



Manny Diaz, Jr., Commissioner of Education

## 2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 48 - Orange

Dr. Maria Vazquez, 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

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

##### b. District Vision Statement

To ensure every student has a promising and successful future

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

<https://www.ocps.net/cms/one.aspx?pageId=1290951>

#### 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 process through which Orange County Public Schools (OCPS) identifies and aligns its district resources is via collaborative decision-making and includes representatives from all divisions. Executive Cabinet members from Teaching and Learning, Facilities Services, Fiscal Services, Human Resources, and Operations meet weekly to support the superintendent in managing and assessing the needs of all operations and functions within the district consistent with district priorities and expected goals in accordance with best practices. The methodology used for coordinating and supplementing federal, state and local funds, services, and programs is through a collaborative problem-solving structure. Teaching and Learning Area Superintendents (SALT) meet bi-monthly with the Deputy Superintendent to review and analyze data to prioritize and align resources for Priority and Focus schools. Furthermore, critical issues, challenges, functions and achievements of the district and learning communities are addressed via the 8-Step Planning and Problem-Solving process to maximize desired student outcomes. An inventory of resources and allocations are maintained in a database to monitor distribution of funds across the district. Formative and summative evaluations are conducted to measure utilization of resources, increase accountability and ensure fidelity.

Teaching and Learning Area Superintendents (SALT): Dr. Jesus Jara, deputy superintendent, Mr. Gregory Moody, area superintendent-West, Mr. John Wright, area superintendent-North, Dr. Diane Gullett, area superintendent-Southwest, Dr. Patricia Fritzler, area superintendent-Southeast, Dr. Anna Diaz, area superintendent-East, Mrs. Kathryn Shuler, associate superintendent-School Transformation Office (STO), Dr. Harold Border, chief-High School Office, Dr. James Lawson, minority achievement officer, Dr. Christopher Bernier, associate superintendent of school choice, Dr. Maria Vazquez, chief academic officer, Dr. Brandon McKelvey, associate superintendent of research, accountability and grants, Dr. Vickie Cartwright, senior executive director of exceptional student education, Mr. Robert Bixler, executive director of curriculum, instruction and digital learning, Dr. Michael Arbruster, senior executive director of career and technical education (CTE), Dr. Jennifer Cupid-McCoy, executive area director-Southwest, Dr. Rahim Jones, executive area director-West,

Mrs. Belinda Reyes, executive area director-North, Ms. Mindi Smith, executive area director-East, Mr. Wesley Trimble, executive area director-Southeast, Dr. Leigh Ann Bradshaw, executive area director-high school office, Mrs. Tashanda Brown-Cannon, executive area director-STO, Mr. William Bohn, executive area director-STO, Mr. James Larsen, executive area director for athletic and wellness services, Ms. Susan Abbe, executive area director for professional development services

The allocation of resources to schools begins with identifying school needs based on school leadership team input and observations/recommendations by district staff responsible for the evaluation of the schools (area superintendents, chief of high schools, the School Transformation Office (STO) associate superintendent, and senior executive directors of CTE and ESE). Decisions are finalized at the Cabinet level.

The allocation process includes building school budgets, assigning Title I funds and other state and federal awards and assuring services are provided to meet school needs. The annual process of building uniform budget templates for school level allocations based on FTE and other applicable state and federal funding is directed by the OCPS Budget department. This process takes place during weekly meetings from March through June. Specifically for Title I funding, the Director of Federal Programs follows the FDOE and federal guidance on required funding allocations per percentages of poverty, homelessness, migrant demographics, and neglected/delinquent data to propose Title I school and district budgets which are then reviewed by Teaching and Learning Area Superintendents (SALT). Final input and approval is provided by the School Board.

Resource allocations for Title II are decided by SALT based on assessed needs of the school and district staff. The use of Title III funds is based on the same process of stakeholder input and the SALT determination. Strict adherence to all state and federal requirements is assured by identified “business owners” within the OCPS strategic plan accountability model.

With the approval of the School Board, the Executive Cabinet directs district administrators to apply for local, state, federal, corporate and foundation competitive and entitlement grants in alignment with the district’s strategic plan, addressing documented needs. Administrators and teachers work with the office of Grants and Special Projects to prepare and submit these proposals.

To align intervention in Priority and Focus schools, the district’s STO Associate Superintendent, three Executive Area Directors, 13 Senior Administrators, and 40 coaches support targeted schools. The Director of Federal Programs builds budget outlines based on specific funding requirements and school needs assessments and presents these proposals to SALT, where guidance is provided for final approval. Allocation decisions for the four Priority and 17 Focus schools are reviewed in this process based on the 8 Step Planning and Problem-Solving process actions of the schools’ principals, school leadership teams and School Advisory Councils, and STO staff in identifying goals, barriers and strategies. Responsiveness to the identified school needs can include resources that may involve extra staff allocations, enhanced technology, increased district curriculum or professional development support, facility improvements, or operational flexibility allowances. An inventory of resources is retained by the Title I department with knowledge of the budget, resources, and provided services (including coaching logs). Monthly meetings between STO and Title I staff maintain current monitoring that can be reviewed when necessary at the SALT team meetings. As progress monitoring is conducted for each school site, the 8-Step Planning and Problem-Solving process is used when increased actions are needed to impact positive change, such as additional professional development, purchases of instructional materials, or targeted tutoring.

#### **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.

Orange County Public Schools utilizes a site-based budgeting process for school funding. Site-based budgeting comprises a formula-based funding model along with a principal's school based position decisions.

Projected student enrollment is converted to FTE by program using ratios from the prior year enrollment to FTE. State program weights are then applied to FTE by program resulting in total WFTE. The funding model calculates position allocations and discretionary dollars using FTE by program and WFTE in conjunction with approved funding formulas. Position allocations are converted to dollars using average salaries and benefit rates. The result is the total funding a school receives. This information is incorporated into a schools' site model, an Excel workbook, where principals make decisions on position purchases and total funding cannot be exceeded. Compliance with Class Size Reduction Amendment is required. There are select fund sources such as State categorical funds where a school does not have discretion. These funds must be spent as the State has indicated. The site-based budget is sent to schools electronically through a network folder. Once the principal has completed their position purchases and set aside funds for discretionary spending for the following fiscal year, the site-based budget is saved back to the network folder where members of the Office of Management and Budget can access it for processing.

The allocation process includes building school budgets, assigning Title I funds and other state and federal awards and assuring services are provided to meet school needs. The annual process of building uniform budget templates for school level allocation based on FTE and other applicable state and federal funding is directed by the OCPS Budget department. This process takes place with weekly meetings from March through June. Specifically for Title I funding, the Director of Federal Programs follows the FDOE and federal guidance on required funding allocations per percentages of poverty, homelessness, migrant demographics, and neglected/delinquent data to propose Title I school and district budgets, which are then reviewed by Teaching and Learning Area Superintendents (SALT). Final input and approval is provided by the School Board.

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### **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.

Under the guidance of the nationally recognized Broad Foundation, the district participated in a comprehensive investigation and review of operational excellence. The Broad Foundation RMC Research Corporation compared OCPS' policies and practices with 24 best practices associated with increased student achievement in other large urban districts around the country, awarding the district grades indicating levels of accomplishment. They found a clear majority of "proficient" – which RMC equates with "excellent" – practices in Orange County and some that are already exemplary. As with similar reports prepared for other school districts, RMC found a few practices that can be improved upon to strengthen the district's performance. These have become priority items for immediate district action with the ranking of "Approaching Proficient" Ratings assigned by the RMC for the Broad Diagnostic Process.

Priority Items:

A. Indicator--Curriculum: The district has a rigorous, effectively-articulated standards-based curriculum.

OCPS Action-Proposed Changes: The district will provide standards-aligned instructional materials needed to implement the curriculum effectively through the OCPS online Instructional Management System (IMS).

(These actions are closely connected with the SIG Goal 1 of applying increased rigor to standardsbased

instruction. The OCPS district actions will significantly impact the capacity of the school-based leadership teams to be instructional leaders. The enhancement of online resources will give direct access to teachers for planning effective interventions and the utilization of targeted instructional tools. Professional Development will be available as outlined in the action steps.)

Steps:

1. Maintain close connection with FLDOE and Florida Organization of Instructional Leaders (FOIL) for knowledge of the Florida standards as they are developed and approved by the State Board of Education

2. Update current resources on the online Instructional Management System to be aligned with the standards; identify gaps in the number available and target special needs for development

3. Train school resource staff on the available materials per school administrator meetings and monthly trainings of school-based instructional coaches and resource teachers

4. Use subject area workshops prior to and throughout the school year to feature resources

Responsible Staff for Implementation and Follow-up: Dr. Maria Vazquez, chief academic officer, Mr. Rob

Bixler, executive area director, Ms. Hilary Buckridge, senior director of curriculum and instruction, Dr. Nancy Lewis, director of curriculum and instruction, Mrs. Monica Emery, director of curriculum and instruction, Mrs. Meg Bowen, director of curriculum and instruction; and senior administrative staff for curriculum and technology, district curriculum resource and School Transformation Office (STO) resource teachers

B. Indicator--Instructional Leadership: The district develops and sustains effective instructional leaders.

OCPS Action-Proposed Changes: The district will support instructional leaders in building instructional capacity at all schools.

(These actions are aligned with the SIG Goal 2 Barrier 2 Strategy 1 of building teacher capacity at the SIG school. It provides a scaffold of support to the school administrator to build instructional leadership and strengthens the availability and accountability of resource staff to serve the school. The online resources provide a quick access tool for teachers to connect with research-based strategies to meet the needs of students and best practices teaching videos.)

Steps:

1. Maintain a strong professional development calendar with established meetings during the school year and in the summer months

2. Enhance principal component training for empowering instructional leadership among teachers

3. Examine accountability of district resource staff in serving schools

4. Enhance online resources for teacher training and correlate to online Marzano resources providing teaching demonstrations of effective research-based strategies

Responsible Staff: Dr. Maria Vazquez, chief academic officer, Mr. Rob Bixler, executive area director, Ms. Hilary Buckridge, senior director for curriculum and instruction, Dr. Nancy Lewis, director of curriculum and instruction, Mrs. Monica Emery, director of curriculum and instruction; Mrs. Meg Bowen, director of curriculum and instruction; and senior administrative staff for curriculum and technology, district curriculum resource and School Transformation Office (STO) resource teachers; Mrs. Kathy Shuler, associate superintendent-School Transformation Office (STO), Dr. James Lawson, minority achievement officer, Mr. William Bohn, executive area director, Dr. Diane Gullett, executive area director for professional development services; and Mr. John Lien, senior administrator

C. Indicator--Organizational Culture: The district provides a safe and secure environment for teaching and learning.

OCPS Action-Proposed Changes: The district will ensure organizational coherence by providing a clear set of rigorous expectations for staff performance and providing support and consequences to improve effectiveness.

(The SIG Goal 1 Barrier 1 Strategy 1 identifies the grant actions of providing professional development to teachers on the Marzano Design Questions and Webb's Depth of Knowledge elements to build their expertise in rigor and use of resources in standards-based instruction, Area of Focus 2. The SIG Goal 2 Barrier 2 Strategy 1 is impacted for use with differentiated instruction, Area of Focus 3, teaching at the Marzano levels of "Applying" appropriate instructional methods for student learning needs and achieving the "Innovative" level of appropriate planning and adaptability to immediate learning needs.)

Steps:

1. Continue the implementation of the Marzano evaluation models for teachers and school administrators
2. Maintain trainings throughout the year on the Marzano design questions and 41 elements and Webb's Depth of Knowledge elements (Levels 3 and 4)
3. Maintain trainings throughout the year on the Differentiated Accountability model
4. Initiate The New Teacher Project (TNP) to assist in the recruitment and hiring of teachers in low-performing schools

Responsible Staff: Dr. Diane Gullett, executive area director for professional development services, Mr. John Lien, senior administrator and the professional development services resource staff; Mrs. Kathy Shuler, associate superintendent, and Dr. Patti Fritzler, Mrs. Tashanda Brown-Cannon, Dr. Carl Cartwright; and senior administrators and resource staff for School Transformation Office; Ms. Kimberly Gilbert, Director of Federal Programs; Area Superintendents, Dr. Anna Diaz, Mr. John Wright, Dr. Harold Border, TBD, Dr. Bridget Williams and their Executive Area Directors (Mrs. Belinda Reyes, Dr. Jennifer Cupid-McCoy, Mr. Wesley Trimble, Ms. Mindi Smith, Dr. Rahim Jones); Human Resources Sr. Executive Director, Mr. Ronald Pilgrim and Director, Mrs. Stephanie Heron

As stated in Part I of the DIAP, under Operational Flexibility, Orange County Public Schools has addressed district policies and practices of staffing, scheduling, and budgeting. Targeted schools are able to interview, transfer and hire staff earlier in the reappointment/appointment timeline process than non-targeted ones to ensure they are fully staffed for the upcoming school year. Offers of employment are made after a teacher's trend data has been analyzed and references are contacted and documented in the district's E-Recruit hiring system. These measures are in place to provide the school-based leader critical information in constructing strong instructional teams and identifying priority professional development to build the capacity in the areas of need.

District support is given to build master schedules that provide opportunities to have reading, math, writing, and science common planning weekly. During common planning, teachers are guided to design effective standards-based instruction lesson plans, discuss instructional strategies, and incorporate them into the gradual release instructional model, facilitated by school administrators and instructional coaches and resource teachers. Furthermore, flexible roles and responsibilities of teacher leaders ensure varying levels of differentiated support are available for teachers and students. District expertise is also provided for the planning of the extended school day and extended professional development hours that will be involved in the SI 1003(g) Cohort 3 grant.

Another area where Priority and Focus Title I schools receive additional operational flexibility is in the area of their budgets. Additional Title I district-level dollars are ear-marked to support tutoring programs, professional development and parental involvement activities. This is above and beyond their basic allocation.

Finally, modifications that already have been made to the district support for school improvement are the reorganization of the School Transformation Office serving the lowest performing schools in the district. After three years of existence, a staff of four administrators and three resource teachers has been increased to include: one Associate Superintendent, three Executive Area Directors, eleven Senior



Administrators, and 44 resource teachers representing English Language Arts, Math, Science, Social Studies, ELL, ESE and MTSS. Such an immense organizational change demonstrates a strong commitment to precise and focused service to the 11 lowest performing schools in the district. Additionally, a Minority Achievement Office has been established (one Executive Officer, one Executive Area Director, and a staff of seven resource teachers) with the mission of researching and providing initiatives to reduce the achievement gap.

The district has created new forms for Tier 1, Tier 2, and Tier 3 documentation to guide conversation for school leadership teams and Professional Learning Communities in the 2016-2017 school year. These forms have been created using the questions and the processes provided in the Guiding Tools for Instructional Problem Solving (GTIPS) guide. Previously the majority of schools analyzed data at the whole school level and at the individual level, but struggled when looking at the sub-group level or effectiveness of intervention. In providing guided questions in a concise format for schools, problem solving teams will have a greater understanding of how to analyze data and make decisions using the problem solving process. Professional Learning Community leaders and school based administrators as well as district and school level psychologists will assist with implementation and monitoring of the use of these forms.

In addition to the development and implementation of new district forms, the district will create a new database for schools to track documentation and student interventions. Previously the district and school based leadership were unable to effectively monitor or problem solve on the number of students in interventions data was not compiled into one system. The new database will allow teams to analyze which students are receiving which intervention by teacher, school, and at the whole district level. This database will be created by the district Teaching and Learning leadership and updated by intervention teachers. School-based intervention teachers, administration, and district level leadership will continue monitoring the database via data conversations using the problem solving process.

#### **d. Operational Flexibility**

Provide the district's definition of "operational flexibility" as 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.

OCPS gives Priority and Focus schools operational flexibility in the areas of staffing, scheduling, and budgeting. These schools are able to interview, transfer and hire staff earlier in the reappointment/appointment timeline process than non-DA schools to ensure they are fully staffed for the upcoming school year. Offers of employment are made after a teacher's trend data has been analyzed and references are contacted and documented in the district's E-recruit hiring system. These measures are in place to provide the school-based leader critical information in constructing strong instructional teams and identifying priority professional development to build the capacity in the areas of need. Additionally, district support is given to build master schedules that provide opportunities to have English Language Arts (ELA), math, writing, and science common planning weekly.

During common planning, teachers are able to design effective standards-based instruction lesson plans, discuss instructional strategies, and incorporate them into the gradual release instructional model. This level of planning increases student engagement and content mastery. Furthermore, flexible roles and responsibilities of teacher leaders ensure varying levels of differentiated support are available for teachers and students.

Another area where Priority and Focus Title I schools receive additional operational flexibility is in the area of their budgets. Additional Title I district-level dollars are earmarked to support tutoring programs, professional development and parental involvement activities. This is above and beyond their basic allocation.

### **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.

The School Transformation Office continues to provide support in collaboration with the learning community by providing a senior administrator who continues to service schools returning back to their learning community.

For the selected SIG Cohort 3 school:

Based on the experience learned with the SIG Cohort 1 schools, the district will sustain the SIG improvements after the DA designation is removed and/or the SIG program ends through a careful process involved in the end-of-year reviews held the first two years in the grant and in the quarterly reviews of the third year and final year of the grant. The reviews should evidence the gradual "transformation" of the school operations and fundamental shift in weekly practices so that the school improvement processes are culturally embedded in operations and expectations. These meetings will be facilitated by the district Title I Office and the School Transformation Office (STO) through direct principal input with participation by the state regional director. Concurrently throughout the grant implementation, the reliance on the Community Assessment Team representing members of all parental groups at Wheatley (School Advisory Council and Parent Leadership Council) will be used with quarterly updates on student progress and grant activities to include end of year reviews and yearly grant renewal processes.

The following priority needs, anticipated to ensure SIG sustainability, have been identified for the SIG Cohort 3 school, Wheatley Elementary:

1. Maintain the FCIM/8 Step Problem Solving process of data analysis and progress monitoring to identify strategies for school improvement and track progress. (This component will require scheduled meetings and facilitation by the school leadership team and scheduled implementation of progress assessments. The OCPS School Transformation Office (STO) was reorganized in 2013-14 to ensure viable support services to targeted schools. STO resource staff including an Executive Area Director (EAD) can be assigned to the school to assist with the FCIM/8 Step Problem Solving process as is currently done. The district's Test Development and Measurement Office will provide assistance with assessment creation and data analysis. Outreach to the FLDOE Region 3 Director and staff may provide continued support and access to resources. Both the EAD and FLDOE Director are members of the Wheatley's Community Assessment Team.

2. Maintain and support the common planning procedures that have become culturally embedded in school operations to maintain the focus on effective instruction/assessment and authentic and accountable MTSS interventions. (This component will require oversight by the school leadership team, strong expectations on agendas/minutes/evaluation. The OCPS district staff, mentioned in Item #1 above will also be valuable resources: STO staff and TDM staff. Outreach to Heart of Florida United Way\* and Orange County Citizens Commission and Human Services (Bridges Center\* and the Zellwood/Apopka Community Center\*) may provide continued resources to serve special needs of children. Continued partnership with faith-based groups, Pleasant View Baptist Church\* and New Destiny Christian Center\*, will also support services for children. \*These organizations are represented on Wheatley's Community Assessment Team.

3. Continue focus on standards-based instruction at grade level and above performance expectations for all contents with emphasis on deconstruction of the standards to ensure focus of rigor. (This component will require instructional planning in common planning sessions and continued training in instructional expectations, teaching strategies, and increased interaction as adopted in Florida Standards. The OCPS School Transformation Office and the department within Curriculum and Instruction will be resources for school leadership teams and teacher training. Outreach to Learning

Sciences Institute affiliated with the Marzano evaluation model may provide further resources on effective instructional strategies to assure achievement with new knowledge and higher thinking tasks. These resources are contracted through the district and are available to the schools to the level of teacher desktop access.)

4. Continue the district support for recruitment and retention of highly qualified staff to counter the rate of personnel turnover at the SIG school. (This component will require district commitment to the needs of these specially-challenged schools as it has provided in the past 10 years. Additionally, OCPS Title I operations is in the planning stages of budget allocations for recruitment and retention incentives for teachers and administrators at targeted schools. Continued coordination with OCPS Human Resources and outreach to the Foundation for Orange County Public Schools and the area Chambers of Commerce may assist efforts in recruitment.)

## B. Stakeholder Involvement

### 1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361924>

### 2. Family and Community Engagement

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

Orange County Public Schools has an established Parental Involvement District Advisory Council (PIDAC) which is comprised of parent and community representatives from Title I schools. These representatives are selected through a school leadership nomination process. Additionally, each Title I school is required to designate a parental involvement contact each year. This contact works with district staff to coordinate school site training, arrange school site meetings, provide explanations for the requirements of Section 1118 of the Elementary and Secondary and Education Act (ESEA) and provide information to parents which allows them to make informed decisions about their children.

Title I resource teachers meet with each of the parental involvement contacts six times a year to conduct training and provide technical assistance for the development and implementation of an effective Parental Involvement Plan (PIP) and school compact, as well as best practices for maximizing parental engagement. The school PIP and compact are evaluated annually by Title I resource teachers. Each school receives individual feedback and support during the year.

Our goal is to go beyond compliance in the area of parent and family engagement. To that end, the Title I department's Parent Academy and Community Engagement team has designed and implemented the OCPS Parent Academy with the purpose of building capacity in families as well as school and district personnel. For the 2016-2017 school year, seven on-site half-day events and four one-hour virtual events are planned. During Saturday on-site academies, stakeholders participate in a variety of sessions to learn about topics including: Florida Standards and Assessments, graduation requirements, homework assistance, financial aid, the college application process, digital literacy and community resources. Children's and Teens' Academy is a complimentary service available to any participating adult family member. Unique learning experiences are designed for ages 4-18, led by OCPS employees and community members, affording parents the opportunity to learn with other adults during the day. OCPS Virtual Parent Academy is an extension of the onsite academies. Each one-hour Thursday evening event is delivered to participants via a web-based format, offering flexibility to engage in content from any location with internet access. Each onsite and virtual academy includes the support of community partners such as the public library, service agencies, faith-based organizations and area businesses. Not only do families gain strategies to support their child academically, they also have the opportunity to interact with a wide range of community resources to support the social and emotional well-being of their family.

As required by the Turnaround Option Plan (TOP), community advisory boards are assembled with membership that includes district personnel, school staff, parents, and community members, to review performance data and assist schools in determining causes of low performance, and provide input on the school improvement plan.

### **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.**

Area Superintendents, Executive Area Directors, and Senior Administrators work collaboratively with school leadership teams to conduct classroom walk-throughs, foster and implement data-driven decisions, and provide customized assistance and training grounded in real-world experience and evidence-based practice. Instructional coaches work daily with teachers to support student learning and provide professional development opportunities that expand and refine the understanding of effective instruction.

Priority schools will receive the following:

- 1) An instructional review at the beginning of the year, during which time the SIP will be adjusted as needed to target primary deficits in teaching and learning.
- 2) Staff members will assist in closing the achievement gap by facilitating the coaching cycle, professional development and by participating in PLCs to analyze data to inform instructional decisions. This support will be provided on a weekly basis.
- 3) Monthly one-on-one meetings with the principal(s) will be conducted.
- 4) A mid-year instructional review will be completed to align with the mid-year narrative required by FLDOE.
- 5) An end of the year instructional review will be completed and a sustainability plan developed to continue improvements and monitor implementation of researched based practices for the 2016-2017 school year.

Focus schools will receive the following:

- 1) An instructional review at the beginning of the year, during which time the SIP will be adjusted as needed to target the primary deficits in teaching and learning.
- 2) Staff members from the departments will assist in closing the achievement gap by facilitating the coaching cycle, professional development and by participating in professional learning communities (PLCs) to analyze data to inform instructional decisions. This support will be provided bi-weekly.
- 3) A lack of student progress will result in a mid-year instructional review.
- 4) An end of the year instructional review will be completed and a sustainability plan developed to continue improvements and monitor implementation of researched based practices for the 2016-2017 school year.

The focus of the School Transformation Office (STO) is to help schools function as high-performing and dedicated teams, while providing training on rigor, data analysis, and standards-based instruction to improve student achievement.

The School Transformation Office will work with TOP middle schools in collaboration with an external partner, Urban Learning and Leadership Center (ULLC), which has a track record of helping schools achieve and sustain academic excellence for all students, particularly in schools that serve high poverty populations. The framework developed and perfected by ULLC to assist schools in the turnaround process is called S.A.M.E. (Social-Academic-Moral-Education). S.A.M.E. is a turnaround model that has been efficacious in efforts to create school cultures in which high performance can be achieved. In addition to the School Transformation staff, two subject-area experts and one leadership coach will be deployed to support efforts to improve academic achievement.

ULLC coaches, in conjunction with STO personnel, and a principal coach will assist the school leadership team to re-focus its efforts on developing school plans which are heavy on analysis and input from all stakeholders on the front end, and targeted and tenaciously monitored for consistent delivery on the back end. ULLC will provide one leadership coach and two subject area experts to work alongside STO personnel to provide the support needed to achieve success.

The action plan is a six step model that includes data capture and reporting, data analysis, goal/objective setting, action step development, monitoring and adjusting, and communicating the plan, which coincides with the Florida Department of Education's school improvement process. Each step in the process is designed to eliminate activity that is not mission critical while maximizing the involvement and buy-in of strategic stakeholders. STO personnel and ULLC coaches will work with the school leadership team to develop accountability structures which engage all faculty and staff in casting the mission and vision of the school and then developing metrics which measure our growth towards accomplishing that mission and vision. The leadership team will determine its current status on the ULLC Leadership Development Rubric and grow towards maximum effectiveness in school leadership. As the team grows in its capacity to lead the faculty to identify and address school growth concerns as demonstrated by its data review, STO personnel and ULLC coaches will lead the staff to create a concise but targeted action plan for school change. Coaches will then lead the team to develop structures to monitor the implementation and effectiveness of the plan to ensure fidelity of implementation. The goal is to achieve a trajectory of continuous improvement and growth in student achievement.

## C. Effective Leadership

### 1. District Turnaround Lead

#### a. Employee's Name and Email Address

Shuler, Kathryn, kathryn.shuler@ocps.net

#### b. Employee's Title

Other

#### c. Employee's Phone Number

(407) 317-3244

#### d. Employee's Phone Extension

200-3244

#### e. Supervisor's Name

Dr. Jesus Jara

#### f. Supervisor's Title

Other

#### g. Employee's Role and Responsibilities

As the Associate Superintendent, Mrs. Shuler serves as the District Turnaround Lead, directly reporting to the deputy superintendent. Mrs. Shuler supervises principals and orchestrates a team of education leaders consisting of three former principals (that have a track record in improving student achievement in Title 1 schools) who serve as executive area directors, eleven senior administrators, and instructional coaches in Math, English Language Arts (ELA), Science, Multi-Tiered Systems of Support (MTSS), Exceptional Student Education (ESE) and English Language Learners (ELL) who formerly provided support under Curriculum Services. This team assists school-based leaders and staff in implementing standards-based instruction, research based instructional strategies, and progress monitoring systems. In addition, the department supports common planning with teachers to share resources and develop rigorous lessons/activities that align with the full intent of the standards. Principal data chats are conducted to ensure schools are making data-driven decisions about the curriculum, instruction, intervention and ongoing assessment based on the Differentiated Accountability Model and the Florida Continuous Improvement Model (FCIM). Classroom walk-throughs are held to identify school needs and ensure that ongoing, job-embedded professional development that helps teachers on-site and in their classrooms is responsive to these trends. To assist schools in showing growth, Mrs. Shuler works in collaboration with the Florida Department of Education to monitor and support the SIP, monitor a multi-tiered system of support, and implement the coaching cycle, which is viewed as an effective tool for targeted improvement in building capacity with instructional pedagogy, content and practice at the school level; thus creating an atmosphere for change. Goals are accomplished through initiatives that focus on teacher quality, leadership capacity, parental involvement and community partners. The associate superintendent, area executive directors, and senior administrators work collaboratively with school leadership teams to conduct classroom walkthroughs and provide side-by-side coaching at the school level to help principals foster, implement, and make instructional changes that are based upon data.

## 2. District Leadership Team:

Jara, Jesus, <a href="mailto:jesus.jara@ocps.net">jesus.jara@ocps.net</a>	
<b>Title</b>	Other
<b>Phone</b>	(407) 317-3200
<b>Supervisor's Name</b>	Dr. Barbara Jenkins
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	As Deputy Superintendent of Orange County Public Schools (OCPS), Dr. Jara supervises the Chief Academic Officer, the Minority Achievement Officer, Area Superintendents, Associate Superintendent for School Choice, Associate Superintendent for the School Transformation Office, and Associate Superintendent for Research, Accountability and Grants. Dr. Jara directly supports and oversees OCPS' core business: educating our students. In this role, he formally oversees initiatives and the responsibilities of his team leading the turnaround effort at the district level.

**Diaz, Anna, anna.diaz@ocps.net****Title** Assistant Superintendent**Phone** (407) 317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other**Role and Responsibilities** Area Superintendent supervises 20-30 schools and provide leadership support to principals to increase student achievement.**Vazquez, Maria, maria.vazquez@ocps.net****Title** Other**Phone** 407-317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other**Role and Responsibilities** Chief Academic Officer: Provides leadership in planning, implementation and monitoring of all educational programs of Orange County Public Schools by providing oversight to, and ensuring accountability of, curriculum and instruction to general, special education and adult populations and all related student services.**Shuler, Kathryn, kathryn.shuler@ocps.net****Title** Assistant Superintendent**Phone** 407-317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other**Role and Responsibilities** Associate Superintendent supervises 11 schools and provide leadership support to principals to increase student achievement.**Moody, Gregory, gregory.moody@ocps.net****Title** Other**Phone** (407) 317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other**Role and Responsibilities** Area Superintendent supervises 20-30 schools and provide leadership support to principals to increase student achievement.

**Bernier, Christopher, christopher.bernier@ocps.net****Title** Other**Phone** (407) 317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other

**Role and Responsibilities** The School Choice Office and the Associate Superintendent is responsible for multiple locations including, the School Choice Office, 32 charter schools, 31 OCPS Choice program sites (Magnet Schools, Acceleration, OCVS), 14 Alternative Education sites, 2 contractual programs (EXCEL and DBI), and 2 alternative to suspension centers, comprising of 81 sites. These operational sites include 36 separate magnet programs of study, 3 programs for alternative to expulsion, 12 Drop Back In Programs, as well as responsibilities for home school , extended day, teen parenting and opportunity scholarships.

**Cartwright, Vickie, vickie.cartwright@ocps.net****Title** Other**Phone** 407-317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other

**Role and Responsibilities** The Exceptional Student Education (ESE) department assists with the district's MTSS process for behavior and academics. The school psychologist, behavior specialist, and social worker from the ESE department work with school personnel as MTSS is implemented.

**Border, Harold, harold.border@ocps.net****Title** Other**Phone** (407) 317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other

**Role and Responsibilities** The Chief of the High School office supervises 19 high schools and provides leadership support to principals to increase student achievement.



**Wright, John, john.wright@ocps.net**

<b>Title</b>	Other
<b>Phone</b>	(407) 317-3200
<b>Supervisor's Name</b>	Dr. Jesus Jara
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	Area Superintendent supervises 20-30 schools and provide leadership support to principals to increase student achievement.

**McKelvey, Brandon, brandon.mckelvey@ocps.net**

<b>Title</b>	Other
<b>Phone</b>	(407) 317-3200
<b>Supervisor's Name</b>	Dr. Jesus Jara
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	Associate Superintendent leads the Research, Accountability and Grants office, including Accountability, Research and Evaluation, Test Development and Measurement, Strategic Planning and Improvement, and Grants and Special Projects.

**Lawson, James, james.lawson@ocps.net**

<b>Title</b>	Other
<b>Phone</b>	407-317-3200
<b>Supervisor's Name</b>	Dr. Jesus Jara
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	Minority Achievement Officer focuses on on issues and initiatives, especially student performance by advancing the mission of OCPS to ensure all students have the skills, knowledge and attitudes necessary to succeed in order to close the student achievement gap.

**Lapace, Patricia, patricia.lapace@ocps.net****Title** Other**Phone** (407)317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title****Role and Responsibilities** Area Superintendent supervises 20-30 schools and provide leadership support to principals to increase student achievement.**Gullett, Diane, diane.gullett@marion.k12.fl.us****Title** Other**Phone** (407) 317-3200**Supervisor's Name** Dr. Jesus Jara**Supervisor's Title** Other**Role and Responsibilities** Area Superintendent supervises 20-30 schools and provide leadership support to principals to increase student achievement.**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.

OCPS clearly recognizes that the principal plays the most critical role as the instructional leader at a school, with the top priority of developing a team who will deliver effective, high-quality instruction. Implementing and improving quality instruction and curriculum while hiring the very best teachers and staff must be an ongoing process for a school to progress and achieve excellence.

The Deputy Superintendent, Area Superintendents and Associate Superintendents work collaboratively to select leadership teams for our Focus and Priority schools. A comprehensive search is conducted to identify a replacement for the principal and a review of the placement of the assistant principal(s) and instructional coaches assigned to the school for more than one year is initiated if the school does not show improvement. Multiple sources of data (School Leader Evaluation, Formative Assessments, and FSA assessment data) are utilized to make the determination of staff assigned to the school.

Also, Professional Development Services revamped the district's preparing new principals' program to increase the caliber of the candidates entering the administrative pool. As part of the OCPS Leadership Pathways, the program was renamed Preparing New Principal Academy (PNPA) and aims to develop "Level 5" leaders. Participants of the PNPA (referred to in the program as "principal candidate") participate in a rigorous program designed to include high-quality training and authentic experiences to prepare for the principal role. It is the expectation of the district that all newly

appointed assistant principals and assistant directors, who work in technical colleges, participate in the PNPA even if they don't aspire to a principal position. In addition, district senior administrators and directors, who hold state certification in educational leadership, are given the opportunity to apply to a cohort, pending their supervisor's approval. Participants are evaluated by a support team each year to determine competency and provide differentiated professional development to meet each participant's needs. After PNPA completion, the candidate can be approved to seek principal certification.

#### **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.

Area Superintendents and Associate Superintendents work with school leadership teams and Human Resources to ensure high quality teachers are recruited for vacancies at Priority and Focus schools. The Area Superintendents, Associate Superintendents and Principals use and review multiple sources of data to monitor and determine teacher effectiveness. Support is provided via the coaching cycle to ensure a high quality teacher in every classroom. Specifically, the district reviews placement of staff and reassigns all reading, language arts, science and mathematics teachers based on their effectiveness of instruction and learning gains (over a three-year period). Reassignment of teachers is based on formative assessment data, FSA assessment data, and the Teacher Evaluation System. Teachers in need of improving are identified and supported by the school and district-based coaches through School Transformation Office and/or Curriculum Services and placed on an improvement plan. Teachers that fail to show adequate improvement in two consecutive years are replaced or reassigned.

### **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.**

All Focus and Priority schools are provided guidance and support from Area Superintendents, Associate Superintendents, Executive Area Directors, and Senior Administrators on the district and learning community level regarding the creation of a master schedule that ensures protected time is available for common, collaborative planning regularly throughout the school year. Principals are required to submit master schedules prior to the beginning of school to ensure that this common planning time is embedded in the schedule. Additionally, ongoing support is provided from the district and learning community resource teams comprised of instructional coaches and administrators. These resource teams guide the work of weekly common planning to include deliverables such as lesson plans, higher order thinking questions, engagement strategies, and ongoing, formative assessments.

#### **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.**

All Focus and Priority schools are provided with instructional coaching support from a district team throughout the year that is differentiated to meet the needs of the school and its coaches and administrators. It is the work of the district instructional coaches to build capacity with teachers, school-based coaches, and administrators by implementing the coaching cycle with fidelity, facilitating common planning, creating common, formative assessments, and guiding the school through the MTSS process

utilizing data on a student, teacher, and school-wide level to inform and impact instruction immediately. The learning community works collaboratively with the Curriculum and Instruction department in establishing relationships throughout the schools to provide the most efficient, highly effective support. Based on the data from the schools and walk-throughs, deliverables and targets are developed with the district support coaches and their support is streamlined to best meet the school's demands. District and learning community administration ensure that this work is being accomplished by being present for the aforementioned activities and requiring deliverables of both the school, such as common planning agendas and reflections, and of our district instructional coaches. The district instructional coaches, in addition to submitting logs to district administrators, meet weekly to review progress of the schools and to enhance their own coaching knowledge through professional development activities that are utilized to guide the next cycle of instructional coaching to occur in the schools.

## 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/orange?current\\_tab=reading](https://www.floridacims.org/districts/orange?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 HMH (K-5)**

###### **Program Type**

Core

###### **School Type**

Elementary School

###### **Description**

HMH Journeys integrates reading and writing instruction utilizing the anchor text in the basal program as the mentor text. The district has written a scope and sequence document along with Measurement Topic Plans to assist teachers with planning writing instruction using the adopted core program as a tool.

##### **HMH Florida Collections 9-12**

###### **Program Type**

Core

###### **School Type**

High School

###### **Description**

HMH Collections is aligned to the Language Arts Florida Standards. The district has written a scope and sequence document along with Measurement Topic Plans to assist teachers with planning writing instruction using the adopted core program as a tool.

**College Board's SpringBoard 6-8**

<b>Program Type</b>	Core
<b>School Type</b>	Middle School
<b>Description</b>	SpringBoard is a proven Pre-AP ELA program aligned to the Language Arts Florida Standards. The district has written a scope and sequence document along with Measurement Topic Plans to assist teachers with planning writing instruction using the adopted core program as a tool.

**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:

**Approved Interventions for Secondary Math**

<b>Program Type</b>	Intensive Intervention
<b>School Type</b>	Middle School
<b>Description</b>	<p>The following intervention programs are approved for purchase by secondary schools to support student achievement:</p> <p>iReady, Gr 6-8  Hybridge, Gr 6-8  Math 180, Gr 6-8  Success Maker, Gr 6-8  Ten Marks Math Teach, Gr 6-8  Think Through Math, Gr 6-8  VMath, Gr 6-8  TransMath, Gr 6-8  Inside Algebra, Gr 7-8</p>

**Go Math!**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School, Middle School
<b>Description</b>	<p>OCPS's core mathematical program for K-8 is Go Math! published by Houghton Mifflin Harcourt. Go Math! contains a plethora of resources for instruction and assessment. Go Math! features a variety of digital components, hands-on manipulatives, interventions, and assessments. Go Math! was written for the Math Florida Standards. The digital components of the program have since been correlated to the MAFS. Digital lessons to address MAFS not included in the program will be added digitally.</p>

**Math Nation (formerly Algebra Nation)**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Middle School, High School

**Description** Math Nation is a collaborative initiative aimed at helping students across FL conquer the Algebra 1, Geometry, and Algebra 2 EOCs. The University of FL partnered with Study Edge to create the online supplement. Math Nation is used by OCPS Middle and High Schools for remediation and additional practice of math skills. The students may be in Pre-Algebra, Algebra 1, Geometry or Algebra 2. All OCPS students from Gr 5 - Gr 12 and all math teachers have access to Math Nation through a data integration with Clever. Math Nation also plays a fundamental role in the Algebra 1 Rotational Model.

**Math XL for Schools (Pearson)**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Middle School, High School

**Description** Math XL for School is an online addition to the core curriculum and has been adopted for Geometry, Pre-Calculus, and Math for College Readiness to supplement the Pearson textbooks for these courses. Additionally, Math XL for School is now available for support to all math courses on high school campuses and to the digital middle schools.

**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 Fusion (K-5)**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School

**Description** Science Fusion is our adopted curriculum tool for K-5 science instruction. Our district has created a scope and sequence document and measurement topic plans that show schools how to best use the Science Fusion textbook as a tool to teach the Florida Standards. Our district Houghton Mifflin Harcourt resource teachers assist schools with on-site support and professional development to ensure the tools are being utilized appropriately.

**Science Curriculum (6-12)**

**Program Type** Core

**School Type** Middle School, High School

**Description** The instruction in each secondary science course focuses on the depth and rigor of the standards, as prescribed by the appropriate course description. Various resources are used to support instruction in secondary science classrooms, such as textbooks, MTPs, and carefully procured digital objects.

**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.

Orange County Public Schools (OCPS) progress monitoring system supports the strategic plan that is aligned to the Florida Standards to specifically address how to implement and monitor whether core instructional and intervention programs are executed as intended. Performance Matters is used to provide data for teachers and administrators along with our Enterprise Data Warehouse (EDW). These platforms hold student demographic data, discipline, attendance, state assessment, progress monitoring data, and various other data results generated from assessments in our core and supplemental curricular programs. Additional data sources include iObservation for student engagement and effective instructional strategies, coaching logs for the frequency and type of school support, revising action plans related to the district strategic plan, and professional development utilization reports to monitor the training across the district.

Through the Multi-Tiered Systems of Support (MTSS), communication is facilitated between each school and district personnel to monitor teacher implementation of core instruction and intervention and its impact on student progress. Data from the EDW and resources from Instructional Management System (IMS), along with additional teacher-based resources are utilized in the implementation of MTSS and are also used to determine fidelity and effectiveness of core instruction and intervention programs. Also, the data is used to monitor strategic plan and MTSS structures. Monthly usage and results of Tier 1, as well as multiple levels of interventions are analyzed to provide additional support to schools in need. Monitoring of core instruction is conducted by principals and district administrators through direct classroom observations and feedback. Learning communities review data on the use of high yield strategies through iObservation. The curriculum and instruction department, in collaboration with learning communities, provide guidance, professional development, and problem-solving assistance. Resources are aligned to the scope and sequence are made available via IMS. Professional development on how to access state-adopted materials are provided throughout the year. As schools are identified as needing additional support, district resource allocation is modified.

Although professional development resources and support are provided, limited attendance is a barrier to effective implementation. A solution to this barrier is the increased number of offerings available on OCPS Learning On Demand that provides 24/7 On-Line Professional Development. Survey results from 2016 indicated teachers preference for professional development opportunities



during the summer months. In response to these results the summer professional development will be offered both at the district and at schools.

### **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?**

No

*a. Link to Student Progression Plan*

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

District Measurement Topic Plans and scope and sequence documents allow for teachers to be on pace with standards based instruction at all times. This structure allows the instruction to be aligned when students transition from one school to another. Additionally, curriculum progress monitoring digital uploads occur nightly to increase the teacher's accessibility to a student's progress.

### **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.

### **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.** Accelerate Student Performance: If we create and support a District Professional Learning Community with a focus on ELA, we will improve student achievement and build district structures that support collaboration in all areas of work.
- G2.** Accelerate Student Performance: If we provide targeted support to schools in Corrective Programs, we will increase student achievement and build capacity at these 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. Accelerate Student Performance:** If we create and support a District Professional Learning Community with a focus on ELA, we will improve student achievement and build district structures that support collaboration in all areas of work. 1a

G075873

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	60.0

### Targeted Barriers to Achieving the Goal 3

- Varied and layered programs and interventions that take time and energy away from the instructional core as it relates to ELA

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

- DPLC Meetings
- Aligned learning community and Corrective Program walks
- Consistent district messaging

### Plan to Monitor Progress Toward G1. 8

Monitor communication, mentoring, and iObservation reports

#### Person Responsible

Maria Vazquez

#### Schedule

Quarterly, from 8/14/2017 to 5/25/2018

#### Evidence of Completion

District PLC participation, Learning community and Corrective Program walks

**G2. Accelerate Student Performance:** If we provide targeted support to schools in Corrective Programs, we will increase student achievement and build capacity at these schools. 1a

G075841

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	58.0
District-Wide	FSA Mathematics Achievement	2017-18	56.0
District-Wide	ELA/Reading Gains	2017-18	56.0
District-Wide	Math Gains	2017-18	58.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2017-18	91.0

### Targeted Barriers to Achieving the Goal 3

- Teachers lack basic skills

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

- District PLCs
- Common Planning
- CRMs
- Item Specifications
- High Yield Strategies
- Data Chats
- Progress Monitoring through iReady assessments and Progress Monitoring Activities (PMAs) (district, learning community/area office/school-level)
- Calibration Walk-throughs

### Plan to Monitor Progress Toward G2. 8

Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results

#### Person Responsible

Maria Vazquez

#### Schedule

Every 2 Months, from 12/15/2017 to 5/25/2018

#### Evidence of Completion

\*iObservation data \*Student achievement data \*Administrator evaluation data

**Plan to Monitor Progress Toward G2.** 8

**Person Responsible**

**Schedule**

***Evidence of Completion***


## District Action Plan for Improvement


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step

 S123456 = Quick Key

**G1.** Accelerate Student Performance: If we create and support a District Professional Learning Community with a focus on ELA, we will improve student achievement and build district structures that support collaboration in all areas of work. 1

 G075873

**G1.B1** Varied and layered programs and interventions that take time and energy away from the instructional core as it relates to ELA 2

 B198279

**G1.B1.S1** Focused DPLC 4

 S257570

### Strategy Rationale

DPLC will provide consistent district messaging

### Action Step 1 5

Principal Facilitator Training

#### Person Responsible

Maria Vazquez

#### Schedule

Every 6 Weeks, from 8/31/2017 to 4/26/2018

#### Evidence of Completion

Implementation of District PLC, Principal Facilitator Training Logs

### Action Step 2 5

Principal Supervisor Training

#### Person Responsible

Maria Vazquez

#### Schedule

Every 6 Weeks, from 9/1/2017 to 4/27/2018

#### Evidence of Completion

Implementation of District PLC, Principal Supervisor Training Logs



**Action Step 3** 5

DPLC Meetings

**Person Responsible**

Maria Vazquez

**Schedule**

Every 6 Weeks, from 9/11/2017 to 5/11/2018

***Evidence of Completion***

District PLC participation logs, District PLC schedule (attached)

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

Monitor communication, mentoring, and iObservation reports

**Person Responsible**

Maria Vazquez

**Schedule**

Quarterly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

District PLC participation, Learning community and Corrective Program walks

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

Monitor communication, mentoring, and iObservation reports

**Person Responsible**

Maria Vazquez

**Schedule**

Quarterly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

District PLC participation, Learning community and Corrective Program walks

**G2. Accelerate Student Performance:** If we provide targeted support to schools in Corrective Programs, we will increase student achievement and build capacity at these schools. **1**

 G075841

**G2.B1 Teachers lack basic skills** **2**

 B198215

**G2.B1.S1 Targeted support to corrective program schools** **4**

 S209966

### Strategy Rationale

To ensure standards based instruction is consistent throughout the district

### Action Step 1 **5**

Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results (Budget Part 1)

#### Person Responsible

Maria Vazquez

#### Schedule

Every 2 Months, from 12/15/2017 to 5/25/2018

#### Evidence of Completion

\*iObservation data \*Student achievement data \*Administrator evaluation data

### Action Step 2 **5**

Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results (Budget Part 2)

#### Person Responsible

Maritza Vaquez

#### Schedule

On 5/28/2018

#### Evidence of Completion

\*iObservation data \*Student achievement data \*Administrator evaluation data

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

Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results

**Person Responsible**

Maria Vazquez

**Schedule**

Every 2 Months, from 12/15/2017 to 5/25/2018

***Evidence of Completion***

\*iObservation data \*Student achievement data \*Administrator evaluation data

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

Monitor iObservation data and student achievement data; list of tiered schools and coaches; monitor learning community data meeting results

**Person Responsible**

Maria Vazquez

**Schedule**

Every 2 Months, from 12/15/2017 to 5/25/2018

***Evidence of Completion***

\*iObservation data \*Student achievement data \*Administrator evaluation data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G2.MA2 M404666	[no content entered]		No Start Date		No End Date once
G1.B1.S1.A1 A342823	Principal Facilitator Training	Vazquez, Maria	8/31/2017	Implementation of District PLC, Principal Facilitator Training Logs	4/26/2018 every-6-weeks
G1.B1.S1.A2 A342826	Principal Supervisor Training	Vazquez, Maria	9/1/2017	Implementation of District PLC, Principal Supervisor Training Logs	4/27/2018 every-6-weeks
G1.B1.S1.A3 A338493	DPLC Meetings	Vazquez, Maria	9/11/2017	District PLC participation logs, District PLC schedule (attached)	5/11/2018 every-6-weeks
G1.MA1 M300783	Monitor communication, mentoring, and iObservation reports	Vazquez, Maria	8/14/2017	District PLC participation, Learning community and Corrective Program walks	5/25/2018 quarterly
G2.MA1 M325380	Monitor iObservation and student achievement data, as well as an analysis of learning community...	Vazquez, Maria	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/25/2018 every-2-months
G2.B1.S1.MA1 M325379	Monitor iObservation data and student achievement data; list of tiered schools and coaches; monitor...	Vazquez, Maria	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/25/2018 every-2-months
G2.B1.S1.MA1 M325378	Monitor iObservation and student achievement data, as well as an analysis of learning community...	Vazquez, Maria	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/25/2018 every-2-months
G2.B1.S1.A1 A298551	Monitor iObservation and student achievement data, as well as an analysis of learning community...	Vazquez, Maria	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/25/2018 every-2-months
G1.B1.S1.MA1 M357595	Monitor communication, mentoring, and iObservation reports	Vazquez, Maria	8/14/2017	District PLC participation, Learning community and Corrective Program walks	5/25/2018 quarterly
G1.B1.S1.MA1 M357585	Monitor communication, mentoring, and iObservation reports	Vazquez, Maria	8/14/2017	District PLC participation, Learning community and Corrective Program walks	5/25/2018 quarterly
G2.B1.S1.A2 A346731	Monitor iObservation and student achievement data, as well as an analysis of learning community...	Vaquez, Maritza	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/28/2018 one-time

## V. Professional Development Opportunities

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

**G1.** Accelerate Student Performance: If we create and support a District Professional Learning Community with a focus on ELA, we will improve student achievement and build district structures that support collaboration in all areas of work.

**G1.B1** Varied and layered programs and interventions that take time and energy away from the instructional core as it relates to ELA

**G1.B1.S1** Focused DPLC

### PD Opportunity 1

Principal Facilitator Training

#### Facilitator

OCPS Professional Development Services

#### Participants

OCPS Principals

#### Schedule

Every 6 Weeks, from 8/31/2017 to 4/26/2018

### PD Opportunity 2

Principal Supervisor Training

#### Facilitator

OCPS Professional Development Services

#### Participants

OCPS Principals

#### Schedule

Every 6 Weeks, from 9/1/2017 to 4/27/2018

### **PD Opportunity 3**

DPLC Meetings

#### **Facilitator**

OCPS Professional Development Services

#### **Participants**

School based staff

#### **Schedule**

Every 6 Weeks, from 9/11/2017 to 5/11/2018

## 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	Principal Facilitator Training	\$0.00
2	G1.B1.S1.A2	Principal Supervisor Training	\$0.00
3	G1.B1.S1.A3	DPLC Meetings	\$0.00
4	G2.B1.S1.A1	Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results (Budget Part 1)	\$0.00
5	G2.B1.S1.A2	Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results (Budget Part 2)	\$0.00
Total:			\$0.00