



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

35 - Lake

Diane Kornegay, Superintendent
Lucinda Thompson, Central Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

The mission of Lake County Schools is to provide every student with individual opportunities to excel.

b. District Vision Statement

A dynamic, progressive, and collaborative learning community embracing change and diversity where every student will graduate with the skills needed to succeed in post-secondary education and the work place.

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

http://www.lake.k12.fl.us/cms/lib05/FL01000799/Centricity/Domain/8652/Strategic_Priorities_110915.pdf

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 Monitoring and Support Plan aligns with Florida's Continuous Improvement Model and provides a four step process (Plan, Do, Check, Act) to monitor and support targeted schools as required for districts with schools in corrective action by Florida's Differentiated Accountability Plan.

The District Monitoring and Support Plan also includes a system for ongoing progress monitoring of student data to inform instruction. ELA, Math, Science, and Social Studies Baseline and Mid-Year Assessments are aligned to the Florida Standards and state item specifications and available for all schools to utilize with FCIM (Florida's Continuous Improvement Model) implementation.

STEPS INVOLVED

Step 1: Identify schools and level of monitoring and support. Provide DA overview and support school improvement planning process. (July-September)

Step 2: Provide tiered level of monitoring and support. Create progress reports and dashboards to align SIP goals, targeted areas, and identified action steps. (September-October)

Step 3: Monitor dashboards, evaluate progress reports, and make adjustments. Continue on-going monitoring and support. (October-April)

Step 4: Evaluate progress, create sustainability plan, and prioritize anticipated needs. (May-June)

Instructional Reviews

Full Day in Length (State, District, and School Staff)

Deliverables & Actions

School Improvement Plan
 School Overview Presentation
 DA Checklist
 SIP Rubric
 Classroom Visits
 Step Zero Problem Solving
 Action Planning

Additionally, district and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures. Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. Research based instructional techniques and strategies include, Thinking Maps, Project CRiSS, AVID, and Cooperative Structures which are implemented district wide to ensure common language. School wide initiatives are structured to ensure students enrollment patterns for various course and programs to demonstrate continuity within feeder patterns. The district data system allows for monitoring student progress and is shared through vertical articulation. The district utilizes a common board configuration to ensure learning goals and objectives are posted and a consistency of lesson plans in classrooms district wide.

Administrators monitor and evaluate effective instructional strategies to support students learning through formal and informal observations utilizing the Teacher Evaluation and Achievement Model (TEAM). Ongoing feedback is provided to teachers to support effective instructional practices. Professional Development is provided to teachers in areas of needed support and is aligned to the indicators of the teacher evaluation system. Instructional Coaches are provided to the District's Title 1 Schools in the areas of Reading, Science, and Math. Additionally Acceleration Resource Teachers, Florida Standards Coaches, and Teacher Assistants were added to support schools this year.

Instructional reviews are conducted where district and school based leadership teams visit classrooms to examine instructional practices, student work samples, and progress toward reaching SIP goals. Data collected from the instructional reviews are used to inform professional learning opportunities at the district and school level. Professional learning opportunities are aligned with the district C2 Ready Framework (Key Performance Indicators, SIP, Curriculum, PLC, FCIM, MTSS, Lesson Study, Personalized Learning), a systems thinking approach to build capacity for our district and increase student achievement outcomes.

Teachers utilize various technologies as instructional resources. Resources include PD 360, Edmodo, Safari Montage, Schoology, and Moodle to enhance instruction to meet the needs of all students. Students use technology learning tools such as Moodle, PENDA, E2020, Virtual School, iStation, iReady, and Achieve3000 for increased knowledge in core content areas. Technology tools that enhance our access are smart boards, document cameras, clickers/ responders, and iPads are utilized district wide.

Annually, the district assesses the alignment of curriculum, instruction, and assessment through curriculum writing to create and update curriculum scope and sequence, blueprints, and task cards. The review process for curriculum, instruction, and assessment includes district program specialist and school based personnel that vet the curriculum documents to ensure quality and consistency district wide. The district provides schools with program descriptions and program guides to assist with course offerings at schools. Common assessments and published products are provided for content areas to formatively monitor students' progress. The use of common assessments allows for

school leaders and teachers to disaggregate and analyze student work product to ensure student success.

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.

The District Monitoring and Support Plan requires: collaboration & honest conversation, problem solving and decision making along with ongoing monitoring and support throughout the school year. The district aligns resources to ensure all students achieve at the highest levels possible; through increased standards for student achievement; College & Career Readiness Expectations; and DA and Schools Improvement requirements. A tiered level of monitoring and support is provided through instructional review process, deliverables, Dashboards & Progress Reports, and additional resources of support.

Tier 3 (D/F Schools -Priority)

Three Instructional Reviews (State & District)

Bi-weekly On-Site Support (State and District)

Ongoing dashboard report

Ongoing progress monitoring

Tier 2 (D Schools)

One Instructional Review (District)

On-site Support (District)

Ongoing dashboard report

Ongoing progress monitoring

Tier 1 (Fragile Schools based on School Grade and Other Factors)

One Instructional Review (District)

Ongoing dashboard report

Ongoing progress monitoring

Non Categorized (A, B & C Schools)

Monitored through district Academic Cabinet Principal Supervisors

One Fidelity Check

Ongoing dashboard report

Ongoing progress monitoring

Type of Support

1. Tutoring Before and After School: All Title I Schools, Title I Funds

2. Collaborative Time-Stipends and Subs: All Schools, General Funds & SAI

3. Academic Tutors: Tier II (D) and Tier III (F) Schools, Title I & SIG

4. Literacy Teacher Assistants: Title I Schools, Title I Funds

5. Florida Standards Teachers (13) : Secondary Schools, General Funds

6. Acceleration Resource Teachers (23) : Schools with 48% or more Level I and II students in Reading, Title I, Title II, & IDEA Funds

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.

A no transfer policy is in place to retain teachers at schools throughout the year. Previously teachers could transfer in county throughout the year as position vacancies opened causing targeted schools to lose staff during the school year. This policy was implemented to retain teachers at schools for the duration of their contract time.

As part of implementing a District-Managed Turnaround School, the district established a Community Assessment Team (CAT) made up of parents, educators, business representatives and community members to conduct a needs assessment survey, review school data, and make recommendations for school improvement. One policy in place for District-Managed Turnaround Schools is that teachers employed must be evaluated as effective or highly effective. Additionally, a District Leadership Team is established consisting of the Superintendent, the Chief Academic Officer, the Chief of Administration, Chief of Human Resources, Directors of Academic Services and Student Services. The District Leadership Team meets regularly to review implementation.

Leadership: The instructional leader for the 2016-17 school year was selected to replace the last leader and has a track record of success at a previous title I school. This leader also served as an assistant principal at this school several years previous and has community ties and respect. A stipend is provided to principals who serve in turnaround schools. Several principals were also selected to participate in the Harvard Turnaround Leaders Series to groom them as turnaround leaders and instructional leaders at high needs schools. A director of leadership was also created to support the development of instructional leaders. Currently there are no other incentives to retain turnaround leaders besides the stipend mentioned previously. Operational flexibility has been granted to the existing leader in affording the transfer of the requested assistant principal. All existing vacancies were also filled by the instructional leader without district placement or transfer of teaching staff.

Human Capital- teacher recruitment, retention and reassignment: Teachers are provided an additional stipend to reduce turnover at fragile schools. Additional incentive funding is provided to teachers who serve in teacher leadership roles such as Professional Learning Communities Facilitator, facilitating professional learning, and leading additional planning. The district has employed a recruitment and retention manager to support the filling of vacancies at fragile schools and recruiting talented staff. Instructional coaches sometimes fill in or rotate into classes if there is an extended absence or vacancy to ensure students receive instruction from a certified teacher. The district provides fragile schools priority in hiring with an early transfer and hiring window to reduce competition district-wide. There is not a union agreement to offer bonuses at fragile schools. There is a district policy that establishes a final transfer date prior to the start of school to ensure fragile schools retain contracted staff. The district reviews teacher evaluation data to ensure only effective and highly effective staff are retained at a Focus or Priority schools. Teachers in need of improvement or unsatisfactory are not retained at Focus or Priority schools.

Wrap-Around Services and Community Support: Additional staff in the form of Potential Specialists, Behavior Specialists, MTSS Coaches and Acceleration Resource Teachers have been provided by the district to Focus and Priority schools to support the monitoring of Early Warning Signs and behavioral interventions for students. The existing TOP school is working to become a community school this year and adding a community health and wellness center to the campus for families and the community. Additional counselors, medical and dental services are planned to be included. Pre-K and summer learning options are also offered at Focus and Priority elementary schools. The district also provides a Pre-K Program Specialist that works directly with district Pre-K classes and also coordinates with private Pre-K providers to ensure alignment with developmental skills and student readiness.

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.

The District Turnaround School has been provided operational flexibility. The school has been provided an additional assistant principal, two additional coaches, an extended school day plus an additional 60 minutes added to their schedule. They receive collaborative funds from the district to utilize for common planning, as well as additional programs. Finally, on-site professional development is offered for job-embedded transfer.

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.

Capacity is built with SBLT throughout the process to culturally embed systems that can be transferred once schools are in the sustainability phase. Sustainability meetings are held with targeted 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.

Extra slots for district PD are provided to targeted schools and on-site PD is provided often. The district will sometimes retain existing coaches a year after a school has been removed from the Focus or Priority level. A MOU was signed with the union which extends school days in lowest 300 schools for an additional 60 minute literacy block. Teachers work 7.75 hours per day.

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.

To engage families and the community in school improvement efforts, the Lake Schools Title I Department has implemented the following:

1. Family School Liaison (FSL) at each Title I school who manages a Parent Resource Center, communicates with, and reaches out to parents and the community
2. Two District Parent Resource Centers managed by a District Family School Liaison and Parent Involvement Specialist who collaborate with the FSLs and the community to provide resources and assistance to students and families
3. Title I Annual meetings at the school level to inform parents of the Title I programs
4. Title I participation in community events
5. Summer Literacy program (iRead to Succeed)
6. District Parent Involvement Plan committee with parent and community representation
7. Families in Transition Resource Fair
8. Teacher Prescription Pads used to invite parents to check out materials from the Parent Resource Center
9. Family Educational Day to unite families and the community in a fun and educational setting

10. Business partnerships that help support our Title I families, Migrant Families, and Families in Transition

Parent Involvement Plan: <http://www.lake.k12.fl.us/page/1358>

11. CAT team meetings to engage stakeholders, review school data, and offer input for District Turnaround Schools

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.

Collaboration occurs between the state, district, and school with regard to the development of the SIP goals, implementation of turnaround plans, and school-level interventions. Data analysis and problem-solving are utilized when making decisions and norms are set when the process is initiated.

Additionally, the District Turnaround School collaborated with turnaround leaders at the district to engage in a root cause analysis. The leadership team worked collaboratively with the district to analyze school trends, identify areas of need, and generate next steps for school improvement.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

b. Employee's Title

Director

c. Employee's Phone Number

(352) 352-6866

d. Employee's Phone Extension

6866

e. Supervisor's Name

Bill Miller

f. Supervisor's Title

Other

g. Employee's Role and Responsibilities

The primary purpose of this position is to provide support and monitoring of schools in Differentiated Accountability (DA) categories in conjunction with State and Federal Reform Mandates. The position will work directly with school and district leadership as well as staff in their assigned feeder pattern; assure and monitor compliance with state and federal requirements; and provide overall assistance, coordination, and direction to senior administration to improve student achievement. In addition, the Director of Teaching & Learning will provide communication regarding changes in legislation related to school improvement and to ensure schools have a clear understanding of Differentiated Accountability and all of its requirements. Lake County Schools Teaching and Learning Department provides leadership, guidance, and support with respect to school improvement processes, implementation of standards, professional learning, and the delivery of research-based instructional strategies and practices. The department supports schools in increasing student achievement through the alignment of school based systems. The Director will jointly evaluate principals at TOP schools with the Principal Supervisor.

2. District Leadership Team:

Nelson, Andrea, nelsona@lake.k12.fl.us	
Title	Other
Phone	352-742-6904
Supervisor's Name	Kati Pearson
Supervisor's Title	Director
Role and Responsibilities	The purpose of this position is to manage the school district's MTSS and tiered approach to providing services and intervention to students with academic and/or behavioral concerns at increasing levels of intensity based on program monitoring and data analysis to promote student achievement.
Cole, Doreathe, coled@lake.k12.fl.us	
Title	Director
Phone	
Supervisor's Name	Bill Miller
Supervisor's Title	Other
Role and Responsibilities	The purpose of the position is to administer the planning, organization and direction of academic curricula for school programs in cooperation with instructional, management and executive staff. Incumbent performs highly complex, managerial and strategic work and is responsible for administering and coordinating the development and implementation of the assigned educational institutions and respective level of education. Employees in this classification administer functions under charge enabling the School District to maximize student academic opportunities. Incumbent exercises critical judgment and considerable initiative in administering the direction of Curriculum and Instructional programming. Performs related work as directed. Florida law recognizes that "students in Lake County deserve the best education that the citizens can provide." This education must produce academically competent students who can demonstrate their competency in the core curriculum and who can apply their knowledge and skills to the real world. The Curriculum & Instruction department offers varied instructional programs, instructional practices, professional learning, and school improvement planning to improve student academic achievement. The curriculum is discipline-based and clearly describes what students must know and be able to do in each academic content area.

Title	Director
Phone	(352) 253-6866
Supervisor's Name	Bill Miller
Supervisor's Title	Other
Role and Responsibilities	The primary purpose of this position is to provide support and monitoring of schools in Differentiated Accountability (DA) categories in conjunction with State and Federal Reform Mandates. The position will work directly with school and district leadership as well as staff in their assigned schools; assure and monitor compliance with state and federal requirements; and provide overall assistance, coordination, and direction to senior administration to improve student achievement. In addition, the Teaching and Learning Director will provide communication regarding changes in legislation related to school improvement and to ensure schools have a clear understanding of Differentiated Accountability and all of its requirements.
Daniels, Kathlene, danielsk@lake.k12.fl.us	
Title	Director
Phone	352-253-6860
Supervisor's Name	Bill Miller
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Under executive direction, the purpose of the position is to administer the planning, organization and direction of academic curricula for school programs in cooperation with instructional, management and executive staff. Incumbent performs highly complex, managerial and strategic work and is responsible for administering and coordinating the development and implementation of the assigned educational institutions and respective level of education. Employees in this classification administer functions under charge enabling the School District to maximize student academic opportunities. Incumbent exercises critical judgment and considerable initiative in administering the direction of Curriculum and Instructional programming. Performs related work as directed.
Miller, Bill, millerb@lake.k12.fl.us	
Title	Assistant Superintendent
Phone	
Supervisor's Name	Susan Moxley
Supervisor's Title	Superintendent
Role and Responsibilities	To assist the Superintendent by providing leadership in developing, achieving and maintaining the best possible educational programs and services. Coordinates all allocations of school based personnel.

Insanally, Hana, insanallyr@lake.k12.fl.us**Title** Instructional Coach**Phone****Supervisor's Name** Kati Pearson**Supervisor's Title** Director**Role and Responsibilities** Under the supervision of department Directors, the purpose of this position is to assist in the development, implementation and coordination of the functions of the respective department in supporting the needs of Focus and Priority Schools.**Staton, Julie, statonj@lake.k12.fl.us****Title** Instructional Coach**Phone****Supervisor's Name** Kati Pearson**Supervisor's Title** Director**Role and Responsibilities** Under the supervision of department Directors, the purpose of this position is to assist in the development, implementation and coordination of the functions of the respective department in supporting the needs of Focus and Priority Schools.**Williams, Bianca, williamsb1@lake.k12.fl.us****Title** Instructional Coach**Phone****Supervisor's Name** Kati Pearson**Supervisor's Title** Director**Role and Responsibilities** Under the supervision of department Directors, the purpose of this position is to assist in the development, implementation and coordination of the functions of the respective department in supporting the needs of Focus and Priority Schools.

Marshall, Laurie, marshalll@lake.k12.fl.us**Title** Assistant Superintendent**Phone****Supervisor's Name** Susan Moxley**Supervisor's Title** Superintendent

Role and Responsibilities To serve as staff officer to the Superintendent including, but not limited to, keeping him/ her informed as to all the personnel matters of the District and to delegate, supervise, and coordinate all activities of Human Resource Services and Employee Relations/Compensation and Benefits

Doyle, Marilyn, doylem@lake.k12.fl.us**Title** Assistant Superintendent**Phone****Supervisor's Name** Susan Moxley**Supervisor's Title** Superintendent

Role and Responsibilities To serve as staff officer to the Superintendent including, but to limited to, keeping him/her informed as to all school based issues and concerns. Directs and supervises principals in the management and operations of schools. Directs and supervises the Safe Schools Department. Handles school concerns and complaints.

Moxley, Susan, moxleys@lake.k12.fl.us**Title** Superintendent**Phone****Supervisor's Name** School Board of Lake County**Supervisor's Title** Board Member

Role and Responsibilities The Superintendent, acting as the Chief Executive Officer, will lead change and inspire educational excellence in developing, implementing, evaluating and maintaining the best possible educational programs and services for all students throughout the district.

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.

Each year, the Superintendent reviews the leadership needs of all schools with a special emphasis on those identified as Focus and Priority prior to making administrative reappointments for the subsequent year. During the review of the schools of special concern, the Superintendent consults with key district leaders including principal assessors to gather information about each school. The information review includes, student achievement data, teacher effectiveness data, instructional review summaries as well as issues related to school and community needs. Information on each member of the leadership team at Focus and Priority schools is reviewed including performance evaluations, stakeholder surveys, achievement results in prior leadership experiences, and feedback from the individual regarding professional goals. The Superintendent uses transfers and recruitment of effective principals with a record of increasing student achievement to provide leadership at these schools.

Applicants for all school administrative vacancies are screened appropriately and correlated with the school culture, parental and community concerns and the academic commitment goals of the administrator to promote and produce positive gains.

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 district's instructional evaluation system has ratings which help to determine the effectiveness of a teacher in any school placement. The teacher is rated by a combination of the Instructional Practice Score (IPS) and the Student Growth or Performance Measure. These two scores result in an overall evaluation rating for a teacher. The district analyzes the distribution of teachers based upon the evaluation effectiveness rating and insures that schools designated as Focus and Priority have a percentage of effective teachers at least equal to the district average. If necessary, teachers are transferred to achieve an equitable distribution of effective and highly effective teachers among targeted schools. Teachers in these schools should be certified, highly qualified and have an evaluative rating of Highly Effective or Effective.

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.

Lake County Schools will optimize resources by creating more time for teachers to collaborate and establish systems and processes that focus on effectively embedding Standards-based instruction into daily classroom delivery. We provide significant release time during the school day for teachers to collaborate and plan. PLUS Teams have been created at the secondary level to push into the classroom so core academic teachers are released for collaborative planning time. Collaborative planning funds have been provided to all schools to allow for extended blocks of time over the year devoted to common planning.

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.

Not only does the district provide all Focus and Priority schools with content area coaches and additional funds for subs and stipends to implement Plus Teams and Collaborative Time as described in previous

sections, Focus and Priority schools also received a combination of the following: Florida Standards Coach, Acceleration Resource Teacher, Academic Dean, MTSS Coach, Potential Specialist, Literacy Teacher Assistants, and Academic Tutors. Combinations of these positions were provided to schools based on data, need, and demographics.

Coaches logs, monthly district PD, district updates, and on-site observations are provided and conducted to monitor daily activities, ensure execution, and align targeted support.

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/lake?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:

Writing**Program Type**

Core, Supplemental

School Type

Elementary School, Middle School, High School

Elementary Core Curriculum

Scope and Sequences- Grades K-5 curriculums are organized into standards-based units. Each unit culminates with a written published product.

Curriculum Blueprints- These documents are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested period for unit completion. This timeline may be adjusted based on school data. The curriculum blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources. They also contain Language Arts Florida Standards (LAFS), deconstructed standards, higher-order questions, vertical progressions, mini-tasks for writing, and Marzano Proficiency Scales.

FDOE and FSA Rubrics- A district-wide expectation is that teachers and students utilize our state-adopted rubrics for writing Informative, Opinion, and Narrative pieces, as well as open and extended responses.

Supplemental Resources

- Florida Interim Assessment Item Bank and Test Platform – A resource teachers can use to develop formative and summative assessments.

Description

- CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.

- Elementary ELA Content Training- K-5th grade teachers will have the opportunity to attend professional development on the LAFS and FSA ELA Components.

Participants will hone their skills in the writing and scoring processes.

- DBQ- Document Based Questioning lessons are implemented quarterly to promote evidence based writing and research.

- Thinking Maps Write from the Beginning and Beyond and the Core Connections curriculum are used in many schools as tools to teach the structure of writing to students.

Supplemental Tools

- Thinking Maps - These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes, which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

- Istation - delivers individualized instruction – complete with age-appropriate content for pre- K through 6th grade (in Lake County). The Indicators of Progress Assessment Technology (ISIP) adjust the curriculum automatically to every child's individual ability in all of the skill areas from struggling to advanced. The program is research – based, peer reviewed, and standards aligned.

Middle Core Curriculum

Scope and Sequences- Grades 6-8 curriculums are organized into units. Each unit ends with a written published product.

Curriculum Blueprints- These documents are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested period for unit completion. This timeline may be adjusted based on school data. The curriculum blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources. They also contain Language Arts Florida Standards (LAFS), deconstructed standards, higher-order questions, vertical progressions, mini-tasks for writing, and Marzano Proficiency Scales.

FDOE and FSA Rubrics- A district-wide expectation is that teachers and students utilize our state-adopted rubrics for writing Informative, Opinion, and Narrative pieces, as well as constructed and extended responses.

Supplemental Resources

- Florida Interim Assessment Item Bank and Test Platform – A resource teachers can use to develop formative and summative assessments.
- CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.
- Secondary ELA Content Training- Middle School ELA teachers will have the opportunity to receive professional development on utilizing Curriculum Documents to align instruction to the LAFS and FSA ELA Components. Participants will hone their skills in the writing and scoring processes.
- Write Source- Grades 6-8 teachers and students have access to this textbook series for guiding students in the components of the writing process.
- DBQ- Document Based Questioning lessons are implemented quarterly to promote evidence based writing and research.

Supplemental Tools

- Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes, which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

High Core Curriculum

Scope and Sequences- Grades 9-12 curriculum is organized into units for the year and each unit ends with a written published product.

Curriculum Blueprints- The curriculum blueprints are a guide for instruction within each unit. In order to ensure students have been exposed to all grade level content, there is a suggested timeline for unit completion. This timeline may be adjusted based on school data. The blueprints also contain a guide to essential content and

understanding within the unit, learning goals, objectives, linked supplemental resources, deconstructed Florida Standards, mini-tasks aligned to standards, and a vertical progression for each cluster.

FDOE and FSA Rubrics- A district-wide expectation is that teachers and students utilize our state-adopted rubrics for writing Informative, Opinion, and Narrative pieces, as well as constructed and extended responses.

Supplemental Resources:

- Florida Interim Assessment Item Bank and Test Platform – A resource teachers can use to develop formative and summative assessments.
- CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.
- Secondary ELA Content Training- High School ELA teachers will have the opportunity to receive professional development on utilizing Curriculum Documents to align instruction to the LAFS and FSA ELA Components. Participants will hone their skills in the writing and scoring processes.
- LDC- The Literacy Design Collaborative format is designed to support core-content teachers in implementing the Florida Standards. The LDC has template tasks that help create high-quality student assignments to develop reading, writing, and thinking skills.
- DBQ- Document Based Questioning lessons are implemented quarterly to promote evidence based writing and research.

Supplemental Tools

- Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes, which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

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:

Mathematics

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School

Elementary Core Curriculum

Scope and Sequence and Curriculum Blueprints- These documents are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested time frame for unit completion. This timeline may be adjusted based on school data. The curriculum blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources, including EngageNY, LDC writing template tasks, Georgia Curriculum Frameworks, Illustrative Mathematics, the Math Formative Assessment System, FSA Test Item Specifications, and the Common Core Flip Books. They also contain Mathematics Florida Standards (MAFS), deconstructed standards, higher-order questions, writing connections, resource links, vertical progressions, and Marzano Proficiency Scales.

Pearson Envision math 2.0 is the core mathematics text. It is Scientifically Research-Based as evidenced by its placement on the state adoption list. It has diagnostic testing, differentiated center suggestions, Tier 2 and 3 resources, and a multitude of resources on their internet site "Pearson Realize."

Supplemental Resources

- Florida Interim Assessment Item Bank and Test Platform- A resource teachers can use to develop formative and summative assessments.

Description **Mathematics Formative Assessment System-** A resource to be used for formative assessments aligned to MAFS.

- CPALMS- This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.

Supplemental Tools

- Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

- I-Ready – this program provides both diagnostic and instruction catered to students individual needs.

Middle Core Curriculum

Scope and Sequence and Curriculum Blueprints- These documents are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested time frame for unit completion. This timeline may be adjusted based on school data. The curriculum blueprints also contain a guide to essential content and understanding within the unit, unit module, learning goals, objectives, and

linked supplemental resources, including EngageNY, Eureka Math, LDC writing template tasks, Georgia Curriculum Frameworks, MARS performance task assessments, and the Common Core Flip Books. They also contain Mathematics Florida Standards (MAFS), deconstructed standards, higher-order questions, writing connections, resource links, vertical progressions, and Marzano Proficiency Scales.

Textbooks- The textbooks utilized in the core curriculum are scientifically research-based as evidenced by their placement on the state adoption list. The resources used are from HMH and include: Go, Math for grades 6-8, and Algebra I for grade 8.

Supplemental Resources

- **Florida Interim Assessment Item Bank and Test Platform-** A resource teachers can use to develop formative and summative assessments.
- **Mathematics Formative Assessment System-** A resource for formative assessments aligned to MAFS.
- **CPALMS-** This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.
- **Algebra Nation-** A web-based resource aligned to the MAFS, which may be used for whole/small/individualized instruction.
- **PENDA-** Our computer assisted program aligned to the standards that is web based for Science and Math remediation and enrichment. (Intensive)
- **Orchard-** Orchard Software provides targeted instruction in math, reading, writing, language arts, and science for grades K-9. (Intensive)
- **Accelerated Math-** Accelerated Math is a program that helps teachers personalize math practice, differentiate instruction, monitor progress, and make data-driven decisions to guide each student to success. (Intensive)

Supplemental Tools

- **Thinking Maps-** These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.
- **Geometer's Sketchpad-** Geometer's Sketchpad® gives students at all levels—from third grade through college—a tangible, visual way to learn mathematics that increases their engagement, understanding, and achievement.

High Core Curriculum

Scope and Sequence and Curriculum Blueprints- These documents are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested time frame for unit completion. This timeline may be adjusted based on school data. The curriculum blueprints also contain a guide to essential content and understanding within the unit, unit modules, learning goals, objectives, and linked supplemental resources, including EngageNY, Eureka Math, LDC writing template tasks, Georgia Curriculum Frameworks, MARS performance task assessments, and the Common Core Flip Books. They also contain Mathematics

Florida Standards (MAFS), deconstructed standards, higher-order questions, writing connections, resource links, vertical progressions, and Marzano Proficiency Scales.

Textbooks- The textbooks utilized in the core curriculum are scientifically research-based as evidenced by their placement on the state adoption list. The programs used have been developed by three different publishers. The resources from HMH include the following content areas: Algebra I, Algebra II, and Geometry. The resources from Pearson include the following content areas: Liberal Arts I, Liberal Arts II, Elementary Statistics, Pre-Calculus, Calculus and Intermediate Algebra. The resources from Bedford include the following content area: Probability & Statistics

Supplemental Resources

- **Florida Interim Assessment Item Bank and Test Platform-** A resource teachers can use to develop formative and summative assessments.
- **Mathematics Formative Assessment System-** A resource used for formative assessments aligned to MAFS.
- **CPALMS-** This site is our official source for the Florida Standards and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.
- **Algebra Nation-** A web-based resource aligned to the MAFS used for whole/small/individualized instruction.
- **Accelerated Math-** Accelerated Math is a program that helps teachers personalize math practice, differentiate instruction, monitor progress, and make data-driven decisions to guide each student to success. (Intensive)
- **Destination Math-** Destination Math® includes a focused, powerful, and rigorous curriculum that is both research-based and tested by teachers and students. This solution facilitates individualization, tracks performance, provides opportunities for practice, and offers a fresh approach to presenting concepts and skills. (Intensive)

Supplemental Tools

- **Thinking Maps-** These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

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:

Science**Program Type**

Core, Supplemental, Intensive Intervention

School Type

Elementary School, Middle School, High School

Elementary Core Curriculum

Textbook- Pearson Interactive Science is in its fourth year as the adopted science curriculum used as the core science text. The textbook is Scientifically Research-Based as evidenced by its placement on the state adoption list.

Supplemental Resources

- CPALMS- This site is our official source for the NGSS and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.

Supplemental Tools

- Curriculum Blueprints- The curriculum blueprints are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested period for unit completion. This timeline may be adjusted based on school data and teacher professional discretion. The blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources.
- Benchmark Task Cards- These tools were created by the Teaching and Learning Department to support teachers, students, and parents as they interact, practice, and deepen knowledge of FCAT 2.0 and EOC annually assessed benchmarks.

Description

- Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes, which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

Middle Core Curriculum

Scope and Sequence and Curriculum Blueprints- These documents are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested time frame for unit completion. This timeline may be adjusted based on school data. The curriculum blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources. They also contain content, deconstructed standards, higher-order questions, writing connections, resource links, vertical progressions, and Marzano Proficiency Scales.

Textbook- Glencoe/McGraw-Hill is in its fifth year as the adopted science curriculum used as the core science text. The textbook is scientifically research-based as evidenced by its placement on the state adoption list.

Supplemental Resources

- PENDA- A computer assisted program aligned to the standards that is web based

for Science and Math remediation and enrichment. (Intensive)

- CPALMS- This site is our official source for the NGSS and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards. LDC- The Literacy Design Collaborative format is designed to support core-content teachers in implementing the Florida Standards. The LDC has template tasks that help create high-quality student assignments to develop reading, writing, and thinking skills.

Supplemental Tools

- Curriculum Blueprints- The curriculum blueprints are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested period for unit completion. This timeline may be adjusted based on school data. The blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources.
- Benchmark Task Cards- These tools were created by the Teaching and Learning Department to support teachers, students, and parents as they interact, practice, and deepen knowledge of FCAT 2.0 and EOC annually assessed benchmarks.
- Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes, which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

High Core Curriculum

Scope and Sequence and Curriculum Blueprints- These documents are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested time frame for unit completion. This timeline may be adjusted based on school data. The curriculum blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources. They also contain content, deconstructed standards, higher-order questions, writing connections, resource links, vertical progressions, and Marzano Proficiency Scales.

Textbooks- The following textbooks are in their fifth year as the adopted science curriculum used as the core science text. The textbooks are scientifically researched-based as evidenced by its placement on the state adoption list. Glencoe/McGraw-Hill is used as the core science text for Zoology. McDougal Littell Holt is used as the core science text for Earth Science, AP Chemistry, Earth Space Science Regular and Honors, AP Environmental, AP Physics B, Biology I and Honors, Chemistry I Honors, Physical Science, and Physics I. Pearson Prentice Hall is used as the core science text for AP Biology, Anatomy & Physiology, Chemistry I, Environmental, Marine, Physics I.

Supplemental Resources

- PENDA- A computer assisted program aligned to the standards that is web based for Science and Math remediation and enrichment. (Intensive)
- CPALMS- This site is our official source for the NGSS and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing

thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards. LDC- The Literacy Design Collaborative format is designed to support core-content teachers in implementing the Florida Standards. The LDC has template tasks that help create high-quality student assignments to develop reading, writing, and thinking skills.

Supplemental Tools

- Curriculum Blueprints- The curriculum blueprints are a guide for instruction. In order to ensure students have been exposed to all grade level content, there is a suggested period for unit completion. This timeline may be adjusted based on school data. The blueprints also contain a guide to essential content and understanding within the unit, learning goals, objectives, and linked supplemental resources.
- Benchmark Task Cards- These tools were created by the Teaching and Learning Department to support teachers, students, and parents as they interact, practice, and deepen knowledge of FCAT 2.0 and EOC annually assessed benchmarks.
- Thinking Maps- These are research-based tools used across grade levels and integrated into all subjects for students to organize their thought processes and make thinking visual. They coincide with the eight fundamental thinking processes, which includes defining, describing, comparing and contrasting, classifying, part to whole, sequencing, cause and effect, and seeing analogies. This tool helps students become independent thinkers.

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.

Lake County Schools is committed to providing high quality instruction and support to all students academically and behaviorally. The implementation of a Multi-Tiered System of Supports ensures that school based Problem Solving Teams (PST) utilize universal assessment data to determine the effectiveness of core instruction. Through the 4-Step Problem-Solving process, the PST develops an action plan which consists of evidence-based academic and behavioral instruction/interventions targeting the core, and also groups of students significantly discrepant from their peers. The plan is monitored and revised after each administration of the universal assessment.

The Problem Solving Team at each school is responsible for providing documentation of problem solving across each tier through the use of district forms. Documentation is collected and reviewed for fidelity and effectiveness after the administration of baseline, mid-year, and end-of-year assessments.

Data sources include the following:

- Lake Standards Assessments (LSA)
- Istation
- I-Ready
- WIDA
- DecisionEd
- Early Warning Signs data including attendance (students absent 10% of school days), behavior (students with 2 or more referrals or OSS), and retentions are provided to schools monthly for

monitoring.

Ongoing professional development opportunities will be offered at all levels to provide support in data analysis and data-driven problem solving.

The District MTSS Program Manager meets regularly with representatives from other departments such as Student Services and ESE throughout the year to address specific concerns and ensure a common language and district alignment.

The function of the District MTSS Leadership team is to review the progress of the implementation of MTSS district-wide and to bring feedback to the district regarding implementation. Recommendations for changes or implementation of procedures are recommended through this team. A district inter-departmental team composed of administrators from Student Services, Exceptional Education, Title I, Curriculum, and Teaching & Learning meets throughout the year to address specific procedures concerns for each department.

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://intranet.staff.lakeschools.local/cms/lib/FL01000800/Centricity/Domain/38/2016-2017%20SPP%20Final.pdf>

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

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.

Areas of strength appear in Green on the uploaded document and areas of need appear in Red on the uploaded document.

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.

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.** Lake County Schools will exceed the state average for all areas in 2016-17 by providing structured, systematic support aligned to the 5 Essential Components for School Success to develop capacity and build shared belief in schools.

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. Lake County Schools will exceed the state average for all areas in 2016-17 by providing structured, systematic support aligned to the 5 Essential Components for School Success to develop capacity and build shared belief in schools. **1a**

G043864

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)	2016-17	80.0
District-Wide	FSA Mathematics Achievement	2016-17	60.0
District-Wide	FSA ELA Achievement	2016-17	60.0
District-Wide	FCAT 2.0 Science Proficiency	2016-17	55.0
District-Wide	Attendance Below 90% Grade 11	2016-17	83.0
District-Wide	Attendance Below 90% Grade 12	2016-17	80.0
District-Wide	2+ Behavior Referrals	2016-17	80.0
District-Wide	ELA/Reading Lowest 25% Gains	2016-17	50.0
District-Wide	Math Lowest 25% Gains	2016-17	50.0
District-Wide	High School Acceleration	2016-17	50.0

District-Wide

Targeted Barriers to Achieving the Goal **3**

- Lacking thorough understanding of and ability to plan and deliver standards-based instruction.
- Lacking the ability to effectively analyze and use data for ongoing progress monitoring.
- Lacking evidence of culturally embedded systems and inconsistent monitoring of expectations and deliverables.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Scope and Sequence: Aligned to the Florida Standards, instructional focus, text, tasks, and district resources.
- Curriculum Blueprint: Provides instructional focus, student product, and district resources.
- CPALMS: The official source of the Common Core State Standards (CCSS) and course descriptions in Florida. CPALMS is supporting the implementation of these standards by providing thousands of instructional/educational resources that has been vetted by teachers and subject area experts for content, presentation, accuracy, and alignment to these standards.
- District Strategic Plan which outlines strategic priorities, focus areas and objectives along with aligned success measures for each focus area
- Teaching and Learning District Team: Director, MTSS Manager, and three dedicated Program Specialist supporting Focus and Priority Schools.
- Teaching and Learning School Improvement Structures and Tools: School Improvement Guide, SIP Rubric, SIP Action Plan Templates, CWT Form and Data Collection, Thinking Maps Planning Tools and the Lake County Schools 8 Step Planning and Problem Solving Template, and EWS Data Template, Action Plan Template
- Data Collection Tools: Istation, iReady, Euphoria, Lake Standards Assessment, Achieve 3000
- Data Collection Tools: Istation, iReady, Euphoria, Lake Standards Assessment, Achieve 3000

Plan to Monitor Progress Toward G1. 8

Baseline, Mid-Year, & End-of-Year Data will be compiled and analyzed

Person Responsible

Schedule

Semiannually, from 9/1/2016 to 5/1/2017

Evidence of Completion

Content Data Grade Level Data Subgroup Data EWS Data

Plan to Monitor Progress Toward G1. 8

Throughout the year classroom walkthrough trends, SIP rubric scores, EWS data, academic data, and data visualizations will be collected and recorded in school progress reports

Person Responsible

Schedule

Semiannually, from 9/1/2016 to 5/1/2017

Evidence of Completion

Evidence of school-wide systems progression based on the School Improvement Rubric indicators
School Progress Reports

Plan to Monitor Progress Toward G1. 8

Instructional Review Classroom Trend Data will be collected and analyzed

Person Responsible

Schedule

Monthly, from 9/1/2016 to 5/1/2017

Evidence of Completion

Ongoing classroom trend data aligned to instructional look-fors School Progress Reports

District Action Plan for Improvement


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy


 = Problem Solving Step

 S123456 = Quick Key

G1. Lake County Schools will exceed the state average for all areas in 2016-17 by providing structured, systematic support aligned to the 5 Essential Components for School Success to develop capacity and build shared belief in schools. **1**

 G043864

G1.B1 Lacking thorough understanding of and ability to plan and deliver standards-based instruction. **2**

 B107596

G1.B1.S1 Increase the effectiveness with which all teachers differentiate standards-based instruction by focusing professional learning and on-site support in PLCs (Common Planning) and the Lesson Study Cycle (Examination of Student Work). **4**

 S119032

Strategy Rationale

If professional learning and on-site support are focused on Common Planning and the Lesson Study Cycle then teachers and leaders will have a more comprehensive understanding of the standards thus increasing the effectiveness with which all teachers differentiate standards-based instruction.

Action Step 1 **5**

Coordinate and Conduct SIP Review and School Instructional Reviews to Identify Specific Instructional Needs

Person Responsible

Schedule

Triannually, from 8/8/2016 to 10/1/2016

Evidence of Completion

Instructional Review Schedule EWS and Trend Data from Review SIP Rubric CWT
Template SIP Planning Template outlining school improvement action steps and strategies
identified DA Checklist Invitation to Principal Assessors Teaching and Learning Dashboards

Action Step 2 5

District School Improvement Leads will support school action steps, provide on-site support, and monitor deliverables toward delivery of standards-based instruction.

Person Responsible**Schedule**

Monthly, from 9/1/2016 to 9/1/2017

Evidence of Completion

SIP Action Plan Template Common Planning Deliverables Deliverables from Professional Learning Sessions School Dashboard CWT Trends On-Site Support Thinking Maps On-Site Monitoring and Support Visitation Forms Instructional Reviews with Teacher Leaders Schedules/Reflections

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

District DA Leads will create a monitoring and support schedule with specific dates for on-site monitoring and support and will utilize documentation protocols for action steps provided to Focus and Priority Schools.

Person Responsible**Schedule**

Semiannually, from 8/8/2016 to 10/3/2016

Evidence of Completion

SIP Action Plan Template Calendar for Visitation and Support District Dashboards On-Site Monitoring and Support Feedback Documentation

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


School Improvement Specialists and Director will conduct unannounced visits to monitor progress toward the effective delivery of standards-based instruction.

Person Responsible**Schedule**


Quarterly, from 9/5/2016 to 9/5/2016

Evidence of Completion

Ongoing School and District CWT Trend Data On-Site Monitoring and Support Feedback Documentation

G1.B2 Lacking the ability to effectively analyze and use data for ongoing progress monitoring. **2** B175553

G1.B2.S1 Increase the effectiveness of student interventions and enrichment by focusing professional learning and on-site support in the use of data for ongoing progress monitoring through the use of FCIM, MTSS, and Early Warning Systems. **4**

 S186869**Strategy Rationale**

If professional learning and on-site support in the use of data for ongoing progress monitoring through the use of FCIM, MTSS, and Early Warning Systems are provided then there will be an increase in the use of data to provide effective student interventions and enrichment.

Action Step 1 **5**

Create templates and protocols for universal data analysis to support the implementation of the 4-step problem solving process.

Person Responsible

Andrea Nelson

Schedule

On 5/1/2017

Evidence of Completion

EWS Template for all schools with pivot tables and ability to create student groups 8-Step Planning & Problem Solving Template Teaching & Learning Data Dissaggregation Reports LCS Teaching & Learning School Improvement Guide Protocols LCS Teaching & Learning MTSS Guide Protocols LCS Teaching & Learning ELL Guide Protocols

Action Step 2 **5**

Provide Ongoing Professional Development to Acceleration Resource Teachers (ARTs), MTSS, and ESOL Contacts in the use of protocols and data templates to Increase the effectiveness of student interventions and enrichment through MTSS, FCIM, and EWS systems.

Person Responsible**Schedule**

Monthly, from 9/1/2016 to 5/1/2017

Evidence of Completion

Sign-in Sheets Professional Development Presentations Participant Portfolios (ART, MTSS, ESOL Contacts) Student Intervention and Enrichment Groups Ongoing Progress Monitoring Data EWS Data

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

Develop and utilize a PD Calendar for PD with ARTs, MTSS and ESOL Contacts to support the use of data for on-going progress monitoring.

Person Responsible

Andrea Nelson

Schedule

Monthly, from 9/1/2016 to 9/1/2016

Evidence of Completion

School and District Dashboards Collection of Completed EWS Data Templates Schedule of Professional Learning and Support Provided True North Logic Course Surveys

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

School Improvement Team will conduct instructional reviews and on-site fidelity checks to effectively analyze and use data for ongoing progress monitoring.

Person Responsible

Andrea Nelson

Schedule

Quarterly, from 9/1/2016 to 5/1/2017


Evidence of Completion

School Progress Reports CWT Data

G1.B3 Lacking evidence of culturally embedded systems and inconsistent monitoring of expectations and deliverables. **2**

 B175578

G1.B3.S1 Increase the effectiveness of school-wide systems by focusing professional learning and on-site support in the monitoring of student data, classroom walkthrough trends, and evidence aligned to School Improvement Plan goals. **4**

 S186871

Strategy Rationale

If professional learning and on-site support in the monitoring of student data, classroom walkthrough trends, and evidence aligned to School Improvement Plan goals are provided then the effectiveness of school-wide systems will increase.

Action Step 1 **5**

Utilize SIP Rubric to identify strengths and opportunities for growth aligned to the 5 Essentials.

Person Responsible

Schedule

Semiannually, from 9/1/2016 to 5/1/2017

Evidence of Completion

Completed SIP Rubric with identified next steps

Action Step 2 **5**

Conduct professional development and on-site support with School Based Leadership Team in monitoring non-negotiables, deliverables, and the use of trend data for specific feedback.

Person Responsible

Schedule

Quarterly, from 7/1/2016 to 5/1/2017

Evidence of Completion

CWT data Progress Indicators on Action Plan SIP Deliverables and Evidence Monitoring and Support Resources Summer DA Leadership Academy Sign-in Sheets/Presentations

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

District school improvement specialists will develop and utilize protocols for providing feedback, scheduling on-site support, and professional development.

Person Responsible**Schedule**

Semiannually, from 9/1/2016 to 6/1/2017

Evidence of Completion

Teaching and Learning Dashboards and Action Plans SIP Action Plan On-Site Monitoring & Support Feedback Documentation

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

School Improvement Team will conduct unannounced visits to monitor progress toward the effective implementation of school-wide systems.






Person Responsible**Schedule**




Quarterly, from 9/1/2016 to 5/1/2017

Evidence of Completion

SIP Rubric (baseline, midyear, end of year) Ongoing School and District CWT Trend Data On-Site Monitoring and Support Feedback Documentation

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.B2.S1.MA1  M201849	Develop and utilize a PD Calendar for PD with ARTs, MTSS and ESOL Contacts to support the use of...	Nelson, Andrea	9/1/2016	School and District Dashboards Collection of Completed EWS Data Templates Schedule of Professional Learning and Support Provided True North Logic Course Surveys	9/1/2016 monthly
G1.B1.S1.MA1  M054306	School Improvement Specialists and Director will conduct unannounced visits to monitor progress...		9/5/2016	Ongoing School and District CWT Trend Data On-Site Monitoring and Support Feedback Documentation	9/5/2016 quarterly
G1.B1.S1.A1  A128819	Coordinate and Conduct SIP Review and School Instructional Reviews to Identify Specific...		8/8/2016	Instructional Review Schedule EWS and Trend Data from Review SIP Rubric CWT Template SIP Planning Template outlining school improvement action steps and strategies identified DA Checklist Invitation to Principal Assessors Teaching and Learning Dashboards	10/1/2016 triannually
G1.B1.S1.MA1  M054305	District DA Leads will create a monitoring and support schedule with specific dates for on-site...		8/8/2016	SIP Action Plan Template Calendar for Visitation and Support District Dashboards On-Site Monitoring and Support Feedback Documentation	10/3/2016 semiannually
G1.MA1  M054304	Baseline, Mid-Year, & End-of-Year Data will be compiled and analyzed		9/1/2016	Content Data Grade Level Data Subgroup Data EWS Data	5/1/2017 semiannually
G1.MA2  M087388	Throughout the year classroom walkthrough trends, SIP rubric scores, EWS data, academic data, and...		9/1/2016	Evidence of school-wide systems progression based on the School Improvement Rubric indicators School Progress Reports	5/1/2017 semiannually
G1.MA3  M087392	Instructional Review Classroom Trend Data will be collected and analyzed		9/1/2016	Ongoing classroom trend data aligned to instructional look-fors School Progress Reports	5/1/2017 monthly
G1.B2.S1.MA1  M201850	School Improvement Team will conduct instructional reviews and on-site fidelity checks to...	Nelson, Andrea	9/1/2016	School Progress Reports CWT Data	5/1/2017 quarterly
G1.B2.S1.A1  A225761	Create templates and protocols for universal data analysis to support the implementation of the...	Nelson, Andrea	9/1/2016	EWS Template for all schools with pivot tables and ability to create student groups 8-Step Planning & Problem Solving Template Teaching & Learning Data Dissaggregation Reports LCS Teaching & Learning School Improvement Guide Protocols LCS Teaching & Learning MTSS Guide Protocols LCS Teaching & Learning ELL Guide Protocols	5/1/2017 one-time
G1.B2.S1.A2  A225762	Provide Ongoing Professional Development to Acceleration Resource Teachers (ARTs), MTSS, and ESOL...		9/1/2016	Sign-in Sheets Professional Development Presentations Participant Portfolios (ART, MTSS, ESOL Contacts) Student Intervention and Enrichment Groups Ongoing Progress Monitoring Data EWS Data	5/1/2017 monthly
G1.B3.S1.MA1  M201852	School Improvement Team will conduct unannounced visits to monitor progress toward the effective...		9/1/2016	SIP Rubric (baseline, midyear, end of year) Ongoing School and District CWT Trend Data On-Site Monitoring and Support Feedback Documentation	5/1/2017 quarterly
G1.B3.S1.A1  A225804	Utilize SIP Rubric to identify strengths and opportunities for growth aligned to the 5 Essentials.		9/1/2016	Completed SIP Rubric with identified next steps	5/1/2017 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A2  A225805	Conduct professional development and on-site support with School Based Leadership Team in...		7/1/2016	CWT data Progress Indicators on Action Plan SIP Deliverables and Evidence Monitoring and Support Resources Summer DA Leadership Academy Sign-in Sheets/Presentations	5/1/2017 quarterly
G1.B3.S1.MA1  M201851	District school improvement specialists will develop and utilize protocols for providing feedback,...		9/1/2016	Teaching and Learning Dashboards and Action Plans SIP Action Plan On-Site Monitoring & Support Feedback Documentation	6/1/2017 semiannually
G1.B1.S1.A2  A225756	District School Improvement Leads will support school action steps, provide on-site support, and...		9/1/2016	SIP Action Plan Template Common Planning Deliverables Deliverables from Professional Learning Sessions School Dashboard CWT Trends On-Site Support Thinking Maps On-Site Monitoring and Support Visitation Forms Instructional Reviews with Teacher Leaders Schedules/Reflections	9/1/2017 monthly

V. Professional Development Opportunities

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

G1. Lake County Schools will exceed the state average for all areas in 2016-17 by providing structured, systematic support aligned to the 5 Essential Components for School Success to develop capacity and build shared belief in schools.

G1.B1 Lacking thorough understanding of and ability to plan and deliver standards-based instruction.

G1.B1.S1 Increase the effectiveness with which all teachers differentiate standards-based instruction by focusing professional learning and on-site support in PLCs (Common Planning) and the Lesson Study Cycle (Examination of Student Work).

PD Opportunity 1

Coordinate and Conduct SIP Review and School Instructional Reviews to Identify Specific Instructional Needs

Facilitator

Kati Pearson

Participants

Principal Assessors, District DA Program Specialists, SBLT, Coaches, and Lead Teachers

Schedule

Triannually, from 8/8/2016 to 10/1/2016

PD Opportunity 2

District School Improvement Leads will support school action steps, provide on-site support, and monitor deliverables toward delivery of standards-based instruction.

Facilitator

Rehana Insanally, Julie Staton, Bianca Williams, Andrea Nelson, Kenya Williams

Participants

SBLT, Academic Coaches, ART, Teachers

Schedule

Monthly, from 9/1/2016 to 9/1/2017

G1.B2 Lacking the ability to effectively analyze and use data for ongoing progress monitoring.

G1.B2.S1 Increase the effectiveness of student interventions and enrichment by focusing professional learning and on-site support in the use of data for ongoing progress monitoring through the use of FCIM, MTSS, and Early Warning Systems.

PD Opportunity 1

Provide Ongoing Professional Development to Acceleration Resource Teachers (ARTs), MTSS, and ESOL Contacts in the use of protocols and data templates to Increase the effectiveness of student interventions and enrichment through MTSS, FCIM, and EWS systems.

Facilitator

Teaching & Learning Department

Participants

Acceleration Resource Teachers (ARTs), MTSS and ESOL Contacts

Schedule

Monthly, from 9/1/2016 to 5/1/2017

G1.B3 Lacking evidence of culturally embedded systems and inconsistent monitoring of expectations and deliverables.

G1.B3.S1 Increase the effectiveness of school-wide systems by focusing professional learning and on-site support in the monitoring of student data, classroom walkthrough trends, and evidence aligned to School Improvement Plan goals.

PD Opportunity 1

Conduct professional development and on-site support with School Based Leadership Team in monitoring non-negotiables, deliverables, and the use of trend data for specific feedback.

Facilitator

School Improvement Team

Participants

School Based Leadership Teams from DA Focus and Priority Schools

Schedule

Quarterly, from 7/1/2016 to 5/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Coordinate and Conduct SIP Review and School Instructional Reviews to Identify Specific Instructional Needs	\$0.00
2	G1.B1.S1.A2	District School Improvement Leads will support school action steps, provide on-site support, and monitor deliverables toward delivery of standards-based instruction.	\$0.00
3	G1.B2.S1.A1	Create templates and protocols for universal data analysis to support the implementation of the 4-step problem solving process.	\$0.00
4	G1.B2.S1.A2	Provide Ongoing Professional Development to Acceleration Resource Teachers (ARTs), MTSS, and ESOL Contacts in the use of protocols and data templates to Increase the effectiveness of student interventions and enrichment through MTSS, FCIM, and EWS systems.	\$0.00
5	G1.B3.S1.A1	Utilize SIP Rubric to identify strengths and opportunities for growth aligned to the 5 Essentials.	\$0.00
6	G1.B3.S1.A2	Conduct professional development and on-site support with School Based Leadership Team in monitoring non-negotiables, deliverables, and the use of trend data for specific feedback.	\$0.00
Total:			\$0.00