2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

43 - Martin

Michael Maine, Superintendent
Lucinda Thompson, Central Executive Director

Table of Contents

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

Educating all students for success

b. District Vision Statement

A dynamic educational system of excellence

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

This will be updated when it is complete: 15-16 plan: http://www.martinschools.org/files/_eGKWH_/dbda87284110939e3745a49013852ec4/MCSD_Success_Plan_15-16.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 Martin County School District is committed to sustaining the school improvement processes and preparing all students to be college and career ready by ensuring an equitable distribution of effective and highly effective teachers among all district schools. The district will:
- monitor the distribution of teachers and principals based on annual summative evaluation ratings;
- monitor staffing practices for schools that have the highest percentages of low-income students and minority students to be sure there is both an equitable distribution of effective and highly effective teachers and principals in such schools and
- ensure the staffing assignment practices of the district support the school improvement goals of each school.

The district's evaluation systems for teachers and principals result in one of four summative ratings (Highly effective, Effective, Needs Improvement/Developing or Unsatisfactory). Within 45 days of the receipt of final summative evaluation scores for teachers and principals, district staff will review the distribution of overall evaluation ratings to ensure equity and to determine necessary staffing changes in alignment with school improvement goals. Anomalies among the distribution of highly effective and effective and needs improvement/developing or unsatisfactory teachers and principals will be determined, if any. Particular attention will be paid to schools with the highest percent of low-income (high poverty) students and schools rated D for 2 consecutive years (DD) and schools earning a grade of F.

If a high poverty school, DD school or F school has a greater proportion of teachers rated in the two lowest categories (using standard error of measure), actions will be taken to reduce the proportion. Teachers receiving a needs improvement/developing or unsatisfactory summative evaluation will be moved to another school or position and placed on an improvement plan. If the principal of a high poverty, DD school or F school received a needs improvement/developing or unsatisfactory summative evaluation, that principal will be moved to another school or position and placed on an improvement plan. Data will be collected annually that reflects the impact of the plan on staffing

assignments of teachers and principals.

Instructional resources are aligned to student needs. A system is in place to select instructional materials that involves stakeholders. A technology plan is in place to ensure hardware and software are aligned to meet needs. The Title grants support schools through staffing, professional development, and materials.

At this time, the Martin County School District does not have any schools in Differentiated Accountability. Port Salerno Elementary School is in the Low 300 list for FSA ELA scores. Additional district support has been given and includes extra literacy time, a second assistant principal, and professional development support.

Responsible: Ginger Featherstone, Assistant Superintendent and Laurie Gaylord, Superintendent, Dr. Tracey Miller, Executive Director of Instructional Services

b. School Allocation Process
Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

Professional learning is through a strategically developed professional development system. The support cycle for the implementation is based upon the Continuous Improvement Model, Individual School Improvement Plans, the District Strategic Plan, Educator and Instruction Quality, and district initiatives which support the Florida Statutes.

The foundation of the Martin County School District Professional Development System is grounded in observable and measureable practices that place priority on a continuous improvement model. The framework of the professional development system is sustained by "The Essential Supports:"
•Effective Leadership – focused on instruction and inclusive of others in their leadership work.
•Professional Capacity – driven by quality of educators and staff based on student centered improved outcomes, their beliefs and values about change, the quality of professional development, and the capacity to work together.
•Instructional Guidance – supported by the organization of the curriculum, the nature of the rigor or the challenges it poses, and the resource tools and supports educators have to advance learning.
•Supportive Student Centered Environments – established by district, schools, and staff to have a welcoming and nurturing environment focused on learning for all.
•Involved Community and Families – sustained by establishing strong connections between schools, parents, community, and agencies.
This foundation will be supported through a framework that is strategically aligned with the review and monitoring of data to determine school support. Support will be determined and differentiated in a cohesive effort leading to increased performance for all students.

The purpose of the Professional Development System and follow-up support of all activities will increase the success of educators through collaboratively developed school improvement initiatives that are based on multiple sources of data, current proficiency data for Annual Measurable Objectives (AMO) subgroups, demographic data, and various needs assessments and surveys.

The Professional Development Models at the district level, school level, and educator level are purposefully aligned and include planned professional development programs focused on the improvement of job-related knowledge, skills, attitudes, aspirations, and behaviors of all district employees.
The model includes, but is not limited to:
•Professional Learning adheres to Learning Forward Standards and Florida's Professional

Development System Evaluation Protocol. This includes adult learning principles which clearly identify participant developmental levels, include coaching and mentoring components, and provide support mechanisms to ensure implementation and mastery of intended outcomes.
•Quality programs have an overarching goal to ensure a clear process for determining the effectiveness of the program, aligned to student achievement.
•Professional learning and courses that clearly delineate what the learner should know and be able to do by the end of each course. Therefore, clear objectives and a methodology for evaluating the transfer of new knowledge, skills, and techniques are incorporated.
•Systems with opportunities for professional growth based on multi-tiered (scaffolded) approach that is aligned to multiple measures of common data sets.
•Annual review by the Director of Professional Development in collaboration with departments and school based staff who reviews courses and activities to ensure alignment and quality as defined by national and state standards. Formative and summative evaluations of the overall program and individual courses are used to determine the effectiveness of the activities and courses included in the program.
The Director of Professional Development provides the guidance, coordination, and supervision for professional learning at all levels within a coordinated set of activities to support and promote school improvement initiatives. Some key service delivery include:
- Ensure the quality of professional development by aligning all professional development to the standards adopted by Learning Forward and the Florida Professional Development System Evaluation Protocol.
- Manage the record keeping of all professional development and in-service credit in cooperation with the Human Resources Department.
- Design, deliver, review, and coordinate delivery of professional learning according to current adopted protocols.
- Communicate with instructional and operational departments and serve as a resource for inter/intra agency communication and delivery.
- Coordinate the components and evaluation of the professional development program.
- Establish and support quality professional development courses aligned to the program objectives and evaluate the courses.
- District Administrators: District administrators are responsible for the creation, maintenance, closing, and filing of documentation of district professional development program courses. They are also responsible for monitoring the professional growth plans of school based administrators.
- Curriculum Coordinators: Coordinators are responsible for the appropriate delivery of content and improving future course delivery. The school based support is determined by current data sources and provided to schools to ensure effective transfer and implementation of new knowledge and skills into the classroom.
- Reporting to the Florida Department of Education on an annual basis all Components/Course Types and courses that have been delivered for in-service points and submitted through TERMS in Survey 5.
-facilitate the work of four professional development coaches to help support schools within the instructional PLC process.
- Depending on school's determined level of support a monthly schedule will be established with increasing intensity.
o Universal – least amount of support
o Strategic – moderate amount of support
o Individual – strategic and frequent support
- Identify goal to support - the identified Professional Development must be linked to goal/target on SIP, Deliberate Practice Growth Plans, and State Mandates.
- Prioritize targeted barriers, based on elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal).
- Develop action steps (including who, what, where, when) for implementation of school based support and professional learning plan.

- Monitor supports and strategies for effectiveness and fidelity of implementation (including who, what, what, where, when).
- Determine how progress towards the goal will be monitored (including who, what, where, when).

District coaching plan: Kathryn Morem, Director of Professional Development, Instructional Services, and Ginger Featherstone

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.

All schools participate in the problem solving process with school stakeholders and complete the SIP on the CIMS platform.
In an effort to provide support to each school site, district leaders have been assigned to schools in which to monitor and support the collaborative learning team process at each school. The purpose is to offer the school support in a variety of areas: professional development; data support; PLCs, instructional materials, and to serve as a liaison to state and district curricular initiatives.
Persons responsible: Ginger Featherstone, Assistant Superintendent, Tracey Miler, Executive Director of Instructional Services, Kathryn Morem, Director of Professional Development

d. Operational Flexibility
Provide the district's definition of "operational flexibility"Â? 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.

Based on the current DA Plan, the district will continue to progress monitor all schools.

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 Martin County School District provides resources and support to include personnel, community, CLT/PLC, data, instructional materials, and others to build professional capacity. Additionally, the School Board has provided additional salary resources for Title I schools and the Low 300 school.
At this time, there are no plans to reorganize personnel.

Community organizations are a vital part of the school community and have been a part of the school district for many years. A Volunteer Services Liaison helps to connect community agencies and promote volunteerism and service learning.

To ensure accountability for progress, personnel will participate in monitoring sessions during which they will examine data from their own schools for evidence of instructional shifts toward increased rigor, and plan adjustments to the focus of their observations and feedback. These monitoring sessions will enhance their capacity to identify, support and improve instructional practices through professional development and coaching aligned to the evaluation framework by:
• Developing a year-long schedule for professional development for school-based personnel.
• Organizing staff into Collaborative Learning Teams (CLT) as part of the Professional Learning

Community process(PLC).
.Providing monitoring for the the Collaborative Learning Teams.
• Providing personnel with the support (coaching and mentoring) and resources necessary to ensure there is transfer and implementation of new knowledge and skills to the workplace.
• Aligning, monitoring, documenting, and evaluating the effectiveness of the professional development towards improved job performance and increased student achievement.

School leaders and district staff are available to support the professional learning goals of employees. For the 2016-17 school year, four instructional coaches, members of the Professional Development Department are assisting in the support for the development of teachers in the district. They are available to guide the planning, learning, implementing, and evaluating of professional development.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link

https://www.floridacims.org/documents/361944

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

The Martin County School District has maintained a long history of collaborating and celebrating family engagement. Parent involvement at the school and district level is noteworthy. Parents are able to be involved at the school site and at the district level. Parents and community members serve on instructional materials committees as well as the District Advisory Council, a committee that helps support schools and their improvement efforts.
The Martin County School District held the second annual Parent University on August 29 for all of the stakeholders in Martin County. Information about Parent University can be obtained on www.martinschools.org.
Other highlighted ongoing mechanisms include:
-Title I Parent Meetings and Parent Nights
-The Parent Resource Center utilizes student outcome data and parental survey data to determine appropriate and differentiated workshops that meet the needs of the students and parents they serve.
-Title I DPAC(District Parent Advisory Council) is represented by parent leaders from each of the Title I schools. These parent leaders come together with district and school staff to provide input and feedback regarding Title I initiatives, programs, and family engagement.
Title I parent Liaisons(support staff) serve at each of the Title I schools and build bridges and networks into the community, often providing front line bilingual support.
-The DAC (District Advisory Council) is comprised of a contact from every school site and the business community. The job of the DAC is to help monitor the School Improvement Plans as well as serve as an information resource. This year, additional parents from school sites serve on the committee.
-Each school has a SAC (School Advisory Council)
-All of the Title I schools in Martin County have PIPs.

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.

School level administrators are autonomous to plan and implement school level interventions. The district's role of support is identified in the SIPs and the support built into the district's coaching and professional development model.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address
Miller, Tracey, millert@martinschools.org

b. Employee's Title
Director

c. Employee's Phone Number
(772) 223-3105

d. Employee's Phone Extension
43136

e. Supervisor's Name
Laurie Gaylord

f. Supervisor's Title
Superintendent

g. Employee's Role and Responsibilities

Dr. Miller is the Chief Instructional Officer and facilitates multiple departments including the elementary and secondary department as well as professional development, Exceptional Student Education, Assessment and Accountability, and Federal Programs.

2. District Leadership Team:

Featherstone, Ginger, featheg@martin.k12.fl.us	
Title	Assistant Superintendent
Phone	(772) 219-1200
Supervisor's Name	Laurie Gaylord
Supervisor's Title	Superintendent
Role and Responsibilities	Serves as the Deputy Superintendent and supervises and leads the instructional and operational personnel.

Miller, Tracey, millert@martinschools.org	
Title	Other
Phone	772-219-1200
Supervisor's Name	Laurie Gaylord
Supervisor's Title	Superintendent
Role and Responsibilities	Dr. Tracey Miller is the Chief Instructional Officer. She leads, manages, and supervises the instructional side of the school district including PD, elementary and secondary curriculum, ESE, and Federal Programs.

White, Mary, mcwillm@martin.k12.fl.us

Title	Director
Phone	772-219-1200
Supervisor's Name	Tracey Miller
Supervisor's Title	Other
Role and Responsibilities	Leads, manages, and supervises programs within elementary schools as well as facilitates the school improvement process for K-12 schools.

Iuilucci, Theresa, iuiliuct@martin.k12.fl.us

Title	Director
Phone	772-219-1200
Supervisor's Name	Tracey Miller
Supervisor's Title	Other
Role and Responsibilities	Leads, manages, and supervises Secondary programs and personnel within the district.

Caruso, Dawn, carusod@martin.k12.fl.us

Title	Administrator
Phone	772-219-1200
Supervisor's Name	Tracey Miller
Supervisor's Title	
Role and Responsibilities	Coordinator of Assessment--manages test and assessment administration

Jenkins, Vicki, jenkinv@martin.k12.fl.us

Title	Director
Phone	772-219-1200
Supervisor's Name	Tracey Miller
Supervisor's Title	Other
Role and Responsibilities	Leads, manages, and supervises the Exceptional Student Education Department

Preston, Katie, prestok@martin.k12.fl.us

Title	Director
Phone	772-219-1200
Supervisor's Name	Tracey Miller
Supervisor's Title	Other
Role and Responsibilities	Leads, manages, and supervises the Educational Technology Department. Oversees the technology plan.

Gaylord, Laurie, gaylorl@martin.k12.fl.us

Title	Superintendent
Phone	772-219-1200
Supervisor's Name	
Supervisor's Title	Superintendent
Role and Responsibilities	Leads and manages the school district. This is an elected position in Martin County.

Morem, Kathryn, moremk@martin.k12.fl.us

Title	Director
Phone	772219-1200
Supervisor's Name	Dr. Tracey Miller
Supervisor's Title	Director
Role and Responsibilities	Kathryn Morem is the Director of Professional Development, managing an dfacilitating the professional development program at the district level.

George , Debra, georged@martinschools.org

Title	Other
Phone	772219-1200
Supervisor's Name	Shela Khanal
Supervisor's Title	Director
Role and Responsibilities	Coordinator of Title I and Federal Programs--assists in the facilitation and operation of Title I, Migrant, ELL, and other Federal programs.

Khanal, Shela, khanals@martin.k12.fl.us

Title	Director
Phone	7722191200
Supervisor's Name	Dr. Tracey Miller
Supervisor's Title	Other
Role and Responsibilities	Director of Title I and Federal Programs--leads the Title I team and helps facilitate learning for all students.

Malham, Mark Malham, malhamm@martin.k12.fl.us

Title	Other
Phone	
Supervisor's Name	Dr. Tracey Miller
Supervisor's Title	Director
Role and Responsibilities	Coordinator of Social Studies, Foreign Language, and other curricular programs

Blount, Shannon, blounts@martinschools.org

Title	Other
Phone	
Supervisor's Name	Dr. Tracey Miller
Supervisor's Title	Director
Role and Responsibilities	Coordinator of Literacy Programs.

Layson, Steve, laysons@martin.k12.fl.us

Title	Other
Phone	
Supervisor's Name	Dr. Tracey Miller
Supervisor's Title	Director
Role and Responsibilities	Coordinator of Mathematics

Gaynor, Valerie, gaynorv@martin.k12.fl.us

Title	Other
Phone	
Supervisor's Name	Dr. Tracey Miller
Supervisor's Title	Director
Role and Responsibilities	Coordinator of Science

Fisher, Nicole, fishern@martin.k12.fl.us

Title	Administrator
Phone	
Supervisor's Name	Dr. Tracey Miller
Supervisor's Title	Director
Role and Responsibilities	Coordinator of Accountability

Konopelko, Douglas, konoped@martin.k12.fl.us

Title	Other
Phone	
Supervisor's Name	Dr. Tracey Miller
Supervisor's Title	Director
Role and Responsibilities	Mr. Konopelko is the Digital Learning Coordinator.

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.

The Martin County School District will ensure that each Focus and Priority school has a leadership team of high quality by:
-providing ongoing professional development
-ongoing progress monitoring of student achievement data
-calibrating classroom observations and descriptive feedback to ensure an increase in quality instructional practices
-Strengthening Professional Learning Communities by concentrating on data-driven decision making to enhance student achievement results
-Providing additional support based on student needs
Currently the Martin County School District has no Focus or Priority Schools.

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 evaluation systems for teachers, principals, and district leaders result in one of four summative ratings (Highly effective, Effective, Needs Improvement/Developing or Unsatisfactory). Within 45 days of the receipt of final summative evaluation scores for teachers and principals, district staff will review the distribution of overall evaluation ratings to ensure equity and to determine necessary staffing changes in alignment with school improvement goals. Anomalies among the distribution of highly effective and effective and needs improvement/developing or unsatisfactory teachers and principals will be determined, if any. Particular attention will be paid to schools with the highest percent of low-income (high poverty) students and schools rated D for 2 consecutive years (DD) and schools earning a grade of F.
If a high poverty school, DD school or F school has a greater proportion of teachers rated in the two

lowest categories (using standard error of measure), actions will be taken to reduce the proportion. Teachers receiving a needs improvement/developing or unsatisfactory summative evaluation will be moved to another school or position and placed on an improvement plan. If the principal of a high poverty, DD school or F school received a needs improvement/developing or unsatisfactory summative evaluation, that principal will be moved to another school or position and placed on an improvement plan. Data will be collected annually that reflects the impact of the plan on staffing assignments of teachers and principals.

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.

The Superintendent's focus for the MCSD this year is PLC/Collaborative Learning Teams, instruction and assessment based on the Florida Standards, using common formative assessments, and using instructional strategies for engagement and learning. Over the summer, approximately 500 teachers were trained in Kagan strategies. A yearlong plan of action to be implemented with fidelity and aligned to the district's Professional Development System is imperative. Schools are supported by district staff in a collaborative and supportive system that is based upon review of data and strategic supports. Port Salerno Elementary School receives additional support for PLC, instructional strategies and materials, and leadership support.
- Administrators: School based administrators are responsible for monitoring Deliberate Practice/Growth Plans for instructional personnel; approving individual alternative professional development opportunities, ensuring the school-based professional development aligns with state and district standards and monitoring the implementation of new knowledge and skills by staff after participating in professional development and ensures allotment of time for common planning, professional learning communities and supports quality instructional practices to improve student achievement.
- Coaches: Coaches are responsible for supporting participants of professional development, help facilitate collaborative learning teams, and support quality instructional practices to ensure transfer and implementation of new knowledge and skills into the classroom and for planning, organizing and delivering instruction to improve student achievement. Four additional professional development coaches were hired to support schools in need.
Administrators ensure that teams of teachers and coaches have common planning time in which to collaborate.

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.

The Martin County School District will monitor and evaluate the professional development system frequently to ensure the alignment to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. Professional learning is the result of the individual's commitment to improvement. The daily activities of the instructional coaches at school sites and the district will impact instruction by providing professional learning and resources to support:
- State standards for professional development at the educator, school, and district level;
- Rigorous and relevant curriculum based on state and local educational standards and initiatives;
- Improvement planning based on needs assessments and results from personnel evaluation;
- Opportunities for professional collaboration and collegial team learning practices;

- Sharing professional learning practices, resources, and technical assistance
The district will provide a series of professional learning sessions to district and school based leadership which will focus on:
- Establishing a Culture of Continuous Improvement
- Supporting Quality Instructional Practices/Lesson Study
- School Improvement Planning and Progress Monitoring
- Facilitative Leadership and Professional Learning Communities
- Early Warning Systems
- Coaching Cycle
Coaches within the district complete newly developed coaches' logs to help monitor the work.

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/martin?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 Workshop Units of Study	
Program Type	Core
School Type	Elementary School
Description	Teaches a variety of genres of writing based on principles and practices of effective writing instruction.

My Access	
Program Type	Supplemental
School Type	Middle School
Description	Computer-based writing/scoring program. The program allows for revision and re submission of work.

Writing Across the Curriculum

Program Type	Core
School Type	High School
Description	Student writing is assessed through prompts based on cross-curricular topics. Feedback is given in order for students to improve in their writing ability.

Ready Writing

Program Type	Supplemental
School Type	Elementary School
Description	Curriculum Associates Ready Writing Book. This supplemental writing book is used by some schools.

Houghton Mifflin Harcourt Collections and Performance Assessment Books

Program Type	Core
School Type	Middle School, High School
Description	Assignments/assessments address the LAFS writing standards.

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:

McGraw-Hill My Math

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School
Description	My Math (grades K-2) is a print and digital resource for teachers. The K-2 program has supplemental and intervention materials.

Harcourt Go Math

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School
Description	The Go Math (grades 3-5) series is a digital and print resource for teachers. The series includes supplemental and intervention materials.

Harcourt Go Math

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School
Description	The Go Math print and digital materials include core, supplemental, and intervention materials.

Pearson Geometry

Program Type	Core, Supplemental, Intensive Intervention
School Type	High School
Description	The Pearson print and digital materials serve as the core, supplemental, and intervention

iReady Math

Program Type	Supplemental
School Type	Elementary School
Description	iReady Math is an online instructional diagnostic and instructional tool in reading and math. All elementary schools use the product The school district uses the program to monitor progress of all elementary students in reading and math

Ready MAFS

Program Type	Supplemental
School Type	Elementary School
Description	The Ready MAFS are a gradual release instructional tool that is aligned with the rigor of the Florida Standards. The Ready MAFS are aligned with the rigor of the Florida Standards. Title I schools use this resource to monitor progress and assess understanding of the depth of the standards.

Pearson Algebra I, II

Program Type	Core
School Type	Middle School, High School
Description	Text aligned to the MAFS

Math Nation	
Program Type	Supplemental
School Type	Middle School, High School
Description	Supplemental video instruction and materials

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:

iScience	
Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School
Description	iScience is an interactive textbook with integrated laboratory investigations aligned to state standards.

Biology I and Biology I Honors Pearson Education Inc., publishing at Prentice Hall, Miller, Levine.	
Program Type	Core
School Type	High School
Description	This text is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Physical Science-Holt McDougal, Florida Holt Science Spectrum Physical Science	
Program Type	Core
School Type	High School
Description	Spectrum Physical Science is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Chemistry I- Prentice Hall, Pearson Chemistry

Program Type   Core

School Type   High School

Description   This text is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Chemistry I Honors- Holt, McDougal, Modern Chemistry

Program Type   Core

School Type   High School

Description   Modern Chemistry is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

AP Chemistry-Holt McDougal Chemistry, 8e

Program Type   Core

School Type   High School

Description   The text is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Physics I- CPO Science, Physics A First Courses

Program Type   Core

School Type   High School

Description   Physics A First Courses is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Physics I Honors- Glencoe-McGraw-Hill, Physics: Principles and Problems

Program Type   Core

School Type   High School

Description   Physics: Principles and Problems is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

AP Physics B- Holt McDougal, College Physics 8e

Program Type	Core
School Type	High School
Description	College Physics is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

AP Physics C- Holt McDougal, Physics for Scientists and Engineers 8e.

Program Type	Core
School Type	High School
Description	Physics for Scientists and Engineers is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Anatomy and Physiology- John Wlley and Sons, Inc., C/O Peoples Education, Principles of Anatomy and Physiology

Program Type	Core
School Type	High School
Description	Principles of Anatomy and Physiology is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Earth and Space Science- Holt McDougal, Earth Science

Program Type	Core
School Type	High School
Description	Earth and Space Science is an interactive textbook with inquiry-based laboratory investigations aligned to state standards.

Science Fusion

Program Type	Core
School Type	Elementary School
Description	Science Fusion is a text and online inquiry based science text with laboratory investigations.

STEM Scopes	
Program Type	Supplemental
School Type	Elementary School, Middle School
Description	Online standards-based 5E lessons for science

Happy Scientist	
Program Type	Supplemental
School Type	Elementary School, Middle School
Description	Standard-based video lessons on science.

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.

The Martin County School District engages in process where programs are monitored for its intended use. Alignment of instructional materials are completed at the district and school level. The instructional coordinators lead the work with district and school site teams. District instructional leadership monitors the work of the content coordinators. Over the last three years, alignments of instructional programs was a district focus. All schools are consistent in their acquisition of materials. last year, Instructional Frameworks in ELA, Math, and Science were implemented and in the summer, teachers were hired to make changes to the Frameworks as well as to support the development of common formative and summative assessments. The Frameworks were aligned to the standards and included a thorough resource section as well and learning progressions/performance scales, based on a taxonomy, in which teachers could assess their students against the standard. Consistent assessments is an ongoing goal. Weekly Coordinator and Director meetings help to serve as progress monitoring.

Focus is the tool that serves as the data warehouse for all instructional programs. Administrators and teachers are engaging in ongoing training of the Focus tool. The following lagging and leading data points are available to assist in Progress Monitoring:
FCAT
FSA
FAA
CELLA
Fountas and Pinnell Reading Benchmark Assessments
District Benchmark Assessments
District common formative and summative assessments
iReady Reading and Math data
SAT
ACT
PERT

The Martin County School District Assessment calendar is available at: http://www.martinschools.org/pages/Martin_County_School_District/General_Information_2/Department_Groups/

Assessment_and_Accountability/Folder/Assessment_Calendars_Available

Professional Learning Communities are a non-negotiable in the district and at school sites. Training is continuous and ongoing. The PLC/CLT at the district and school site is a job-embedded process in which educators work collaboratively in a process of collective inquiry and action research to achieve better results for students. The four questions of a PLC serve as a cornerstone for the commitment to learning for all: 1. What is it we expect them to learn?; How will we know when they have learned it?; How will we respond when they don't learn?; and How will we respond when they already know it? Teams work on units as well as common assessments. This year, schools are working on PLC Toolkit 2.0. In this process, schools are trained to target standards based on data and then intentionally plan around those standards. The four questions of the PLC are answered within the plan.

A Multi-Tiered System of Supports (MTSS) is a framework that uses data-based problem solving to integrate academic and behavioral instruction and research-based interventions. MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. The integrated academic and behavioral supports are delivered to students at varying intensities (multiple tiers) based on student need. "Need-driven" decision making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency for college and career readiness. Continued work with the MTSS process is being completed at each school site to ensure process fidelity.

Response to Intervention (RtI) has consistently been defined in Florida as the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Positive behavior intervention support (PBIS) is an application of a behaviorally-based systems approach to enhance the capacity of schools, families and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. PBIS uses evidence-based practices to change our school environments to ensure a positive school culture for staff and students. Attention is focused on creating and sustaining universal (Tier 1), supplemental (small group, Tier 2), and intensive (very small group/individual Tier 3) systems of support that improve lifestyle results (personal, health, social, family, work, recreation).

Problem Solving Teams (PST) are intervention driven/progress monitoring teams at each school, which assists students, families and teachers in seeking positive solutions for all students. The primary goal of the PST is to support teachers and parents by generating effective research- based academic and behavioral strategies for individual targeted students. Problem Solving Teams use school-wide and class-wide data to monitor the strengths and weaknesses of students and offer academic and behavioral interventions to be applied to class or school-wide issues.

Problem Solving Teams (PSTs) are a natural extension of Professional Learning Communities (PLCs). The guiding principles of PSTs mirror the four essential questions of PLCs in that both seek the answers to the four questions in order to improve academic outcomes.

Exemplars of District Response to poor implementation:

High Schools in Martin County have used Scholastic's Read 180 as an intervention program for students that scored below proficiency on the FCAT Reading test. The program was effective for some students, but for some students, even after repeated use over a long period of time, were not making gains. The Exceptional Education Department and Instructional Services problem solved the issue. Some of the problems could be addressed with a fidelity check, but there were students not responding to the program. Some students would need to be placed on System 44. Other students, it was determined might respond to the supplemental and computer-based program iReady. Progress monitoring of the student data will be completed in a timely manner to determine effectiveness. Increased academic outcomes will be the result. This is still in process.

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://www.martinschools.org/files/_ScKSs_/5e3f79bd39780d363745a49013852ec4/SPP_2016-2017_board_approved_7.19.16.pdf

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

Transitions from one school to the next are part of each school's SIP. Ongoing multilevel articulation meetings between schools has been the norm for many years. Other support include Head Start parent meetings with elementary schools, middle school meetings with elementary schools, high school mentoring programs, International Baccalaureate transition programs, middle school morning mentors, and literacy coaches supporting articulation.

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.   By increasing the implementation fidelity of the Professional Development System and providing structures to improve quality instructional practices, The Martin County School District will evaluate and/or modify supports to increase student performance outcomes.

G2.   By engaging in a continuous improvement model, The Martin County School District will increase performance outcomes for all students as measured by assessment results.

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. By increasing the implementation fidelity of the Professional Development System and providing structures to improve quality instructional practices, The Martin County School District will evaluate and/or modify supports to increase student performance outcomes. `1a`

🔑 G044081

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	Effective+ Teachers (Performance Rating)	2017-18	100.0

Targeted Barriers to Achieving the Goal `3`

- Common language among leadership and instructional staff

- Inconsistent implementation of the MTSS core problem solving process

- Misalignment between planned and implemented instruction and taxonomic rigor of the standards

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

- Professional learning opportunities

- Title I and SIG 1003A

- Instructional Coaches

- A system in place to collect and monitor data

- Evaluation of Master Inservice Plan to include HQ MIP Courses

Plan to Monitor Progress Toward G1. `8`

Implementation Fidelity of the Professional Development System

Person Responsible
Diane Smith

Schedule
Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion
Evaluations of PD, Electronic Registration Online (ERO) system, increased collaboration among stakeholders, increase in performance evaluations

G2. By engaging in a continuous improvement model, The Martin County School District will increase performance outcomes for all students as measured by assessment results. `1a`

🔍 G044082

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics Achievement	2017-18	70.0
District-Wide	FSA ELA Achievement	2017-18	70.0
District-Wide	FCAT 2.0 Science Proficiency	2017-18	60.0
District-Wide	ELA/Reading Gains District Assessment	2017-18	65.0
District-Wide	ELA/Reading Lowest 25% Gains	2017-18	55.0

Targeted Barriers to Achieving the Goal `3`

- Allocation of resources to align with student need

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

- Data available to support continuous improvement

- School Improvement Plans are developed to support continuous improvement

- District Leaders engage in collaborative structures to support continuous improvement

Plan to Monitor Progress Toward G2. `8`

Continuous Improvement Process

Person Responsible
Laurie Gaylord

Schedule
Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion
The review of assessment and teacher observation data, student achievement data

Plan to Monitor Progress Toward G2. `8`

School Improvement Plan Monitoring

Person Responsible
Mary White

Schedule
Monthly, from 7/3/2017 to 6/29/2018

Evidence of Completion
Review SIP, Peer Review Process, Aspiring Leaders Review Process, School Board Approval

District Action Plan for Improvement

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔍 S123456 = Quick Key

G1. By increasing the implementation fidelity of the Professional Development System and providing structures to improve quality instructional practices, The Martin County School District will evaluate and/or modify supports to increase student performance outcomes. [1]

🔍 G044081

G1.B3 Common language among leadership and instructional staff [2]

🔍 B108235

G1.B3.S1 The district will provide multiple professional learning opportunities for both instructional and administrative staff to ensure and implement a common language with all practices. [4]

🔍 S119697

Strategy Rationale

With a common language of collaboration and instruction, enhanced teacher instruction will be differentiated and enhanced to meet the needs of ALL students for student achievement.

Action Step 1 [5]

Align all district-provided professional development opportunities

Person Responsible

Diane Smith

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Professional Development System

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

Professional development opportunities

Person Responsible

Diane Smith

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Evaluations of professional learning

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

Common language implementation

Person Responsible

Diane Smith

Schedule

On 6/29/2018

Evidence of Completion

iObservation tool, district and school site PLC work, Standards-based Report Card, standards on secondary report cards, ERO

G1.B4 Inconsistent implementation of the MTSS core problem solving process 2

🔑 B169395

G1.B4.S1 Use the district PLC fidelity mentoring process to monitor and assist school leaders' implementation of the problem solving process. 4

🔑 S187771

Strategy Rationale

School leaders are accountable for the fidelity of the MTSS process as referenced in FSLA standards.

Action Step 1 5

Collect data relative to the progress of the identified lowest quartile in ELA and math.

Person Responsible

Vicki Jenkins

Schedule

Every 6 Weeks, from 7/3/2017 to 6/29/2018

Evidence of Completion

Progress monitoring date in ELA and math; referrals to ESE for evaluations

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

PLC site visits, direct observation of principals facilitating the PLC process with instructional coaches

Person Responsible

Diane Smith

Schedule

Every 6 Weeks, from 7/3/2017 to 6/29/2018

Evidence of Completion

Protocol forms, student data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

The review of the collected data

Person Responsible

Diane Smith

Schedule

On 6/29/2018

Evidence of Completion

PD ERO data, student data, PLC artifacts

G1.B5 Misalignment between planned and implemented instruction and taxonomic rigor of the standards `2`

🔑 B176483

G1.B5.S1 Through professional development, deepen the understanding of the relationship between the complexity of standards and instruction. `4`

🔑 S187773

Strategy Rationale

Schools need to maintain and adhere to the level of rigor identified in the state standards.

Action Step 1 `5`

Use the PLC Toolkit to provide the framework in which to plan instruction according to standards in collaborative teams.

Person Responsible

Diane Smith

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion

School leaders will collect PLC protocols and accountability forms that provide evidence of standards-based collaborative planning.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

PLC Toolkit Training, PLC Monitoring

Person Responsible

Diane Smith

Schedule

On 6/29/2018

Evidence of Completion

School protocols, training schedule

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Use PLC Toolkit Training to help school administrators Collaborative Learning Teams observe best practice

Person Responsible

Diane Smith

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion

PLC Protocols, Instructional Coach logs,

G2. By engaging in a continuous improvement model, The Martin County School District will increase performance outcomes for all students as measured by assessment results. 1

🔑 G044082

G2.B1 Allocation of resources to align with student need 2

🔑 B108236

G2.B1.S1 The district will look at universal data to determine areas of strategic support and to allocate human capital resources, professional development resources, technology resources, instructional resources. 4

🔑 S119698

Strategy Rationale

Resources and support will be aligned to assist all schools.

Action Step 1 5

The ongoing progress monitoring of multiple measures of data

Person Responsible

Nicole Fisher

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Improved student performance outcomes

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

Progress Monitoring and assessment data

Person Responsible

Tracey Miller

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Increase in progress monitoring and student assessment data

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

Collaborative data/Instructional Leadership meetings

Person Responsible

Tracey Miller

Schedule

Weekly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Meeting agendas, follow up action steps, data review

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M055760	Implementation Fidelity of the Professional Development System	Smith, Diane	7/3/2017	Evaluations of PD, Electronic Registration Online (ERO) system, increased collaboration among stakeholders, increase in performance evaluations	6/29/2018 quarterly
G2.MA1 M055763	Continuous Improvement Process	Gaylord, Laurie	7/3/2017	The review of assessment and teacher observation data, student achievement data	6/29/2018 quarterly
G2.MA2 M085909	School Improvement Plan Monitoring	White, Mary	7/3/2017	Review SIP, Peer Review Process, Aspiring Leaders Review Process, School Board Approval	6/29/2018 monthly
G1.B3.S1.MA1 M055762	Common language implementation	Smith, Diane	7/3/2017	iObservation tool, district and school site PLC work, Standards-based Report Card, standards on secondary report cards, ERO	6/29/2018 one-time
G1.B3.S1.MA1 M055761	Professional development opportunities	Smith, Diane	7/3/2017	Evaluations of professional learning	6/29/2018 quarterly
G1.B3.S1.A1 A129655	Align all district-provided professional development opportunities	Smith, Diane	7/3/2017	Professional Development System	6/29/2018 quarterly
G2.B1.S1.MA1 M055765	Collaborative data/Instructional Leadership meetings	Miller, Tracey	7/3/2017	Meeting agendas, follow up action steps, data review	6/29/2018 weekly
G2.B1.S1.MA1 M055764	Progress Monitoring and assessment data	Miller, Tracey	7/3/2017	Increase in progress monitoring and student assessment data	6/29/2018 quarterly
G2.B1.S1.A1 A129656	The ongoing progress monitoring of multiple measures of data	Fisher, Nicole	7/3/2017	Improved student performance outcomes	6/29/2018 quarterly
G1.B4.S1.MA1 M203717	The review of the collected data	Smith, Diane	7/3/2017	PD ERO data, student data, PLC artifacts	6/29/2018 one-time
G1.B4.S1.MA1 M203716	PLC site visits, direct observation of principals facilitating the PLC process with instructional...	Smith, Diane	7/3/2017	Protocol forms, student data	6/29/2018 every-6-weeks
G1.B4.S1.A1 A227185	Collect data relative to the progress of the identified lowest quartile in ELA and math.	Jenkins, Vicki	7/3/2017	Progress monitoring date in ELA and math; referrals to ESE for evaluations	6/29/2018 every-6-weeks
G1.B5.S1.MA1 M212433	Use PLC Toolkit Training to help school administrators Collaborative Learning Teams observe best...	Smith, Diane	7/3/2017	PLC Protocols, Instructional Coach logs,	6/29/2018 quarterly
G1.B5.S1.MA1 M212431	PLC Toolkit Training, PLC Monitoring	Smith, Diane	7/3/2017	School protocols, training schedule	6/29/2018 one-time
G1.B5.S1.A1 A227180	Use the PLC Toolkit to provide the framework in which to plan instruction according to standards in...	Smith, Diane	7/3/2017	School leaders will collect PLC protocols and accountability forms that provide evidence of standards-based collaborative planning.	6/29/2018 quarterly

V. Professional Development Opportuntities

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

G1. By increasing the implementation fidelity of the Professional Development System and providing structures to improve quality instructional practices, The Martin County School District will evaluate and/or modify supports to increase student performance outcomes.

G1.B3 Common language among leadership and instructional staff

G1.B3.S1 The district will provide multiple professional learning opportunities for both instructional and administrative staff to ensure and implement a common language with all practices.

PD Opportunity 1

Align all district-provided professional development opportunities

Facilitator

PD Director to be named

Participants

District Leadership Team and school based staff

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

G1.B4 Inconsistent implementation of the MTSS core problem solving process

G1.B4.S1 Use the district PLC fidelity mentoring process to monitor and assist school leaders' implementation of the problem solving process.

PD Opportunity 1

Collect data relative to the progress of the identified lowest quartile in ELA and math.

Facilitator

PD Director to be named

Participants

Instructional staff

Schedule

Every 6 Weeks, from 7/3/2017 to 6/29/2018

G1.B5 Misalignment between planned and implemented instruction and taxonomic rigor of the standards

G1.B5.S1 Through professional development, deepen the understanding of the relationship between the complexity of standards and instruction.

PD Opportunity 1

Use the PLC Toolkit to provide the framework in which to plan instruction according to standards in collaborative teams.

Facilitator

PD Director- to be named

Participants

All school leaders and instructional staff

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

G2. By engaging in a continuous improvement model, The Martin County School District will increase performance outcomes for all students as measured by assessment results.

G2.B1 Allocation of resources to align with student need

G2.B1.S1 The district will look at universal data to determine areas of strategic support and to allocate human capital resources, professional development resources, technology resources, instructional resources.

PD Opportunity 1

The ongoing progress monitoring of multiple measures of data

Facilitator

District Leadership Team

Participants

Instructional and administrative staff

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Align all district-provided professional development opportunities	$0.00
2	G1.B4.S1.A1	Collect data relative to the progress of the identified lowest quartile in ELA and math.	$0.00
3	G1.B5.S1.A1	Use the PLC Toolkit to provide the framework in which to plan instruction according to standards in collaborative teams.	$0.00
4	G2.B1.S1.A1	The ongoing progress monitoring of multiple measures of data	$0.00
		Total:	$0.00