initiatives at DA Schools are supported and monitored by Priscilla DeNino - Early Childhood Resource Teacher, Liz Richards - Early Childhood Literacy Trainer and Katie Vieira - Literacy Trainer. ELA Specialists, Courtney Nobili and Jennifer Cockrell also support DA schools with ELA support.

Goals 2017-18

1. Provide math content building courses including but not limited to Eureka Math lessons that focus on mathematical content knowledge, and pedagogical knowledge.
2. Build capacity of teachers at "D" schools to implement standards-aligned curriculum in ELA using newly developed (Summer 2017) district resources such as Adapted Text Units, observation, modeling, coaching and professional development.
3. Monitor Coach expectations and non-negotiables through school visits.

All literacy coaches submit Coaches Logs to Debbie Wood and Whitney Augustine and school leaders for monitoring and review.

Math and science coaches maintain coaches logs of their time and submit to school leaders for monitoring and review.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.

Yes

District Reading Plans

https://www.floridacims.org/districts/brevard?current_tab=reading

b. Writing**1. Description of Programs**

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Journeys and more

Program Type Core, Supplemental

School Type Elementary School, Middle School, High School

Description The goal of Brevard Public Schools' writing program is to provide instruction and assessment that supports the state's standards. This program relies on the integration of Six Traits instruction (Ideas, Organization, Voice, Word Choice, Fluency, and Conventions) and process writing (prewriting, drafting, revising, editing, and publishing). This instruction is designed to produce mastery of oral and written communication. The incremental curriculum develops writers who use the craft to learn, think, and communicate across the disciplines, stressing the linkage between writing and reading. In first and second grades, writing assessment is embedded throughout the Quarterly Literacy Assessment (QLA) in the form of short and extended responses, which occurs four times a year. In grades 3-6, QLA is optional and can be administered three times a year. These assessments provide information in order to diagnose, prescribe, and strengthen skills. Students read passages and respond to text-based questions, citing evidence to support their response. In kindergarten, students respond to prompts (the prompts are related to stories they have read and discussed) up to four times a year at the teachers' discretion. All assessments are evaluated using developmentally appropriate, standard-based rubrics. The results are meant to drive future writing instruction. Students acquire proficiency in narrative, explanatory/informational, and opinion modes of writing. To assist the teacher with writing instruction, Brevard has produced several documents: Journeys GPS, a guide for Houghton Mifflin Harcourt Journeys ELA series, grades 1-6; Developing the Craft, best practices in writing for teachers in grades K-6; Developing Ideas, elaboration lessons for K-6; and Developing Artistic Writing with Engaging Literature, using mentor texts to teach literary skills, grades 3-6. In addition, Adaptive Text Units have been created to assist in the planning and instruction of synthesizing information across texts. At the secondary level, ELA classes build on the skills acquired during the elementary grades. Connecting to the Core and Writing to the Core curriculum guides were created to assist teachers in making the Instructional Shifts required for the new Florida Standards. Using the Literacy Design Collaborative platform, modules within these guides direct teachers to the appropriate levels of rigor necessary in the ELA classroom, culminating in various written responses by students and evaluated with appropriate rubrics.

c. Mathematics**1. Description of Programs**

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

MIDDLE SCHOOL**- MJ Mathematics 2**

Dixon, Burger, et al. Go Math: Math 2, Houghton Mifflin Harcourt 2015, FL

- MJ Mathematics 2 Advanced

Dixon, Burger, et al. Go Math Advanced: Math 2 Advanced, Houghton Mifflin Harcourt 2015, FL

- MJ Pre-Algebra

Dixon, Burger, et al. Go Math Pre-Algebra, Houghton Mifflin Harcourt 2015, FL

- Algebra 1 Honors and Algebra 1

Dixon, Burger, et al. Algebra 1 Analyze, Connect, Explore, Houghton Mifflin Harcourt 2015, FL

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School, Middle School

Description ELEMENTARY SCHOOL
 Supplemental: enVision has an intervention component titled: Math Diagnosis and Intervention System for grades K – 5.
 Core: K – 5: Pearson enVisionMath Scott Foresman-Addison Wesley 2015
 Grade 6: Big Ideas Math Advanced 1, Larson & Boswell, Big Ideas Learning, LLC 2015

Eureka Math

Program Type Core

School Type Elementary School

Description Brevard County Schools will be partnering with Great Minds to implement Eureka Math in 10 pilot schools including Endeavour Elementary - Turnaround School and Golfview Elementary (D School - Year 1). Eureka Math offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials that work together to provide teachers, parents, and students with a cohesive approach to the ultimate goal: students who are not merely literate, but fluent, in mathematics. Eureka Math was developed specifically to meet the new standards. It is a comprehensive curriculum that emphasizes deeper learning, critical thinking, and conceptual understanding of math.

d. Science**1. Description of Programs**

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

National Geographic Science for grades K-5 Discovery Education Science Techbook (online) for grade 6

Program Type

Core

School Type

Elementary School

Description

Teachers relate what students already know to new concepts. Teachers build on the prior understandings of students and work to identify and resolve existing misconceptions. Teachers use a variety of science resources. Teachers should make use of current and varied resources, including books, periodicals, telecommunications, and multimedia technology in order to provide a variety of perspectives, up-to date information, and an instructional focus on science concepts rather than only textbook chapters. Teachers emphasize the real-life relevance of science. Teachers use examples which relate science to daily life and encourage students to explain how their classroom studies relate to their own lives and experiences as well as to the work of scientists. Applications of science are emphasized. Teachers guide learning. Teachers act as learning consultants or guides rather than as one-way disseminators of information. Teachers ask probing questions that encourage student discussion, prediction or explanation. Students develop understanding and construct meaning from their observations and experiences rather than recite memorized information. Teachers involve students in sustained, in-depth projects rather than just “covering the textbook”. Teachers involve students in major unifying topics which are fully explored rather than a series of isolated topics.

2. Instructional Alignment and Pacing

a. Program Monitoring

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

*District and school leaders work closely to analyze program outcome data for the benefit of improving instruction to improve student achievement at Focus Schools through the following infrastructure:

- Instructional Reviews are conducted as a district monitoring piece at schools demonstrating a decline in student achievement data and Focus schools to determine current reality and to be a catalyst for the design of specific action steps to improve standards based instruction.
- Data from student achievement and professional practice is infused into school improvement planning processes with in-process monitoring plans and outcome measures described.

- Additional planning time, professional development on backwards unit lesson planning and feedback from administrators have provided a strong foundation for delivering rigorous standards based instruction.
- Instructional coaches in reading, math and science receive training, support and collaboration time to support the the alignment of Florida Standards, district resources and curriculum.
- Principals at low performing schools participate in collaborative instructional rounds at rotating schools to calibrate their knowledge of standards based instruction and improve their capacity to provide meaningful feedback to teachers on their implementation of Florida Standards.
- The Multi-Tiered System of Supports is implemented in all Brevard Public Schools. Administrators monitor through district and formative assessments the quality of student mastery of core instruction. Students who are not proficient as a result of core instruction receive supplemental instruction in deficits identified through school based data problem solving teams. Students' progress in both core and supplemental instruction are monitored weekly/bi-weekly and instructional changes made strategically to best support student needs.
- Title I schools complete a Title I Intervention Plan at the beginning of school year which guides intervention throughout year. These plans are approved by Director of Title I and monitored by Title I Teacher Specialists, who make school site visits monthly to work with Title I Lead Teachers,

b. Supports for Student Transitions

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?

Yes

a. Link to Student Progression Plan

<http://elementarypgms.sp.brevardschools.org/Home/Documents/Student%20Progression%20Plan.pdf>

b. Provide the page numbers of the plan that address this question.

25 - 49

c. Alignment of Pacing Guides to Florida Standards

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

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

Brevard has typically been among one of the highest performing school districts in the state of Florida. However, Brevard Public Schools currently has a total of five schools identified as among the lowest 300 in terms of student achievement in ELA based on the 2017 FSA results. Four of these five schools earned a school grade of D, with one being a repeating D, and one being in the second year of turn around status. There are two additional schools that are not on the lowest 300 list, but earned a school grade of D for a total of six D schools.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

A review of data to include student achievement information and classroom walk-through information reveal a lack of consistent implementation of a standards-aligned curriculum. Student tasks often do not meet the rigor required of the Florida standards and instruction often falls short of meeting the full intent of each standard.

Brevard continues to see an increase in the number of students qualifying for the federal lunch program indicating a growing population of families living below the federal poverty level. Children living in poverty often experience a great deal of stress and challenges which often lead to a need for additional social-emotional and mental health support. Furthermore, families struggle with being actively engaged in the school and need assistance learning how to support their children despite their economic challenges.

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** If district leadership supports principals in implementation of standards-aligned curriculum student achievement results in our D schools/lowest 300 will improve.
- G2.** If schools are supported in meeting the social-emotional and mental health needs of students by providing additional social and guidance services and supporting family and community engagement, then student achievement results in our D schools will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If district leadership supports principals in implementation of standards-aligned curriculum student achievement results in our D schools/lowest 300 will improve. 1a

G077720

Targets Supported 1b

| Focus | Indicator | Year | Target |
|---------------|------------------------------|---------|--------|
| All D Schools | FSA ELA Achievement | 2017-18 | 45.0 |
| All D Schools | ELA/Reading Gains | 2017-18 | 45.0 |
| All D Schools | ELA/Reading Lowest 25% Gains | 2017-18 | 45.0 |
| All D Schools | FSA Mathematics Achievement | 2017-18 | 45.0 |

Targeted Barriers to Achieving the Goal 3

- Clearly communicating the expectations from the district to the instructional leaders to the classroom.
- Lack of standards-aligned curriculum and knowledge of how to plan/deliver standards-aligned lessons
- Intervention time needs flexible scheduling, more structure, standards-aligned materials, and additional personnel to adequately meet the instructional needs of students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches District Literacy and Math Trainers Principal PLC's Instructional Rounds
- John Carr, VAM expert
- District Pacing Guides
- Resource Teachers - content experts
- Directors and Coordinators of Leading and Learning

Plan to Monitor Progress Toward G1. 8

CWT data, district and local student achievement data, iReady (Taylor - Endeavour Elem., Wright - Palm Bay Elem)

Person Responsible

Jane Cline

Schedule

Monthly, from 8/22/2017 to 5/29/2018

Evidence of Completion

CWT data, district and local student achievement data, iReady data, instructional rounds noticings and wonderings.

G2. If schools are supported in meeting the social-emotional and mental health needs of students by providing additional social and guidance services and supporting family and community engagement, then student achievement results in our D schools will improve. 1a

G094051

Targets Supported 1b

| Focus | Indicator | Year | Target |
|---------------|------------------------------|---------|--------|
| All D Schools | ELA/Reading Gains | 2018-19 | 45.0 |
| All D Schools | FSA ELA Achievement | 2017-18 | 45.0 |
| All D Schools | ELA/Reading Gains | 2017-18 | 45.0 |
| All D Schools | ELA/Reading Lowest 25% Gains | 2017-18 | 45.0 |
| All D Schools | FSA Mathematics Achievement | 2017-18 | 45.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of adequate support for students with significant social-emotional needs.
- Students engage in behaviors that disrupt their learning, reducing the available time for classroom instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student services personnel
- Resource teacher for guidance services
- District Discipline Plan

Plan to Monitor Progress Toward G2. 8

Leading and Learning Directors will monitor achievement and Early Warning System data (including behavior information) to determine progress toward meeting goal

Person Responsible

Jane Cline

Schedule

Monthly, from 12/1/2017 to 8/31/2018

Evidence of Completion

Classroom walkthrough data; reduction in number of out of class referrals


District Action Plan for Improvement


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key


G1. If district leadership supports principals in implementation of standards-aligned curriculum student achievement results in our D schools/lowest 300 will improve. **1**

 G077720

G1.B1 Clearly communicating the expectations from the district to the instructional leaders to the classroom. **2**

 B203995

G1.B1.S1 Targeted instructional leadership training will increase administrators' skills in recognizing effective learning and teaching, collecting evidence to support judgments and a strong emphasis on providing teachers with quality feedback to support limproved student performance. **4**

 S215820

Strategy Rationale

The role of the principal as instructional leader has grown significantly and Principals of D schools must concentrate on sharing leadership with teachers and influencing schools to operate as learning communities.

Action Step 1 **5**

District Leaders will work with TNTP to develop a "Vision for Excellent Instruction"

Person Responsible

Jane Cline

Schedule

Weekly, from 7/1/2017 to 8/28/2017

Evidence of Completion

New vision will be a document

Action Step 2 **5**

Vision for Excellent Instruction will be communicated to district resource teachers, content specialist, principals and asst. principals, coaches, and teachers.

Person Responsible

Jane Cline

Schedule

Monthly, from 8/1/2017 to 9/21/2017

Evidence of Completion

Agendas

Action Step 3 5

Leading and Learning Directors will develop a school improvement walkthrough tool to be used to focus school visits on developing principals as instructional leaders, including but not limited to standards-aligned instruction, reflection by the school principal, and feedback.

Person Responsible

Jane Cline

Schedule

On 9/20/2017

Evidence of Completion

CWT Trends, SIP feedback

Action Step 4 5

Based on standards-aligned and data-driven school improvement plans, Leading and Learning Directors will plan deliberate focused leadership walks aimed at monitoring progress towards school improvement goals using the tool developed in action step 3 and growth of the instructional leader.

Person Responsible

Jane Cline

Schedule

Biweekly, from 7/17/2017 to 5/30/2018

Evidence of Completion

CWT Trends, CWT documentation

Action Step 5

Principal, Asst. Principal and Coach teams (PAC) have been created and will attend district curriculum meetings to improve communication of best practices in implementation/monitoring of standards-aligned curriculum.

Person Responsible

Jane Cline

Schedule

Semiannually, from 9/4/2017 to 5/30/2018

Evidence of Completion

Improved fidelity to use of district created standards-aligned curriculum resources and student progress monitoring data for I-Station/I-Ready.

Action Step 6

PAC teams will be trained in the use of (Achieve the Core) Instructional Practice Guide Tool for ELA with a focus on CORE ACTION 3 (Are all students provided with opportunities to engage in the work of the lesson and to do the thinking in the classroom?). As a result of this training, principals will use the tool to lead, coach and provide meaningful feedback to school-based instructional staff.

Person Responsible

Tara Harris

Schedule

Monthly, from 9/4/2017 to 5/30/2018

Evidence of Completion

PLC small groups will walk classrooms at all elementary schools including DA/Low 300 to provide feedback on implementation of standards-aligned ELA instruction.

Action Step 7 5

School leadership teams and directors assigned to D schools will visit comparable schools in other districts with a history of significantly improving student achievement/school grades through standards-aligned curriculum.

Person Responsible

Teresa Wright

Schedule

Quarterly, from 12/1/2017 to 8/31/2018

Evidence of Completion

Each principal will develop an action plan for implementing the strategies/knowledge learned from visiting other school sites.

Action Step 8 5

School leadership teams and directors assigned to D schools will attend the 2018 National Association for Elementary School Principals conference in Orlando to increase their skills in recognizing effective learning and teaching, collecting evidence to support judgments and a strong emphasis on providing teachers with quality feedback to support improved student performance.

Person Responsible

Teresa Wright

Schedule

On 8/11/2018

Evidence of Completion

Each principal will develop an action plan for implementing the strategies/knowledge learned from attending the conference

Action Step 9 5

Providing 10-month assistant principals with 40 hours additional hours of work time will enable them to plan and work with principals during the summer for the purpose of developing the school improvement plan and strategies to positively impact student achievement.

Person Responsible

Jane Cline

Schedule

On 7/31/2018

Evidence of Completion

Schedules, meeting agendas, School Improvement and training plans

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

Leading and Learning Directors will monitor classroom instruction and provide support to principals.

Person Responsible

Jane Cline

Schedule

Weekly, from 8/22/2017 to 5/22/2018

Evidence of Completion

classroom walkthrough data, observation, standards-based instruction look fors

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

District Leadership will meet with principals of D/low300 schools bi-weekly to determine progress, needs and monitor district alignment of resources. (Wright - Palm Bay, Mims & Golfview Elementary; Taylor - Endeavour Elementary; Mela-Turner(low300) and UnivPark; Sylvester - Coquina)

Person Responsible

Jane Cline


Schedule

Biweekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Classroom walkthroughs, observation data, look fors of SBI.

G1.B2 Lack of standards-aligned curriculum and knowledge of how to plan/deliver standards-aligned lessons **2**

 B203996

G1.B2.S1 District ELL Directors, instructional coaches, and content specialists will create, model, plan and implement resources that are standards aligned. **4**

 S216724

Strategy Rationale

Curriculum alignment fills the gaps of learning from one year to the next. An incoherent curriculum is where teachers independently decide what students will learn, the result is often either repetition of introductory content over the years, nonsequential learning or missing information for students.

Action Step 1 5

Principals at our DA schools + Turner (lowest 300), participate in monthly small group principal PLCs, facilitated by Dr. Wright, M. Sylvester, Dr. C.Mela and T.Taylor. These PLC's center around a problem of practice and building instructional leadership capacity through classroom walkthroughs at a variety of elementary schools. These PLCs will continue to strengthen school-based leadership teams and their ability to monitor, support and improve instruction and student achievement.

Person Responsible

Jane Cline

Schedule

Monthly, from 8/24/2017 to 5/24/2018

Evidence of Completion

Presentations, CWT evidence

Action Step 2 5

District ELA Content experts are specifically assigned to a D School/Lowest 300 School to support implementation of newly created standards-aligned curriculum materials. This person serves as the liaison between district and schools to determine needs and progress. Priority focus will be placed on Tier 1 core instruction to ensure that students are receiving grade-level instruction around comprehension of texts, writing, vocabulary, and language. The district has provided specific guidelines with relation to how much time and how often the major elements of ELA instruction should be occurring in a day or week. Whole group needs for foundational skills will be addressed in Tier 1 and gap-reduction will take place in intervention. Teachers are already receiving direct support in relation to Guided Reading groups and close reading of complex texts via their district liaison. This contact serves as the point person to review resources, instruction, student achievement data and professional development needs and make recommendations to the district literacy support team as needs arise.

Person Responsible

Tara Harris

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

PDrecords, coaching logs, meeting agendas

Action Step 3 5

ELA: I-Ready program including diagnostics, mastery assessments, Ready books and toolbox has been purchased to ensure standards based curriculum is taught and progress monitored.

Person Responsible

Teresa Wright

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

iReady diagnostic and student achievement reports. iReady provides a diagnostic three times per year. Students enrolled in iReady have monthly growth checks. Learning checks are administered after each unit has been taught creating a portfolio of standards mastered.

Action Step 4 5

ELA: District instructional coaches and school-based literacy coach will work with each grade level to identify complex text and rigorous student tasks.

Person Responsible

Tara Harris

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

iReady, QLA assessments, lesson plans, classroom walkthroughs, coaching logs

Action Step 5 5

ELA: Teachers this year will use the adopted Florida Journeys program to teach (new) district developed Adapted Text Units, lesson plans that reflect the shifts of the standards. This is a blended reading and writing literacy program that focuses on the Language Arts Florida Standards. Standards Focus Documents are for teacher use when planning lessons. Teachers use this guide to assist with pacing of reading/writing instruction, locating quality resources, and assessing student mastery.

Person Responsible

Tara Harris

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Lesson plans, coaching logs, QLA assessments, walkthroughs, iReady

Action Step 6 5

Early Literacy: Three District Instructional Coaches will work with D Schools and Lowest 300 Schools to build the capacity of K-2 teachers to implement high quality 90 minute reading blocks that include strategies that accelerate reading, guided reading and phonemic awareness with curriculum aligned to the standards.

Person Responsible

Marilyn Chappie

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Coaching logs, lesson plans, formative assessment, exit slips

Action Step 7 5

Math: Three district math specialists will support K-5. D.Gard will support 2nd/3rd; S.Davis will support K/5th and R.Hays will support 1st/4th. Support will include planning, coaching, modeling and professional development. (Purchase and implement Eureka Math materials)

Person Responsible

Tara Harris

Schedule

Weekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Coaching logs, lesson plans, formative assessment, exit slips

Action Step 8 5

Hire additional instructional coaches at the school level to provide routine instructional coaching for classroom teachers to improve their ability to plan and deliver standards-aligned lessons These instructional coaches will work alongside district content specialists and coaches

Person Responsible

Teresa Wright

Schedule

On 8/31/2018

Evidence of Completion

Coaching logs, training agendas and notes

Action Step 9 5

Purchase appropriate, aligned intervention and supplemental materials such as LLI, Lexia, Raz Kids, and Reading Plus.

Person Responsible

Teresa Wright

Schedule

On 8/31/2018

Evidence of Completion

Student assessment data; utilization reports available through software

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

Elementary Directors of Leading and Learning will meet with Asst. Superintendent weekly to convey progress monitoring and feedback and align resources for continued support.

Person Responsible

Jane Cline

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

classroom walkthroughs, meeting notes, professional development plans, instructional coach logs

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

Elementary directors and instructional coaches will systematically visit schools and conduct walkthroughs with principals to determine effectiveness and progress monitor effective standards based instruction. Local student assessment data will be reviewed on a monthly basis to monitor which sub-groups of students are being successful and which students need additional support to achieve proficiency. With support from District Leaders, school leaders will then provide guidance in regards to resource allocations including district curriculum experts and trainers. School leaders will use local assessment data to make decisions about allocating resources within the school, such as instructional coaches and assistants, to best support instructional needs.

Person Responsible

Jane Cline


Schedule

Monthly, from 8/8/2017 to 5/29/2018

Evidence of Completion

Standards-aligned instruction noticings and wonderings, CWT data. Local assessment data will include: FAIR, I-Ready Reports, Standards Mastery Mini-Assessments, District made assessments such as Quarterly Literacy Assessments (QLA) and formative mini-tasks, teacher-made common formative assessments, running records and intervention data.

G1.B3 Intervention time needs flexible scheduling, more structure, standards-aligned materials, and additional personnel to adequately meet the instructional needs of students **2**

 B230999

G1.B3.S1 District leaders and coaches will support schools in coordinating a strategic intervention time designed to match student diagnostic data with appropriate ELA and mathematics intervention. **4**

 S243734

Strategy Rationale

If we intervene with small groups of struggling readers to maximize growth and monitor student progress, the learning gains of the L25 will increase.

Action Step 1 **5**

District content specialist, and coaches will train teachers to use Fountas & Pinnell Leveled Literacy Intervention System (LLI), which is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult.

Person Responsible

Tara Harris

Schedule

Monthly, from 9/1/2017 to 5/30/2018

Evidence of Completion

Lesson plans, classroom walkthroughs, training records

Action Step 2 **5**

District MTSS Trainer and Instructional coaches will work with school-based leadership team to implement progress monitoring data discussions to inform next steps of intervention.

Person Responsible

Shelly Dickinson

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

progress monitoring data charts, students moving Tiers, student achievement data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

classroom walkthroughs, intervention lesson plans, monitor attendance of students and teacher (ELL directors and District Coaches will monitor fidelity of implementation)

Person Responsible

Teresa Wright

Schedule

Triannually, from 8/14/2017 to 5/30/2018

Evidence of Completion

Intervention data including LLI and iReady data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Intervention data, Tier 1, 2 & 3 progress monitoring assessment data

Person Responsible

Shelly Dickinson

Schedule

Triannually, from 8/7/2017 to 5/30/2018

Evidence of Completion

Student IReady Progress Monitoring reports; student achievement data.

G1.B3.S2 Increase intervention opportunities for students by providing flexible scheduling to include before and/or after school and summer instructional programs and computer-based instruction. **4**

 S266028

Strategy Rationale

By providing flexible scheduling through computer-based instruction and before/after school programs and summer programs we are increasing the number of instructional minutes available for targeted intervention for at-risk students, thus learning gains will increase.

Action Step 1 **5**

Hire additional personnel to support specific instructional and intervention needs of students, including those in specific subgroups. Additional personnel hired may include interventionists, teachers of English Language Learners (ELL), and instructional assistants

Person Responsible

Teresa Wright

Schedule

On 8/31/2018

Evidence of Completion

Personnel rosters and intervention schedules for students

Action Step 2 **5**

Utilize flexible scheduling for students by providing access to intervention and remediation activities through computer-based instruction, before/after school programs, and summer school. Odysseyware will provide a means for failing students to make-up course failures; before or after school programs will provide additional instructional time in D schools not already required to provide additional time; summer school (with transportation provided) will provide much needed instruction to prevent the summer slide.

Person Responsible

Teresa Wright

Schedule

Weekly, from 1/8/2018 to 8/31/2018

Evidence of Completion

Reduction in the number of students being retained; summer school and before/after school enrollment records; student achievement data


G2. If schools are supported in meeting the social-emotional and mental health needs of students by providing additional social and guidance services and supporting family and community engagement, then student achievement results in our D schools will improve. **1**

 G094051

G2.B1 Lack of adequate support for students with significant social-emotional needs. **2**

 B252505

G2.B1.S1 Providing schools with additional personnel who can focus solely on the social-emotional and mental health needs of students and improve efforts to engage families and the community will lead to improved student achievement. **4**

 S266461

Strategy Rationale

Early Warning System indicators and input from stakeholders reveal a need for social-emotional and mental health support as well as improved family and community engagement.

Action Step 1 **5**

Utilize grant funds to hire a school social worker (or guidance counselor) to support students and families, especially those with significant social/emotional and well-being needs.

Person Responsible

Teresa Wright

Schedule

On 8/31/2018

Evidence of Completion

Personnel records, school social worker's schedule; contact log

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Leading and Learning Directors will monitor Early Warning System data and provide support to principals as needed

Person Responsible

Jane Cline

Schedule

Monthly, from 12/1/2017 to 8/31/2018

Evidence of Completion

Early warning system data; reduction in unexcused absences, tardies, and discipline consequences resulting in out of classroom referrals.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

District leadership will meet with principals of D schools bi-weekly to determine progress, needs and monitor district alignment of resources. (Wright - Palm Bay, Mims & Golfview; Taylor - Endeavour; Mela-University Park; Sylvester - Coquina)

Person Responsible

Jane Cline


Schedule

Biweekly, from 10/1/2017 to 8/31/2018


Evidence of Completion

Classroom data, EWS data, observation, meeting notes

G2.B2 Students engage in behaviors that disrupt their learning, reducing the available time for classroom instruction. 2

 B252506

G2.B2.S1 Schools need assistance implementing positive behavior support strategies on a consistent basis. A positive behavior support coach will assure implementation of PBIS with fidelity. 4

 S266505

Strategy Rationale

Schools' behavior data real a need for implementation of a seamless positive behavior support system focused on an integration of social/emotional and academic supports to fluidly meet the needs of all students.

Action Step 1 5

Utilize grant funds to hire a PBIS coach to support implementation of positive behavior support for students reducing the amount of class time lost due to disruptive behaviors.

Person Responsible

Teresa Wright

Schedule

On 8/31/2018

Evidence of Completion

Personnel records; PBIS coach log; behavior data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Leading and Learning directors will monitor Early Warning System data and provide support to principal.

Person Responsible

Jane Cline

Schedule

Monthly, from 12/1/2017 to 8/31/2018

Evidence of Completion

Classroom observation data; discipline referrals; early warning system data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Principal supervisors will meet with principals of D schools to review EWS data to determine progress, needs and monitor utilization of PBIS coach.

Person Responsible

Jane Cline
















Schedule

Weekly, from 11/1/2017 to 8/31/2018





Evidence of Completion

Early warning system data; out of class behavior referrals; PBIS coach schedule

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|-------------------|-------------------------------|---|--------------------|
| 2018 | | | | | |
| G1.B1.S1.A1  A271732 | District Leaders will work with TNTP to develop a "Vision for Excellent Instruction" | Cline, Jane | 7/1/2017 | New vision will be a document | 8/28/2017 weekly |
| G1.B1.S1.A3  A315448 | Leading and Learning Directors will develop a school improvement walkthrough tool to be used to... | Cline, Jane | 8/8/2017 | CWT Trends, SIP feedback | 9/20/2017 one-time |
| G1.B1.S1.A2  A274055 | Vision for Excellent Instruction will be communicated to district resource teachers, content... | Cline, Jane | 8/1/2017 | Agendas | 9/21/2017 monthly |
| G1.B2.S1.A2  A343841 | District ELA Content experts are specifically assigned to a D School/ Lowest 300 School to support... | Harris, Tara | 8/14/2017 | PDrecords, coaching logs, meeting agendas | 5/18/2018 monthly |
| G1.B2.S1.A3  A343847 | ELA: I-Ready program including diagnostics, mastery assessments, Ready books and toolbox has been... | Wright, Teresa | 8/14/2017 | iReady diagnostic and student achievement reports. iReady provides a diagnostic three times per year. Students enrolled in iReady have monthly growth checks. Learning checks are administered after each unit has been taught creating a portfolio of standards mastered. | 5/18/2018 daily |
| G1.B2.S1.A4  A343849 | ELA: District instructional coaches and school-based literacy coach will work with each grade... | Harris, Tara | 8/14/2017 | iReady, QLA assessments, lesson plans, classroom walkthroughs, coaching logs | 5/18/2018 daily |
| G1.B2.S1.A5  A343863 | ELA: Teachers this year will use the adopted Florida Journeys program to teach (new) district... | Harris, Tara | 8/14/2017 | Lesson plans, coaching logs, QLA assessments, walkthroughs, iReady | 5/18/2018 weekly |
| G1.B2.S1.A6  A343908 | Early Literacy: Three District Instructional Coaches will work with D Schools and Lowest 300... | Chappie, Marilyn | 8/14/2017 | Coaching logs, lesson plans, formative assessment, exit slips | 5/18/2018 weekly |
| G1.B2.S1.A7  A344132 | Math: Three district math specialists will support K-5. D.Gard will support 2nd/ 3rd; S.Davis... | Harris, Tara | 9/1/2017 | Coaching logs, lesson plans, formative assessment, exit slips | 5/18/2018 weekly |
| G1.B3.S1.A2  A343939 | District MTSS Trainer and Instructional coaches with work with school-based leadership team to... | Dickinson, Shelly | 8/28/2017 | progress monitoring data charts, students moving Tiers, student achievement data | 5/18/2018 monthly |
| G1.B1.S1.MA1  M266263 | Leading and Learning Directors will monitor classroom instruction and provide support to... | Cline, Jane | 8/22/2017 | classroom walkthrough data, observation, standards-based instruction look fors | 5/22/2018 weekly |
| G1.B2.S1.A1  A273488 | Principals at our DA schools + Turner (lowest 300), participate in monthly small group principal... | Cline, Jane | 8/24/2017 | Presentations, CWT evidence | 5/24/2018 monthly |
| G1.MA1  M266353 | CWT data, district and local student achievement data, iReady (Taylor - Endeavour Elem., Wright -... | Cline, Jane | 8/22/2017 | CWT data, district and local student achievement data, iReady data, instructional rounds noticings and wonderings. | 5/29/2018 monthly |
| G1.B1.S1.MA1  M266278 | District Leadership will meet with principals of D/low300 schools bi-weekly to determine progress,... | Cline, Jane | 8/22/2017 | Classroom walkthroughs, observation data, look fors of SBI. | 5/29/2018 biweekly |
| G1.B2.S1.MA1  M266351 | Elementary directors and instructional coaches will systematically visit schools and conduct... | Cline, Jane | 8/8/2017 | Standards-aligned instruction noticings and wonderings, CWT data. Local assessment data will include: FAIR, I-Ready Reports, Standards Mastery Mini-Assessments, District made assessments such as Quarterly Literacy Assessments (QLA) and formative mini-tasks, teacher-made common formative | 5/29/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-------------------|-------------------------------|---|------------------------|
| | | | | assessments, running records and intervention data. | |
| G1.B2.S1.MA1 M266350 | Elementary Directors of Leading and Learning will meet with Asst. Superintendent weekly to convey... | Cline, Jane | 8/10/2017 | classroom walkthroughs, meeting notes, professional development plans, instructional coach logs | 5/29/2018 weekly |
| G1.B1.S1.A4 A315449 | Based on standards-aligned and data-driven school improvement plans, Leading and Learning Directors... | Cline, Jane | 7/17/2017 | CWT Trends, CWT documentation | 5/30/2018 biweekly |
| G1.B1.S1.A5 A315462 | Principal, Asst. Principal and Coach teams (PAC) have been created and will attend district... | Cline, Jane | 9/4/2017 | Improved fidelity to use of district created standards-aligned curriculum resources and student progress monitoring data for I-Station/I-Ready. | 5/30/2018 semiannually |
| G1.B1.S1.A6 A350756 | PAC teams will be trained in the use of (Achieve the Core) Instructional Practice Guide Tool for... | Harris, Tara | 9/4/2017 | PLC small groups will walk classrooms at all elementary schools including DA/ Low 300 to provide feedback on implementation of standards-aligned ELA instruction. | 5/30/2018 monthly |
| G1.B3.S1.MA1 M327000 | Intervention data, Tier 1, 2 & 3 progress monitoring assessment data | Dickinson, Shelly | 8/7/2017 | Student IReady Progress Monitoring reports; student achievement data. | 5/30/2018 triannually |
| G1.B3.S1.MA1 M326999 | classroom walkthroughs, intervention lesson plans, monitor attendance of students and teacher (ELL... | Wright, Teresa | 8/14/2017 | Intervention data including LLI and iReady data | 5/30/2018 triannually |
| G1.B3.S1.A1 A315344 | District content specialist, and coaches will train teachers to use Fountas & Pinnell Leveled... | Harris, Tara | 9/1/2017 | Lesson plans, classroom walkthroughs, training records | 5/30/2018 monthly |
| G1.B1.S1.A9 A354074 | Providing 10-month assistant principals with 40 hours additional hours of work time will enable... | Cline, Jane | 6/1/2018 | Schedules, meeting agendas, School Improvement and training plans | 7/31/2018 one-time |
| G1.B1.S1.A8 A352918 | School leadership teams and directors assigned to D schools will attend the 2018 National... | Wright, Teresa | 7/9/2018 | Each principal will develop an action plan for implementing the strategies/ knowledge learned from attending the conference | 8/11/2018 one-time |
| G2.MA1 M377508 | Leading and Learning Directors will monitor achievement and Early Warning System data (including... | Cline, Jane | 12/1/2017 | Classroom walkthrough data; reduction in number of out of class referrals | 8/31/2018 monthly |
| G1.B1.S1.A7 A352911 | School leadership teams and directors assigned to D schools will visit comparable schools in other... | Wright, Teresa | 12/1/2017 | Each principal will develop an action plan for implementing the strategies/ knowledge learned from visiting other school sites. | 8/31/2018 quarterly |
| G1.B2.S1.A8 A353017 | Hire additional instructional coaches at the school level to provide routine instructional coaching... | Wright, Teresa | 12/1/2017 | Coaching logs, training agendas and notes | 8/31/2018 one-time |
| G1.B2.S1.A9 A353873 | Purchase appropriate, aligned intervention and supplemental materials such as LLI, Lexia, Raz Kids,... | Wright, Teresa | 10/2/2017 | Student assessment data; utilization reports available through software | 8/31/2018 one-time |
| G2.B1.S1.MA1 M377513 | District leadership will meet with principals of D schools bi-weekly to determine progress, needs... | Cline, Jane | 10/1/2017 | Classroom data, EWS data, observation, meeting notes | 8/31/2018 biweekly |
| G2.B1.S1.MA1 M377511 | Leading and Learning Directors will monitor Early Warning System data and provide support to... | Cline, Jane | 12/1/2017 | Early warning system data; reduction in unexcused absences, tardies, and discipline consequences resulting in out of classroom referrals. | 8/31/2018 monthly |
| G2.B1.S1.A1 A353846 | Utilize grant funds to hire a school social worker (or guidance counselor) to support students and... | Wright, Teresa | 12/1/2017 | Personnel records, school social worker's schedule; contact log | 8/31/2018 one-time |
| G2.B2.S1.MA1 M377547 | Principal supervisors will meet with principals of D schools to review EWS data to determine... | Cline, Jane | 11/1/2017 | Early warning system data; out of class behavior referrals; PBIS coach schedule | 8/31/2018 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|----------------|-------------------------------|--|-----------------------|
| G2.B2.S1.MA1  M377533 | Leading and Learning directors will monitor Early Warning System data and provide support to... | Cline, Jane | 12/1/2017 | Classroom observation data; discipline referrals; early warning system data | 8/31/2018 monthly |
| G2.B2.S1.A1  A353798 | Utilize grant funds to hire a PBIS coach to support implementation of positive behavior support for... | Wright, Teresa | 11/1/2017 | Personnel records; PBIS coach log; behavior data | 8/31/2018 one-time |
| G1.B3.S2.A1  A353010 | Hire additional personnel to support specific instructional and intervention needs of students,... | Wright, Teresa | 12/1/2017 | Personnel rosters and intervention schedules for students | 8/31/2018 one-time |
| G1.B3.S2.A2  A353884 | Utilize flexible scheduling for students by providing access to intervention and remediation... | Wright, Teresa | 1/8/2018 | Reduction in the number of students being retained; summer school and before/after school enrollment records; student achievement data | 8/31/2018 weekly |

V. Professional Development Opportunities

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

G1. If district leadership supports principals in implementation of standards-aligned curriculum student achievement results in our D schools/lowest 300 will improve.

G1.B1 Clearly communicating the expectations from the district to the instructional leaders to the classroom.

G1.B1.S1 Targeted instructional leadership training will increase administrators' skills in recognizing effective learning and teaching, collecting evidence to support judgments and a strong emphasis on providing teachers with quality feedback to support improved student performance.

PD Opportunity 1

PAC teams will be trained in the use of (Achieve the Core) Instructional Practice Guide Tool for ELA with a focus on CORE ACTION 3 (Are all students provided with opportunities to engage in the work of the lesson and to do the thinking in the classroom?). As a result of this training, principals will use the tool to lead, coach and provide meaningful feedback to school-based instructional staff.

Facilitator

Directors of Leading and Learning

Participants

Principals, Assistant Principals, Coaches

Schedule

Monthly, from 9/4/2017 to 5/30/2018

PD Opportunity 2

School leadership teams and directors assigned to D schools will visit comparable schools in other districts with a history of significantly improving student achievement/school grades through standards-aligned curriculum.

Facilitator

Directors of Leading and Learning

Participants

Directors, Principals, Assistant Principals, Teacher Leaders

Schedule

Quarterly, from 12/1/2017 to 8/31/2018

PD Opportunity 3

School leadership teams and directors assigned to D schools will attend the 2018 National Association for Elementary School Principals conference in Orlando to increase their skills in recognizing effective learning and teaching, collecting evidence to support judgments and a strong emphasis on providing teachers with quality feedback to support improved student performance.

Facilitator

Directors of Leading and Learning

Participants

Directors assigned to D schools, principals, assistant principals

Schedule

On 8/11/2018

G1.B2 Lack of standards-aligned curriculum and knowledge of how to plan/deliver standards-aligned lessons

G1.B2.S1 District ELL Directors, instructional coaches, and content specialists will create, model, plan and implement resources that are standards aligned.

PD Opportunity 1

District ELA Content experts are specifically assigned to a D School/Lowest 300 School to support implementation of newly created standards-aligned curriculum materials. This person serves as the liaison between district and schools to determine needs and progress. Priority focus will be placed on Tier 1 core instruction to ensure that students are receiving grade-level instruction around comprehension of texts, writing, vocabulary, and language. The district has provided specific guidelines with relation to how much time and how often the major elements of ELA instruction should be occurring in a day or week. Whole group needs for foundational skills will be addressed in Tier 1 and gap-reduction will take place in intervention. Teachers are already receiving direct support in relation to Guided Reading groups and close reading of complex texts via their district liaison. This contact serves as the point person to review resources, instruction, student achievement data and professional development needs and make recommendations to the district literacy support team as needs arise.

Facilitator

Coaches: Jacqui Fraser, Anne Skinner, Courtney Nobili, Katie Viera, Jennifer Cockrell, Priscilla DeNino, Liz Richards, Debbie Wood

Participants

Teachers at Lowest 300 + D schools

Schedule

Monthly, from 8/14/2017 to 5/18/2018

PD Opportunity 2

ELA: I-Ready program including diagnostics, mastery assessments, Ready books and toolbox has been purchased to ensure standards based curriculum is taught and progress monitored.

Facilitator

T. Rollins - IReady

Participants

Teachers at Lowest 300 + DSchools

Schedule

Daily, from 8/14/2017 to 5/18/2018

PD Opportunity 3

Early Literacy: Three District Instructional Coaches will work with D Schools and Lowest 300 Schools to build the capacity of K-2 teachers to implement high quality 90 minute reading blocks that include strategies that accelerate reading, guided reading and phonemic awareness with curriculum aligned to the standards.

Facilitator

Early Literacy Coaches L.Richards, K.Viera, P. DeNino

Participants

Teachers at D schools

Schedule

Weekly, from 8/14/2017 to 5/18/2018

G1.B3 Intervention time needs flexible scheduling, more structure, standards-aligned materials, and additional personnel to adequately meet the instructional needs of students

G1.B3.S1 District leaders and coaches will support schools in coordinating a strategic intervention time designed to match student diagnostic data with appropriate ELA and mathematics intervention.

PD Opportunity 1

District content specialist, and coaches will train teachers to use Fountas & Pinnell Leveled Literacy Intervention System (LLI), which is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult.

Facilitator

District content specialist, and coaches

Participants

Teachers at schools in Lowest 300 in ELA

Schedule

Monthly, from 9/1/2017 to 5/30/2018

PD Opportunity 2

District MTSS Trainer and Instructional coaches will work with school-based leadership team to implement progress monitoring data discussions to inform next steps of intervention.

Facilitator

S Dickinson

Participants

SBLT

Schedule

Monthly, from 8/28/2017 to 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

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|----|-------------|--|--------|
| 1 | G1.B1.S1.A1 | District Leaders will work with TNTP to develop a "Vision for Excellent Instruction" | \$0.00 |
| 2 | G1.B1.S1.A2 | Vision for Excellent Instruction will be communicated to district resource teachers, content specialist, principals and asst. principals, coaches, and teachers. | \$0.00 |
| 3 | G1.B1.S1.A3 | Leading and Learning Directors will develop a school improvement walkthrough tool to be used to focus school visits on developing principals as instructional leaders, including but not limited to standards-aligned instruction, reflection by the school principal, and feedback. | \$0.00 |
| 4 | G1.B1.S1.A4 | Based on standards-aligned and data-driven school improvement plans, Leading and Learning Directors will plan deliberate focused leadership walks aimed at monitoring progress towards school improvement goals using the tool developed in action step 3 and growth of the instructional leader. | \$0.00 |
| 5 | G1.B1.S1.A5 | Principal, Asst. Principal and Coach teams (PAC) have been created and will attend district curriculum meetings to improve communication of best practices in implementation/monitoring of standards-aligned curriculum. | \$0.00 |
| 6 | G1.B1.S1.A6 | PAC teams will be trained in the use of (Achieve the Core) Instructional Practice Guide Tool for ELA with a focus on CORE ACTION 3 (Are all students provided with opportunities to engage in the work of the lesson and to do the thinking in the classroom?). As a result of this training, principals will use the tool to lead, coach and provide meaningful feedback to school-based instructional staff. | \$0.00 |
| 7 | G1.B1.S1.A7 | School leadership teams and directors assigned to D schools will visit comparable schools in other districts with a history of significantly improving student achievement/ school grades through standards-aligned curriculum. | \$0.00 |
| 8 | G1.B1.S1.A8 | School leadership teams and directors assigned to D schools will attend the 2018 National Association for Elementary School Principals conference in Orlando to increase their skills in recognizing effective learning and teaching, collecting evidence to support judgments and a strong emphasis on providing teachers with quality feedback to support improved student performance. | \$0.00 |
| 9 | G1.B1.S1.A9 | Providing 10-month assistant principals with 40 hours additional hours of work time will enable them to plan and work with principals during the summer for the purpose of developing the school improvement plan and strategies to positively impact student achievement. | \$0.00 |
| 10 | G1.B2.S1.A1 | Principals at our DA schools + Turner (lowest 300), participate in monthly small group principal PLCs, facilitated by Dr. Wright, M. Sylvester, Dr. C.Mela and T.Taylor. These PLC's center around a problem of practice and building instructional leadership capacity through classroom walkthroughs at a variety of elementary schools. These PLCs will continue to strengthen school-based leadership teams and their ability to monitor, support and improve instruction and student achievement. | \$0.00 |
| 11 | G1.B2.S1.A2 | District ELA Content experts are specifically assigned to a D School/Lowest 300 School to support implementation of newly created standards-aligned curriculum materials. This person serves as the liaison between district and schools to determine needs and progress. Priority focus will be placed on Tier 1 core instruction to ensure that students are receiving grade-level instruction around comprehension of texts, writing, vocabulary, and language. The district has provided specific guidelines with relation to how much | \$0.00 |

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|----|-------------|--|--------|
| | | time and how often the major elements of ELA instruction should be occurring in a day or week. Whole group needs for foundational skills will be addressed in Tier 1 and gap-reduction will take place in intervention. Teachers are already receiving direct support in relation to Guided Reading groups and close reading of complex texts via their district liaison. This contact serves as the point person to review resources, instruction, student achievement data and professional development needs and make recommendations to the district literacy support team as needs arise. | |
| 12 | G1.B2.S1.A3 | ELA: I-Ready program including diagnostics, mastery assessments, Ready books and toolbox has been purchased to ensure standards based curriculum is taught and progress monitored. | \$0.00 |
| 13 | G1.B2.S1.A4 | ELA: District instructional coaches and school-based literacy coach will work with each grade level to identify complex text and rigorous student tasks. | \$0.00 |
| 14 | G1.B2.S1.A5 | ELA: Teachers this year will use the adopted Florida Journeys program to teach (new) district developed Adapted Text Units, lesson plans that reflect the shifts of the standards. This is a blended reading and writing literacy program that focuses on the Language Arts Florida Standards. Standards Focus Documents are for teacher use when planning lessons. Teachers use this guide to assist with pacing of reading/writing instruction, locating quality resources, and assessing student mastery. | \$0.00 |
| 15 | G1.B2.S1.A6 | Early Literacy: Three District Instructional Coaches will work with D Schools and Lowest 300 Schools to build the capacity of K-2 teachers to implement high quality 90 minute reading blocks that include strategies that accelerate reading, guided reading and phonemic awareness with curriculum aligned to the standards. | \$0.00 |
| 16 | G1.B2.S1.A7 | Math: Three district math specialists will support K-5. D.Gard will support 2nd/3rd; S.Davis will support K/5th and R.Hays will support 1st/4th. Support will include planning, coaching, modeling and professional development. (Purchase and implement Eureka Math materials) | \$0.00 |
| 17 | G1.B2.S1.A8 | Hire additional instructional coaches at the school level to provide routine instructional coaching for classroom teachers to improve their ability to plan and deliver standards-aligned lessons These instructional coaches will work alongside district content specialists and coaches | \$0.00 |
| 18 | G1.B2.S1.A9 | Purchase appropriate, aligned intervention and supplemental materials such as LLI, Lexia, Raz Kids, and Reading Plus. | \$0.00 |
| 19 | G1.B3.S1.A1 | District content specialist, and coaches will train teachers to use Fountas & Pinnell Leveled Literacy Intervention System (LLI), which is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. | \$0.00 |
| 20 | G1.B3.S1.A2 | District MTSS Trainer and Instructional coaches will work with school-based leadership team to implement progress monitoring data discussions to inform next steps of intervention. | \$0.00 |
| 21 | G1.B3.S2.A1 | Hire additional personnel to support specific instructional and intervention needs of students, including those in specific subgroups. Additional personnel hired may include interventionists, teachers of English Language Learners (ELL), and instructional assistants | \$0.00 |
| 22 | G1.B3.S2.A2 | Utilize flexible scheduling for students by providing access to intervention and remediation activities through computer-based instruction, before/after school programs, and summer school. Odysseyware will provide a means for failing students to make-up course failures; before or after school programs will provide additional instructional time in D schools not already required to provide additional time; summer school (with transportation provided) will provide much needed instruction to prevent the summer slide. | \$0.00 |

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| 23 | G2.B1.S1.A1 | Utilize grant funds to hire a school social worker (or guidance counselor) to support students and families, especially those with significant social/emotional and well-being needs. | \$0.00 |
| 24 | G2.B2.S1.A1 | Utilize grant funds to hire a PBIS coach to support implementation of positive behavior support for students reducing the amount of class time lost due to disruptive behaviors. | \$0.00 |
| Total: | | | \$0.00 |