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# Building Resilience Through LEAD

District Convening

Fort Myers, Florida  
February 21, 2024

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**Duval County Public Schools**







# LEAD PROCESS OVERVIEW

- Learning through Earned Autonomy based on Data (LEAD) is an initiative that was implemented at the start of the 2023-2024 school year. The philosophy behind this initiative is to collaborate across schools, cohorts, and the district to strategically focus on student outcomes.
- Through this initiative, we will explore and address the Who, What, Why, and How (results) for our Areas of Strength and Areas of Growth. Earned Autonomy with principals, teachers, and students will also be an area of focus as we move forward.

# LEAD Plan Development and Implementation



## The Plan (SIP Priorities)

Principals will create a **LEAD** plan that addresses three initiatives and/or priorities for the year. The plan will include a rationale (data-based) and desired outcomes.

## LEAD Meetings & Cohort Walks

- Schools will be clustered into cohorts. **LEAD** plans will be presented to cohort principals at the first meeting. Afterwards, cohorts will meet bi-monthly

## Instructional Reviews (Guided by LEAD Plan)

- Regional Teams will evolve to Principal Led Instructional Reviews. The **LEAD** plan's initiatives and/or priorities will guide the focus of the reviews.






# The Plan: What is My Role in the Strategic Plan?





# The Plan: How does the Strategic Plan connect to the School Improvement Plan

- Experts believe that an effective district strategic plan is based on student outcomes. If this is the case, then the district plan and our school improvement plans should be aligned.
  - Principals are essential with moving our schools, but they also play an instrumental part with our overall district goals represented in the district strategic plan.
  - This process ensure that both district personnel and school-based personnel have one focus- Student Outcomes
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# The Power of One- One District, One Choice, One Purpose, One Stronger Jacksonville



## The Plan: What is My Role in the Strategic Plan?

# The Plan: What is My Role in the Strategic Plan?

Part I: Strategic Plan Goals	GRADES	2026 TARGET
<b>Goal 1:</b> Improve from the bottom quartile of FSA reading and writing performance		<b>75%</b>
<b>Goal Progress Measure 1.1:</b> K-2 student literacy growth on the district-approved assessment will increase.	<b>K-2</b>	<b>79%</b>
<b>Goal Progress Measure 1.2:</b> Elementary student reading proficiency on the STATE TESTING will improve.	<b>K-5</b>	<b>60%</b>
<b>Goal Progress Measure 1.3:</b> Middle school student reading proficiency on the STATE TESTING will improve.	<b>6-8</b>	<b>55%</b>
<b>Goal 2:</b> Increase in high-performing schools earning an A, B, or C		<b>96%</b>
<b>Goal Progress Measure 2.1:</b> All D/F rated schools will meet 2 of the 3 targets identified through the 4-step process.	<b>K-12</b>	
<b>Goal Progress Measure 2.2:</b> All district-operated schools will increase the total percentage of school grade points.	<b>K-12</b>	<b>60%</b>

## Part II: Strategic Plan Guiding Principles

Guiding Principle 1: Recruit and retain highly effective educators

<b>Assurance Progress Measure 1.1:</b> The percentage of resignations of highly effective teachers will decrease	<b>K-12</b>	<b>20%</b>
<b>Assurance Progress Measure 1.3:</b> The percentage of highly effective educators not feeling supported and developed (dislike, dissatisfaction, inadequate support, lack of opportunity for advancement, and/or stress) as indicated during the exit interview process will decrease	<b>K-12</b>	<b>5%</b>

Guiding Principle 3: Increase family and community partnership opportunities

Guiding Principle 4: Monitor and support at-risk students

<b>Assurance Progress Measure 4.1:</b> The percentage of students identified as below grade level in reading by a district-assigned assessment who have an individual monitoring plan will increase.	<b>K-12</b>	<b>TBD</b>
<b>Assurance Progress Measure 4.2:</b> The percentage of students identified as below grade level in reading by a district-assigned assessment who have a scheduled intervention reading course or program will increase.	<b>K-12</b>	<b>TBD</b>
<b>Assurance Progress Measure 4.3:</b> The percentage of K-3 students who are identified as below grade level in literacy who gain more than 1 year's growth in reading will increase.	<b>K-12</b>	<b>TBD</b>

Guiding Principle 5: Culturally responsive education environment

<b>Assurance Progress Measure 5.1:</b> The percentage of students absent 20+ days will be reduced.	<b>K-12</b>	<b>11.3%</b>
<b>Assurance Progress Measure 5.2:</b> The percentage of schools who are identified as a PBIS model school will increase.	<b>K-12</b>	<b>50%</b>



Strategic Plan Data Worksheet

DRAFT

Goal 1: Improve from the bottom quartile of FSA reading and writing performance.  
Goal 2: Increase in high-performing schools earning an A, B, or C.

Proficiency  
(Raw Data)

Year	English/Language Arts					Math					Science		
	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 06	Grade 07	Grade 08	Algebra	Geometry	Grade 08	Biology	Civics
2020-21	37%	36%	46%	40%	37%	28%	53%	22%	41%	29%	36%	42%	61%
2021-22	34%	33%	35%	46%	45%	33%	40%	19%	58%	4%	27%	61%	77%
2022-23	38%	38%	33%	38%	46%	32%	23%	52%	48%	38%			
2023-24													

School  
Grade

Year	School Grade	English/Language Arts			Math			Science	Social Studies			
		Proficiency	Learning Gains	LPQ	Proficiency	Learning Gains	LPQ	Proficiency	Proficiency	MS Acceleration	College & Career Acceleration	Graduation Rate
2020-21		40%	42%	31%	37%	29%	23%	40%	56%	67%	94%	97%
2021-22	B	40%	42%	37%	40%	38%	39%	48%	66%	75%	90%	90%
2022-23	A	40%			40%			25%	60%	88%	95%	93%
2023-24												

2022-23 School Grade data has been calculated by the District.

Guiding Principal 4: Monitor and support at-risk students.  
Guiding Principal 5: Culturally responsive education environment.

School  
Climate

Year	Enrollment Survey 3	Absent 20+ Days	# Earned Industry Certifications	# Duval Ready Diplomas	CTE Academy Status	Of Required		Students with 2 or more Referrals				
						PMP	Reading Intervention	Class 1	Class 2	Class 3	Class 4	Any Class
2020-21	1,312	25%	6		0%			14%	9%	0%	0%	20%
2021-22	1,363	19%			100%	43%	53%	22%	10%	0%	0%	27%
2022-23	1,449	31%		21	100%	31%	89%	15%	8%	1%	0%	21%
2023-24												

Additional targets will be added for missing cells.

Strategic Plan Data Worksheet

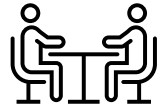
School Year	Academy Name	Status
2020	Design Academy	Pre-Novice
	Embry Riddle Aerospace Career Academy	
	Landscape Design Academy	
2021	Academy of Digital Marketing	Advanced
	ERAU Academy	
	Landscape Operation Academy	Novice
2022	Academy of Digital Marketing	Advanced
	ERAU Academy	Novice
	Landscape Operation Academy	Master

Add your targets at the bottom. High schools have a second page that provides you with your CTE Academy status

# LEAD Cohort Meetings

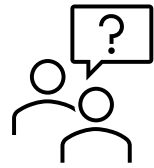
Meetings will focus on building the **Knowledge** + **Skills** + **Attitude** of the cohort to yield **Results** that improve outcomes for administrators, students, and teachers.

- Areas of Strength
- Areas of Growth
- Earned Autonomy



## Division of Schools Led

- LEAD Plan & Implementation will be shared with region led by the Chief of Schools



## Facilitated with Questions

- Instead of a presentation, principals will respond to a series of scripted questions



## Peer Input

- Principals will engage with one another during presentation on specific strategies and ideas



# Principal & AP Cohort Walks

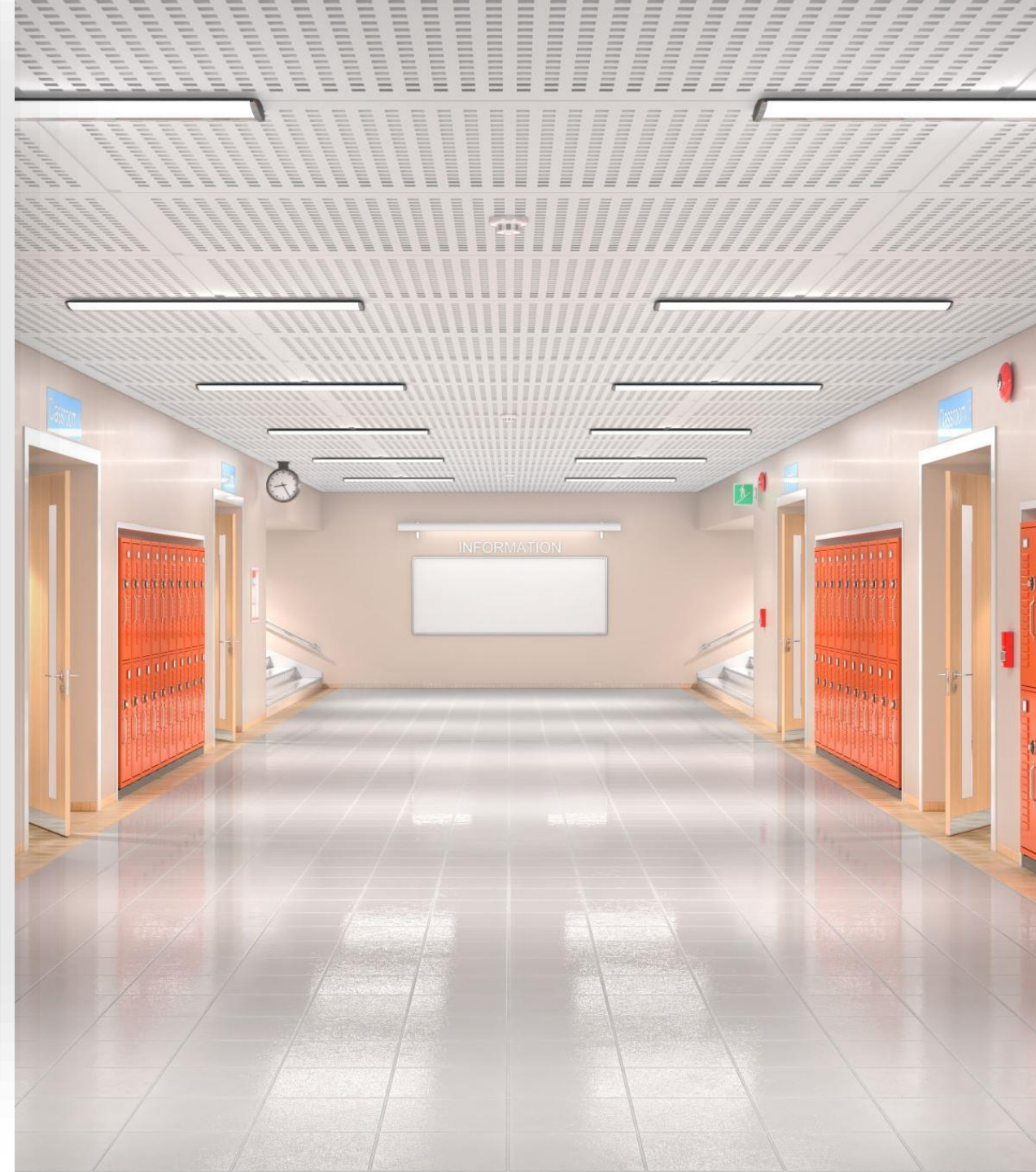
- Each month, principals and assistant principal participate in an Instructional Rounding process that is based on Instructional Reviews.
- This process allows for additional models and strategies that is aligned to SIP of each school.





# Instructional Walks

- Developed a common [walkthrough tool](#) for the entire district
- Each section and components are clearly defined and rolled out
- Each principal conducts a cross walk with their school improvement plan and the walkthrough tool to identify where the look-fors fall for consistent monitoring
- [Walkthrough dashboard](#) captures each walk and areas of need
- Dashboard analysis is conducted monthly to measure if teacher supports are effective.







# LEAD Cohort Meetings: What Does It Look Like?

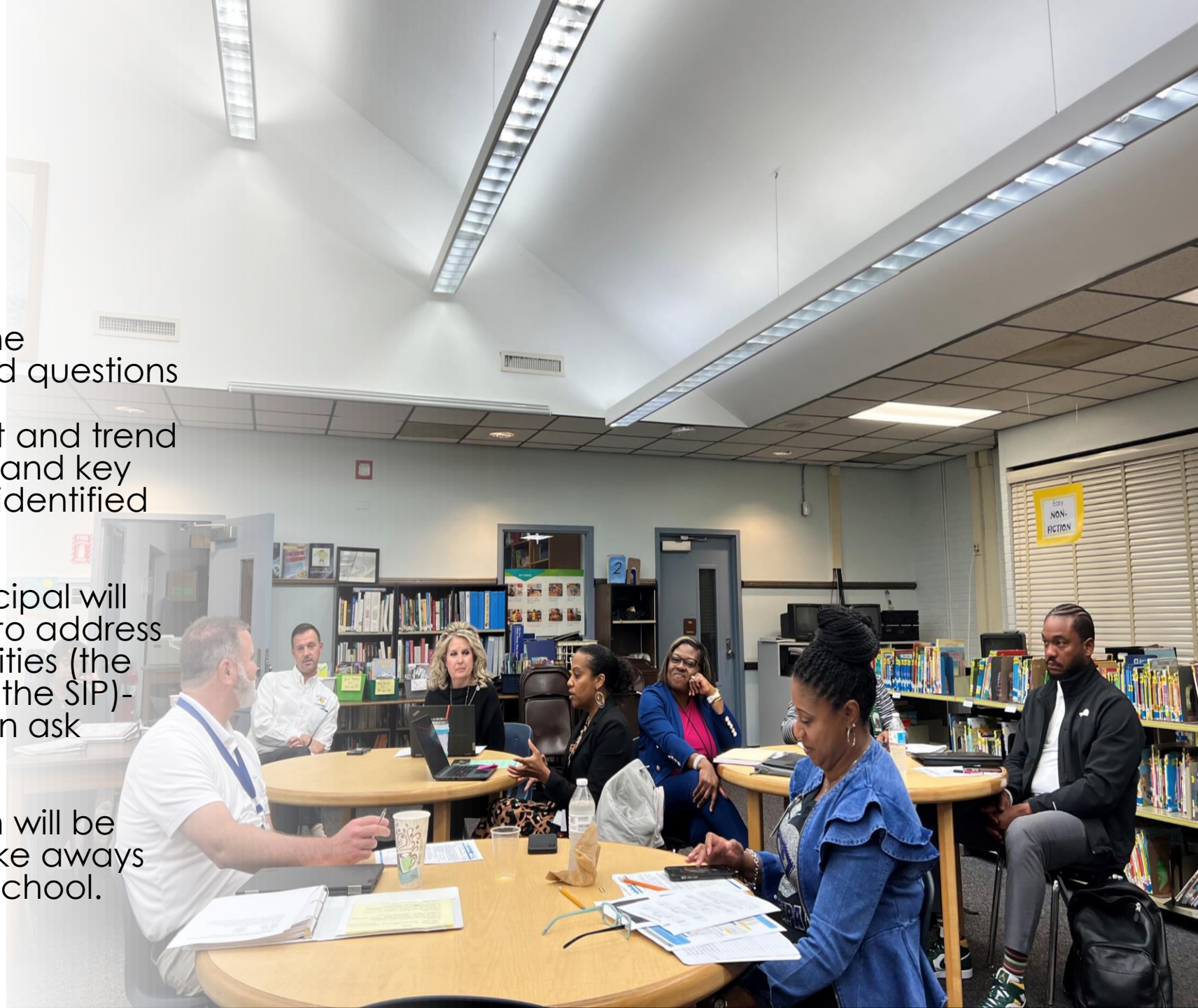
## Region Specific

- Spotlight: Principal- discuss current data to include celebrations and key priorities to address principal identified concerns
- Peer Principal Input/Feedback- colleagues taking note of key ideas
- Scripted Questions (developed by Chief of Schools and Chief Academic Officer) facilitated by Chief of Schools
- Chief of Schools, Chief Academic Officer, Region Superintendent, Executive Director, Region and Academic Service Specialist, additional instructional personnel as identified will be there to listen and to provide support as assigned



# LEAD Cohort Meetings: What Does It Sound Like?

- Chief of Schools- facilitates the discussion around the scripted questions
- Principal Shares Data- current and trend data to include celebrations and key priorities to address principal identified concerns
- Principal Next Steps- The principal will share the outline of the plan to address the principal's identified priorities (the plan should closely resemble the SIP)- The team and colleagues can ask clarifying questions
- The peer principals and team will be asked to share one or two take aways they found relevant for their school.





# Trends from Regional LEAD Meetings

	A	B	C	D
1	<b>School-Based Leadership</b>		<b>Classrooms</b>	<b>Teachers</b>
2	How do we ensure new teachers hold the appropriate expectations	stealing ideas from all schools	EEA/Exit Ticket with student feedback (instant)	Looping works Primarily because expectation is proven
3	PLC structure & Administrative presence	Inspect what you expect	Benchmark aligned	Push-in compared to pull-out support
4	Common planning with support areas and core	New teacher academy	Instructional rounds	NHS- paired up with students
5	Celebrate successes and question stumbles	Cohort support	Maintain core instruction	Office hour on TEAMS once a week in evening
6	Celebrate teachers	Having difficult conversations with teachers and other personnel	Universal Reading strategies- universal marking of the text	From instructional to Planning rounding
7	Separation of counseling college center	Asking important questions about the data: What happened? Who Happened?	Informational text	Vulnerability
8	Family meetings	Make it to Monday (teacher attendance)	Winter and spring packet	PMP and Tier 1/2 supports
9	Leveraging partner relationships	Gritty and witty initiatives	Student work protocol	Model lessons & classrooms
10	Token economy	4-step for all schools to reach all children	ESOL- push ins	Addressing misconceptions
11	Early warning systems monitoring and action	Working with any school that has the data you need!!	Elevate period	Anchor chart parties
12	ICARE- "I call and report everyday"	ESE transportation door to door	Not only creativity but productivity	Small group instruction- modeling
13	Retention strategies for supporting students--Extending the school day/Saturday school	Personnel	Travel tutors	Two-column notes-AVID
14	3 Cs-Counsel, Coach, or Celebrate children	Attendance-they are wanted	Trauma informed education & Restorative practices	Cyclical approach of teaching-plan, do, check

# Feedback from Principals – LEAD Process

*"I'm not alone in this work even when I feel I am."*

*"We are ALL in this together! We each have struggles and celebrations. Let's support one another."*



*"The similarities of all schools, despite the unique differences."*

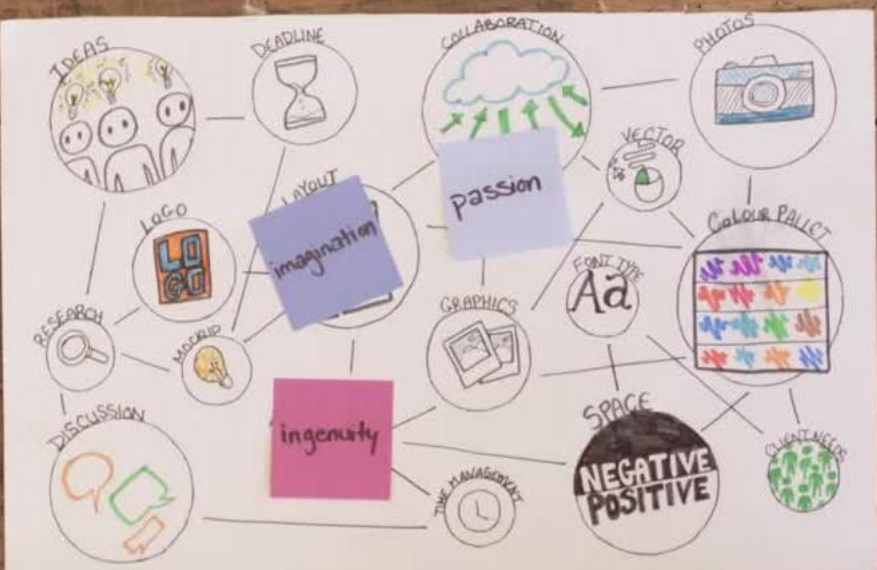
*"We are stronger together."*

*"I have the support of region and district leadership in accomplishing my goals for my school this year."*

*"We all have unique situations but have many things to share. Our students benefit from well thought out plans and goals."*

# Instructional Reviews

- Shift from "the district" walking schools to create the school plan to a collaborative walking of the school through the perspective of their developed plan
- Enables conversations around the School Improvement Plan (SIP)- is it specific, consistently implemented, effective?
- Mindshift from solely evaluative to SUPPORT FIRST and evaluate second
- Increased buy-in from all school-based personnel as they create the plan and are aware of self-imposed expectations

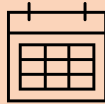




# LEAD Implementation By Phrases 2022-2023

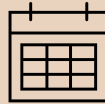
- Initial LEAD meetings by Region
- LEAD Plan Developed
- SIP Developed
- Regional Cohorts Identified

Phase 1  
(July-August)



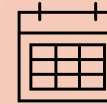
- Cohort meetings
- Discussion
  - Outcomes of Instructional Reviews
  - Effectiveness of plan\* developed from the first round of LEAD meetings held in July and August
- \*Plan – Evidence of developed plan strategies should align with the schools SIP plan.

Phase 2  
(October – November)



- LEAD cohort group meetings based on needs from Phase II and 4-Step Implementation

Phase 3  
(January-February)



- Review of student outcomes
- Evaluate current plan and reflect on effectiveness of plan of action steps and strategies in preparation for next school year

Phase 4:  
April-May



# Expected Outcomes

Consistence in Messaging

Principals learning from each other with comparison to like schools

Strategic Focus on Student Outcomes

Increased morale through Accountability, Collaboration, and Earned Autonomy (School and District Level)

Earned autonomy through accountability

# Resources to Support LEAD

- The LEAD process is the big picture of the way of work in our schools. To be successful, the use of our current resources is a must:

- Strong Curriculum Guides
- Instructional Framework
- Support Services

is a living document, constantly changing and growing. We strongly advise that these are

ts for Lesson		
th	Estimated Time	Links to Printable Benchmarks
	70 minutes	<a href="#">ELA.K.12.EE.1.1</a> , <a href="#">ELA.K.12.EE.2.1</a>
<a href="#">-Literary Elements and Archetypes</a>	60 minutes	<a href="#">ELA.8.R.1.1</a> , <a href="#">ELA.8.R.3.3</a>
	65 minutes	<a href="#">ELA.8.R.1.1</a> , <a href="#">ELA.8.R.3.3</a>
	20 minutes	

## Spotlight Benchmarks and Lesson Objectives:

- [ELA.8.R.1.1](#): Analyze the interaction between character development, setting, and plot in a literary text.  
**Objective:**
  - Analyze interactions between character development and **setting** in a literary text.
  - Analyze the interactions between character development and **plot** in a literary text.
  - Analyze the interactions between character development, **setting**, and **plot** in a literary text.
  - Analyze how setting or plot influences a character's development.
- [ELA.8.R.3.3](#): Compare and contrast the use or discussion of archetypes in texts.  
**Objective:**
  - Compare and contrast the use or discussion of archetypical characters in texts.

## Supporting Benchmarks:

- [ELA.8.V.1.1](#): Integrate academic vocabulary appropriate to grade level in speaking

## Recurring Resources:

- [Objectives and](#)
- [Item Type O](#)
- [Annotation](#)
- [ACES Writing](#)

## Lesson-Specific

- [R.1.1 Reference](#)
- [R.3.3 Reference](#)
- [Answer Expl](#)
- [Honors/Adv](#)
- [Suggestions](#)
- [Lesson Power](#)
- [8.R.1.1 and](#)
- [Student Skill](#)
- [Printable V](#)



# Instructional Frameworks & Professional Development Supports

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## **Instructional Frameworks:**

Elementary schedules should not be the same Monday through Friday.

Secondary classrooms should include in-class differentiation with teacher-led rotations.



## **Professional Development:**

Teachers engage in monthly PD cohorts

Teachers take part in micro sessions offered in flexible environments.



Questions

