Pam Stewart, Commissioner

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

49 - Osceola

Dr. Debra Pace, Superintendent
Gayle Sitter, Southeast Executive Director

Table of Contents

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement
Inspiring all learners to reach their highest potential as responsible, productive citizens.

b. District Vision Statement
The Osceola School District will work in partnership with families and the community to ensure all learners develop the essential knowledge and skills to strengthen our thriving community.

c. Link to the district's strategic plan (optional)
http://www.osceolaschools.net/about_us/strategic_plan

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.

During the summer, a three day professional development was dedicated to the Problem Solving Process, School Improvement, and Early Warning Systems. Each school was represented with an administrator and a leadership team. The district provided data for state assessments, progress monitoring, and early warning systems. Once schools analyzed the data, goals for the school improvement plan were formulated. There was follow-up for support from Rene' Clayton, School Improvement Services Principal on Assignment, through phone calls, emails, and site visits for schools identified by the Assistant Superintendents. In addition, reflective visits were conducted by the district which included: Dr. Brizendine, former Assistant Superintendent, Dr. Phillips. Director of Curriculum,School Improvement Coordinator, and resource teachers. Additional support was scheduled with district team members from identified areas of need. Reflective visits are scheduled to take place at least four times this year. From these visits, areas of support are identified. District support is then leveraged to match the needs of the identified schools.

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.

District teams, which include: Assistant Superintendent, Director of Curriculum, School Improvement Services, and District Curriculum Resource Teachers conduct reflective visits with the schools' Administrative Team and Instructional Coaches. During these visits, the district and school personnel work together to identify strengths and weaknesses and provide support in the areas of need. Additional visits are then scheduled to follow-up and check progress of identified area. Walk-through data and progress monitoring are used to check the progress of the school.

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.

Reflective visits are tiered within the district school according to the need of each school. Schools identified as a Focus school would be scheduled for monthly visits from the District DA team. High schools will have 2 Reflective Visits the first semester and additional visits the second semester. All elementary, middle and charter schools have a minimum of one visit, scheduled the first semester and one the second semester. Additional visits each semester will be scheduled based on the need as determined by baseline data from the initial visits and/or universal screener data. District Resource Teachers provide support to the instructional coaches as identified by the reflective visits.

d. Operational Flexibility

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

Currently The District of Osceola County does not have schools in the Turnaround Option Plan.

The District implements Site-based management protocols that enable school level administrators to have flexibility in decision-making authority in personnel decisions for effective leadership, decision-making authority in curriculum and instruction for ambitious instruction, resource allocation, establishing and monitoring the achievement of school improvement goals for establishing a supportive environment that includes family and community engagement, and school operations as well as in decision-making authority in financial decisions.

3. Sustainability of Improvement

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

Reflective visits will continue to be a routine practice for the all schools. During these visits, district leadership along with curriculum resource personnel will provide support for the schools' identified areas of need. Professional development will be provided by the District to administrators, coaches and teachers to build capacity. In addition school improvement goals will be monitored and schools will be supported to ensure student achievement is evident.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link
https://www.floridacims.org/documents/361887

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

The School District of Osceola County (SDOC) has created a District Parent Advisory Committee (PAC). Parent representatives from District Title I public and private schools and members of the community, are invited and encouraged to join through various outreach efforts. The PAC provides input into the

development of the LEA Plan, the District Improvement and Assistance Plan, the District Parental Involvement Plan (PIP).

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

The assistant superintendent will coordinate communication between the Department of Education, the school district and the school level administrators to implement turn around plans. District resource teachers are available to collaborate with school level leadership to develop turnaround plans and other school-level interventions. School leadership will attend monthly meetings with the District Teaching and Learning team to discuss effectiveness and/or changes needed to the school-level interventions.

C. Effective Leadership

2. District Leadership Team:

Clayton, Rene, claytonr@osceola.k12.fl.us

Title	Administrator
Phone	407-870-4600
Supervisor's Name	Scott Fritz
Supervisor's Title	Other
Role and Responsibilities	Will assist with school improvement processes.

Allen, Michael, allenmi@osceola.k12.fl.us

Title	Assistant Superintendent
Phone	4074-870-4600
Supervisor's Name	Debra Pace
Supervisor's Title	Superintendent
Role and Responsibilities	Supervise and evaluate Middle School principals. And provide leadership in Curriculum and Instruction.

Akes, Michael, akesmich@osceola.k12.fl.us

Title	Assistant Superintendent
Phone	407-870-4600
Supervisor's Name	Debra Pace
Supervisor's Title	Superintendent
Role and Responsibilities	Supervise and evaluate High School principals. And provide leadership in Curriculum and Instruction.

Respess, Jane, respessj@osceola.k12.fl.us	
Title	Assistant Superintendent
Phone	407-870-4600
Supervisor's Name	Debra Pace
Supervisor's Title	Superintendent
Role and Responsibilities	Supervise and evaluate Elementary School principals. And provide leadership in Curriculum and Instruction.

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 district executive leadership team meets to review school leadership quality. The team uses multi-metric measurements to evaluate school leadership team effectiveness. They analyze: past administrator performance, prior educational experience, and prior and current student achievement. These metrics are used to make decisions on hiring, retention and replacement decisions. Additionally, the needs for the school community are looked at and taken under account when making administrative staffing decisions.

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 Assistant Superintendent meets and collaborates with the school principals to determine retention and replacement decisions. Teacher effectiveness is determined through student growth measures through a value-added model (VAM) that measures the impact a teacher has on student learning and accounts for other factors that may impact the learning process.and district growth models), through research-based evaluation systems, and state approved teacher evaluation systems.

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

Assistant Superintendent sets guidelines and expectations for master schedule requirements to include all components required in Rule 6A-1.09981(2)(e). District staff are assigned to review submitted schedules and verify that district guidelines are met.

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

This section is not applicable for 2016-2017--The District has No Focus or Priority Schools.

In 2015-2016 All Focus schools were assigned reading, math/science coaches. These coaches met monthly with district staff and receive ongoing training to support Focus schools. Daily activities were monitored through weekly site visit support, coaching logs and ongoing student achievement metrics. District resource teachers were assigned to mentor and work with Focus school coaches. DA Principal on Assignment was assigned to work directly with the Principals to assist and monitor implementation of the School Improvement Plan.

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/osceola?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:

HMH Journeys	
Program Type	Core
School Type	Elementary School
Description	At the elementary level, the district currently uses Houghton Mifflin Harcourt Journeys (adopted core reading program) in conjunction with training and professional development from Core Connections (an educational consulting company) to implement text-based writing. The training is closely aligned with the Language Arts Florida Standards and the FSA Test Specifications, providing explicit strategies to teach the writing standards utilizing the gradual release model (I Do, We Do, You Do).

Core Connections

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description At the elementary level, the district currently uses Houghton Mifflin Harcourt Journeys (adopted core reading program) in conjunction with training and professional development from Core Connections (an educational consulting company) to implement text-based writing. The training is closely aligned with the Language Arts Florida Standards and the FSA Test Specifications, providing explicit strategies to teach the writing standards utilizing the gradual release model (I Do, We Do, You Do). Core Connections writing is also utilized in the Middle School to supplement the Language Arts core instruction.

HMH Collections and Supplemental Resources

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School, High School

HMH Collections-Core
All ELA and intensive reading classroom teachers have access to county adopted curriculum that includes print, digital, and audio versions of the text. The most recent textbook adoption (Florida Collections from Houghton Mifflin Harcourt) provided teachers with multiple novel sets that can be utilized as a part of a classroom library. In addition students have access to either the Achieve3000 or Reading Plus computer based program that adapts nonfiction text to the appropriate reading level for each individual student.

Description All secondary students have access to the HMH Florida Collections Curriculum. This includes an online version that is available from home or school on any web enabled device. The online version of the textbook enables students to have access to a digital copy of the book with enlargeable text as well as an audio edition. The ELA textbook adoption includes an interactive digital version that student can access from any web-enabled device.
Supplemental:
Teenbiz3000.com
Novel Studies
Scholastic Junior Scholastics magazines, Scholastic Upfront magazines,

Writing Support

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School, High School
Description	Schools will address writing from sources to strengthen and deepen text knowledge with the use of Achieve3000, Reading Plus, and MyWriteSmart (the digital portion of HMH's Florida Collections). All of these programs are computer based and can be accessed from home and are compatible with any web-enabled device.

Writing from sources will be incorporated across the curriculum through professional development opportunities that are facilitated by literacy coaches and language arts teachers. In addition, PLCs comprised of cross curricular teachers assist in the planning and implementation of writing in the content area classroom. In these classes, students will be required to draw evidence from text, support analysis from reading, reflection, and research. Students will write explanatory and argumentative essays in response to a variety of content area texts. |

Program Type

School Type

Description

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:

Go Math

Program Type	Core
School Type	Elementary School
Description	Go Math is the core curriculum given to teachers to assist in implementing the Mathematics Florida Standards.

Do the Math

Program Type	Supplemental
School Type	Elementary School
Description	Do The Math focuses on number and operations to help students who have fallen behind catch up with their basic math-computation, number sense and problem solving skills.

Moby Max

Program Type	Supplemental
School Type	Elementary School
Description	Moby Max is an adaptive computer based curriculum that focuses on students primary needs. The program works for remediation and acceleration.

HMH Go Math- 6th-8th grades plus supplemental

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School, High School
Description	Core Math Instruction and resources to match the course code requirements-M/J Math 6, 7, 8, --HMH Go Math- Intensive Math- Math 180 or Supplemental Resources to match the standards-iReady, PLATO, IXL Math, PENDA, Moby Max, Algebra Nation Algebra 1 Algebra 1A-Level 1/2 students 9th grade Algebra 1B-Level 1/2 students 10th grade Geometry- Pre Calc, Calc, Stats, etc for on target students

HMH Florida Explorations in Core Math-Program

Program Type	Core, Supplemental
School Type	Middle School, High School
Description	Alg 1 Alg 2 Geometry

Glencoe Florida Pre Calc

Program Type	Core
School Type	High School
Description	Glencoe Florida Precalculus is a mathematics textbook

Prentice Hall Calculus

Program Type	Core
School Type	High School
Description	Prentice Hall Calculus is a mathematics textbook

I-Ready

Program Type	Supplemental, Intensive Intervention
School Type	Elementary School, Middle School
Description	A single K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

Sumdog

Program Type	Supplemental
School Type	Elementary School, Middle School
Description	Educational games that motivate students to practice math, reading and writing

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:

Houghton Mifflin Harcourt Science Fusion K-5

Program Type	Core
School Type	Elementary School
Description	Science Fusion is the core program for science at the elementary level. It consists of teacher and student textbooks, Investigations, and a digital component called Think Central.

Discovery Education, AIM, Science Olympiad, Safari Montage

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	These are supplemental programs for science at the elementary level. They consist of videos, science investigations, and web tools for teachers and students.

Pearson Science

Program Type	Core, Supplemental
School Type	Middle School
Description	Middle School Science courses use Pearson Science text for the core resource

Middle/High School Sciences	
Program Type	Core
School Type	Middle School, High School
Description	Physical Science -Glencoe Biology I, II, Honors, AP, -Glencoe, Holt, Prentice Hall, Pearson Environmental Science Anatomy/Physiology Chemistry-Glencoe, Prentice Hall Earth/Space-Glencoe, Prentice Hall Physics-Holt, John Wiley

STEM Curriculum	
Program Type	Supplemental
School Type	Middle School, High School
Description	Project Lead the Way Courses and Curriculum

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 district monitors whether core instruction and intervention programs are implemented as intended through reflective visits with all elementary schools. During reflective visits, the district team consisting of the Assistant Superintendent of Elementary/Middle/High Curriculum and Instruction, the Director of Elementary/Middle/High Curriculum and Instruction, and multiple district level curriculum resource teachers meet with the school based leadership team to discuss the schools self-reflection and walk through classrooms in teams. After each team visits a classroom, they analyze the instruction observed and identify if that instruction is aligned to Florida standards. This information is then entered into an electronic reflection form and the data is compiled to be dissected by all present. The school leadership team, with district guidance, creates an action plan based on what the data reflects. In future visits, the data is compared and the schools progress towards their goals is reviewed.

One of the ways the District has responded to poor implementation and evidence that a given strategy is failing is by rewriting curriculum maps in ELA, math, and science. The district wrote curriculum timelines at the end of the previous school year and saw many schools struggling to keep pace with the timeline and instruction that was low in rigor. To address this barrier, the curriculum maps were rewritten based on the feedback of teachers and evidence from reflective visits. Some of the changes made to the maps included a scope and sequence of the standards, exemplar lessons, and standards based assessments.

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://osceola.ss8.sharpschool.com/UserFiles/Servers/Server_567106/File/Leadership/
School%20Board%20Rules/SDOC%20ES%20SPP%20060716.pdf

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

33-39

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:

49-osceola_earned_points_chart.pdf
Osceola earned points
49-osceola_percentiles_chart.pdf
Osceola percentiles
0061-central-avenue-elementary-schl_earned_points_chart.pdf
Central Ave Elem earned points
0061-central-avenue-elementary-schl_accountability_chart.pdf
Central Ave Elem accountability
0061-central-avenue-elementary-schl_percentiles_chart.pdf
Central Ave Elem percentiles

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. Improve standards based instruction as it aligns to the instructional framework in order to increase student achievement in every school, resulting in improvement in school grades, learning gains, and graduation rates.

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. Improve standards based instruction as it aligns to the instructional framework in order to increase student achievement in every school, resulting in improvement in school grades, learning gains, and graduation rates. `1a`

🔍 G047784

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	District Grade - Percentage of Points Earned	2017-18	58.0
District-Wide	Math Gains	2017-18	53.0
District-Wide	FSA Mathematics Achievement	2017-18	50.0
District-Wide	ELA/Reading Gains	2017-18	54.0
District-Wide	FSA ELA Achievement	2017-18	53.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2016-17	83.0
District-Wide	FSA ELA Achievement	2016-17	52.0
District-Wide	ELA/Reading Gains	2016-17	51.0
District-Wide	FSA Mathematics Achievement	2016-17	49.0
District-Wide	Math Gains	2016-17	50.0

Targeted Barriers to Achieving the Goal `3`

- Lack of familiarity of Florida Standards and the depth of rigor expected, planned and delivered in alignment with the instructional framework

- Need for universal understanding of data analysis reports

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

- Funding for professional development for teachers grades K-12.

- Newly created district middle school department.

- District developed formative quarterly common assessments and STAR progress monitoring.

- District led reflective visits.

- CPALMS (Curriculum Planning and Learning Management System) and PCG Curriculum and Assessment.

- District Resource Teachers for Elementary, Middle, and High Schools, ELL Resource Teachers, and ESE Resource Curriculum Specialists.

- DA (Differentiated Accountability) Team.

- Network specialist to assist with instructional technology implementation and resources

Plan to Monitor Progress Toward G1. 8

Ensure an increase in student achievement and learning gains in reading and math.

Person Responsible
Jane Respess

Schedule
Annually, from 8/1/2016 to 5/30/2018

Evidence of Completion
State Assessment results and school grades

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Improve standards based instruction as it aligns to the instructional framework in order to increase student achievement in every school, resulting in improvement in school grades, learning gains, and graduation rates. 1

🔑 G047784

G1.B1 Lack of familiarity of Florida Standards and the depth of rigor expected, planned and delivered in alignment with the instructional framework 2

🔑 B119063

G1.B1.S1 Revise and implement curriculum maps reflecting the Florida Standards 4

🔑 S130854

Strategy Rationale

To align pacing of instruction and resources to the new Florida standards to ensure coverage of the standards is appropriately planned and delivered to the depth of the standards

Action Step 1 5

Develop curriculum maps aligned with the Florida Standards.

Person Responsible

Stacy Burdette

Schedule

Monthly, from 5/1/2014 to 5/30/2018

Evidence of Completion

Published curriculum maps

Action Step 2 5

Deliver professional development on Florida standards and assessments and alignment to instructional framework.

Person Responsible

Jane Respess

Schedule

Monthly, from 8/3/2017 to 5/30/2018

Evidence of Completion

Professional Development log sheets, PDAP Grant deliverables, transfer of PD to practice in instruction

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

Reflective Visits at schools using data collection tool

Person Responsible

Stacy Burdette

Schedule

Monthly, from 8/3/2016 to 5/30/2018

Evidence of Completion

Lessons will be aligned to the district timeline and to the depth of the Florida Standards

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

Increase student achievement in iReady reports and increase alignment to district timeline at Reflective visits

Person Responsible

Stacy Burdette

Schedule

Quarterly, from 8/3/2016 to 5/30/2018

Evidence of Completion

iReady Reports and Reflective Visit data

G1.B1.S2 Training on I-Ready for implementation `4`

`S130856`

Strategy Rationale

Coaches and teachers will continue to be trained on the implementation and use of the I-Ready program to increase understanding of the data and instructional use of the data for potential growth in all students.

Action Step 1 `5`

Guidance on use of I-Ready for Progress Monitoring

Person Responsible

Stacy Burdette

Schedule

Quarterly, from 8/3/2016 to 5/30/2018

Evidence of Completion

I-Ready Reports for Progress Monitoring, Coaches meeting agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

School usage of iReady Progress Monitoring Reports

Person Responsible

Stacy Burdette

Schedule

Quarterly, from 9/1/2017 to 6/30/2018

Evidence of Completion

School usage of iReady Progress Monitoring reports and student progress

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Progress Monitoring reports will be analyzed for increased student achievement

Person Responsible

Stacy Burdette

Schedule

Quarterly, from 9/5/2017 to 5/30/2018

Evidence of Completion

iReady Progress monitoring reports will be collected, analyzed for increases in student achievement quarterly

G1.B1.S3 SIG implementation site will increase instructional capacity through intensive implementation plan with Learning Sciences International `4`

🔑 S218101

Strategy Rationale

To support school transformation to increase student achievement through improved instructional capacity

Action Step 1 `5`

Executive Action Team from LSI will provide support and project management for improving rigorous instruction

Person Responsible

Jane Respess

Schedule

On 6/1/2018

Evidence of Completion

Project management monthly meeting notes, action planning, and feedback for instructional practices

Action Step 2 `5`

Job embedded professional development and ongoing feedback to build capacity for standards based instruction aligned to the instructional framework

Person Responsible

Jane Respess

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Classroom walkthrough monitoring data/feedback of the PD to practice in the delivery of instruction: Monitoring for Learning session Core Instruction session Deepening Core instrction Learning Targets and Scales

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Executive Action Team will meet with District Lead monthly for ongoing support and implementation

Person Responsible

Jane Respess

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

E.A.T action plan and notes with district

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administration and Coaches will conduct RigorWalks and instructional rounds

Person Responsible

Jane Respess

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Evidence in lesson plans, RigorWalk/Classroom walkthrough data results for delivery of instruction and PD to practice

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Review of Action plans and the impact on student achievement

Person Responsible

Jane Respess

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

LSI Growth and Standards Tracker results; iReady and State Assessment results will improve based on the ongoing improvement in standards based instruction

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

RigorWalk, tracking results, walkthrough results will be analyzed for impact on student achievement

Person Responsible

Jane Respess

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

LSI Growth and Standards Tracker results;data results from classroom walks and student achievement results

G1.B1.S4 SIG implementation site will implement strategies to engage families and community members. `4`

🔑 S221481

Strategy Rationale

To increase academically focused family and community engagement

Action Step 1 `5`

Engage community groups and families of students who are struggling academically and/or socially to become active partners in the educational process and to work together to reduce barriers and accelerate academic and personal growth of students.

Person Responsible

Jane Respess

Schedule

Quarterly, from 8/1/2016 to 6/1/2018

Evidence of Completion

School climate surveys, parent/student/teacher conference opportunities for the school, list of school focus groups, student and parent handbooks, list of family and community engagement activities and attendance, List of student support services, list of family and community education programs, List of outreach programs for families with struggling students

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Leadership will review family and community engagement evidence on a quarterly basis.

Person Responsible

Jane Respess

Schedule

Quarterly, from 8/10/2016 to 6/1/2018

Evidence of Completion

Reflective visits conducted by district leaders with the school based leadership team will track and review data regarding effective family and community engagement activities planned.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Mid Year and End of year review of student achievement results and survey results to evaluate the impact of the strategy.

Person Responsible

Jane Respess

Schedule

Semiannually, from 8/10/2016 to 6/1/2018

Evidence of Completion

School climate survey results from eProve and student achievement results from FSA and iReady will be utilized.

G1.B2 Need for universal understanding of data analysis reports [2]

🔑 B119065

G1.B2.S1 Data training workshop for all school administrative teams [4]

🔑 S131052

Strategy Rationale

School administrators need to analyze data for the school to set appropriate goals to impact student achievement

Action Step 1 [5]

Data Digging Workshop

Person Responsible

Michael Akes

Schedule

On 7/15/2015

Evidence of Completion

Sign-In sheets for the workshop

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

Data driven school improvement plan goals will be written in the CIMS as a result of the workshop

Person Responsible

Rene Clayton

Schedule

On 9/30/2015

Evidence of Completion

Completed data driven school improvement plans

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

Monitor School Improvement Plan goals and implementation at Reflective visits

Person Responsible

Lissette Brizendine

Schedule

Monthly, from 8/26/2014 to 6/10/2016

Evidence of Completion

Data driven SIPs in CIMS, Calendar of Reflective Visits

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.B2.S1.A1 A160227	Data Digging Workshop	Akes, Michael	7/15/2015	Sign-In sheets for the workshop	7/15/2015 one-time
G1.B2.S1.MA1 M102537	Data driven school improvement plan goals will be written in the CIMS as a result of the workshop	Clayton, Rene	7/15/2015	Completed data driven school improvement plans	9/30/2015 one-time
G1.B2.S1.MA1 M102538	Monitor School Improvement Plan goals and implementation at Reflective visits	Brizendine, Lissette	8/26/2014	Data driven SIPs in CIMS, Calendar of Reflective Visits	6/10/2016 monthly
G1.B1.S1.A2 A143531	Deliver professional development on Florida standards and assessments and alignment to...	Respess, Jane	8/3/2017	Professional Development log sheets, PDAP Grant deliverables, transfer of PD to practice in instruction	5/30/2018 monthly
G1.B1.S1.A1 A143274	Develop curriculum maps aligned with the Florida Standards.	Burdette, Stacy	5/1/2014	Published curriculum maps	5/30/2018 monthly
G1.MA1 M079975	Ensure an increase in student achievement and learning gains in reading and math.	Respess, Jane	8/1/2016	State Assessment results and school grades	5/30/2018 annually
G1.B1.S1.MA1 M079976	Reflective Visits at schools using data collection tool	Burdette, Stacy	8/3/2016	Lessons will be aligned to the district timeline and to the depth of the Florida Standards	5/30/2018 monthly
G1.B1.S1.MA1 M079977	Increase student achievement in iReady reports and increase alignment to district timeline at...	Burdette, Stacy	8/3/2016	iReady Reports and Reflective Visit data	5/30/2018 quarterly
G1.B1.S2.MA1 M079981	Progress Monitoring reports will be analyzed for increased student achievement	Burdette, Stacy	9/5/2017	iReady Progress monitoring reports will be collected, analyzed for increases in student achievement quarterly	5/30/2018 quarterly
G1.B1.S2.A1 A235180	Guidance on use of I-Ready for Progress Monitoring	Burdette, Stacy	8/3/2016	I-Ready Reports for Progress Monitoring, Coaches meeting agendas	5/30/2018 quarterly
G1.B1.S4.A1 A279232	Engage community groups and families of students who are struggling academically and/or socially to...	Respess, Jane	8/1/2016	School climate surveys, parent/student/ teacher conference opportunities for the school, list of school focus groups, student and parent handbooks, list of family and community engagement activities and attendance, List of student support services, list of family and community education programs, List of outreach programs for families with struggling students	6/1/2018 quarterly
G1.B1.S3.MA1 M269263	Review of Action plans and the impact on student achievement	Respess, Jane	8/1/2017	LSI Growth and Standards Tracker results; iReady and State Assessment results will improve based on the ongoing improvement in standards based instruction	6/1/2018 monthly
G1.B1.S3.MA2 M269264	RigorWalk, tracking results, walkthrough results will be analyzed for impact on student achievement	Respess, Jane	8/10/2017	LSI Growth and Standards Tracker results;data results from classroom walks and student achievement results	6/1/2018 monthly
G1.B1.S3.MA1 M269262	Executive Action Team will meet with District Lead monthly for ongoing support and implementation	Respess, Jane	8/1/2017	E.A.T action plan and notes with district	6/1/2018 monthly
G1.B1.S3.MA4 M269266	Administration and Coaches will conduct RigorWalks and instructional rounds	Respess, Jane	8/10/2017	Evidence in lesson plans, RigorWalk/ Classroom walkthrough data results for delivery of instruction and PD to practice	6/1/2018 monthly
G1.B1.S4.MA1 M276378	Leadership will review family and community engagement evidence on a quarterly basis.	Respess, Jane	8/10/2016	Reflective visits conducted by district leaders with the school based leadership team will track and review data regarding effective family and	6/1/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				community engagement activities planned.	
G1.B1.S3.A2 A273870	Job embedded professional development and ongoing feedback to build capacity for standards based...	Respess, Jane	8/1/2017	Classroom walkthrough monitoring data/feedback of the PD to practice in the delivery of instruction: Monitoring for Learning session Core Instruction session Deepening Core instrction Learning Targets and Scales	6/1/2018 monthly
G1.B1.S4.MA1 M276381	Mid Year and End of year review of student achievement results and survey results to evaluate the...	Respess, Jane	8/10/2016	School climate survey results from eProve and student achievement results from FSA and iReady will be utilized.	6/1/2018 semiannually
G1.B1.S3.A1 A273869	Executive Action Team from LSI will provide support and project management for improving rigorous...	Respess, Jane	8/1/2017	Project management monthly meeting notes, action planning, and feedback for instructional practices	6/1/2018 one-time
G1.B1.S2.MA1 M079980	School usage of iReady Progress Monitoring Reports	Burdette, Stacy	9/1/2017	School usage of iReady Progress Monitoring reports and student progress	6/30/2018 quarterly

V. Professional Development Opportuntities

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

G1. Improve standards based instruction as it aligns to the instructional framework in order to increase student achievement in every school, resulting in improvement in school grades, learning gains, and graduation rates.

G1.B2 Need for universal understanding of data analysis reports

G1.B2.S1 Data training workshop for all school administrative teams

PD Opportunity 1

Data Digging Workshop

Facilitator

Michael Akes

Participants

Administrative teams from every school in the district

Schedule

On 7/15/2015

VI. Technical Assistance Items

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

VII. Budget

#	ID	Description	Amount
1	G1.B1.S1.A1	Develop curriculum maps aligned with the Florida Standards.	$0.00
2	G1.B1.S1.A2	Deliver professional development on Florida standards and assessments and alignment to instructional framework.	$0.00
3	G1.B1.S2.A1	Guidance on use of I-Ready for Progress Monitoring	$0.00
4	G1.B1.S3.A1	Executive Action Team from LSI will provide support and project management for improving rigorous instruction	$0.00
5	G1.B1.S3.A2	Job embedded professional development and ongoing feedback to build capacity for standards based instruction aligned to the instructional framework	$0.00
6	G1.B1.S4.A1	Engage community groups and families of students who are struggling academically and/or socially to become active partners in the educational process and to work together to reduce barriers and accelerate academic and personal growth of students.	$0.00
7	G1.B2.S1.A1	Data Digging Workshop	$0.00
		Total:	$0.00