



Pam Stewart, Commissioner

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

37 - Leon

Mr. Jackie Pons, Superintendent
Melissa Ramsey, Region 1 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

Mission: The mission of Leon County Schools is to prepare students to become responsible, respectful independent learners equipped with the critical thinking skills necessary to compete in our global society. Core Values: Excellence - LCS pursues the highest standards in academic achievement and organizational performance. Integrity and Personal Responsibility – LCS requires the highest level of integrity and personal responsibility for individual actions as a family member, teacher, student and citizen. Equity - LCS fosters an environment that serves all students as we strive to eliminate the achievement gap. Citizenship - LCS honors the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles. Compassion and Respect – LCS builds positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of all stakeholders. Perseverance – LCS promotes the inner strength to remain constant to a purpose, idea, or task in the face of obstacles. This includes dedication, consistency and having a positive attitude.

District Vision Statement

Leon County Schools will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

Supports for School Improvement

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

Just as schools use data to provide multi-tiered support to their students, the district uses a data-driven approach to identify the support each school receives. To determine what educational activities should be implemented to meet students' needs, the District Improvement Support Team (DIST) members review and analyze assessment data by subgroups and content areas. Subgroups and schools not meeting the AMO targets and schools implementing a turnaround option receive more frequent reviews. Data from district-provided progress monitoring tools are monitored monthly to provide real-time data in order to ascertain if students and schools are making adequate progress. Schools failing to make adequate progress are assessed by the DIST members for existing resources, current needs and additional resources that may be made available. Changes in services (personnel, curriculum) are assessed weekly for impact and DIST recommendations may include tutors and supplemental services and curriculum through Title III and Title X.

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

The Department of Teaching and Learning (under the direction of Assistant Superintendent Scotty Crowe) coordinates the allocation of funds from district resources including entitlement grants,

community partners, competitive grants and instructional materials funds. District- provided progress monitoring tools (AIMSweb, STAR Reading and Math, SuccessMaker, AR, SpringBoard, Achieve 3000, and curriculum-based assessments) are monitored monthly to provide real-time data in order to ascertain if students and schools are making adequate progress. Resources are targeted to specific schools based on DIST recommendation, needs assessments and student performance data.

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

During the 2015-16 school year, four elementary schools will continue to provide extended academic learning time for students in order to improve their academic performance. The practice may be further modified in order to continue providing needed interventions.

Existing union contracts will need to be modified through an MOU for the interventions and benefits to be implemented in the extended day sites. The Director of Labor and Employee Relations will be responsible for negotiating the MOU with the union leadership.

Transportation for students at schools with extended day will need to be modified to ensure smooth logistics in transporting youth. Each principal will work with the Transportation Department to schedule needed transportation.

In addition, the four schools will collaborate with the district's Chief Academic Officer (Mr. Stuart Greenberg) in order to provide appropriate interventions for their students.

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

Operational flexibility is defined as the school community's restructuring of their institutional environment in order to allow school personnel to focus on core competencies, increase academic performance and maximize available resources.

Each school will develop their individual school improvement plan which will focus on areas of need and describe specific strategies for meeting student performance goals. The DIST will review the School Improvement Plan initiatives and instructional changes made. The DIST will monitor through walk-throughs, data chats using real-time data and providing feedback and necessary resources for interventions.

Sustainability of Improvement

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 budgets and activities were established with sustainability and developing capacity for sustaining high performance in schools in mind. Leon County Schools has been a recipient of SIG1003g funds in the past and has valued several of the successful strategies enough to identify general revenue and other funds to continue support of the activities. One example of sustained efforts is that the district has modified and sustained extended learning time in struggling schools. In 2012-2013 an elementary school was ranked within the lowest 100 elementary schools based on reading performance. The school district added an hour to the school day. In 2013-2014, though no school ranked in the lowest 100, the district continued the practice and three schools were selected to extend the instructional time by 45 minutes daily, based on declining school performance.

During the 2014-15 school year, four schools had the advantage of an extended day for their students. This additional time was spent on improving student performance with a focus on reading. Extended learning time will be provided during the 2015-16 school year. It is the belief of the Teaching and Learning Department that enhanced instruction and a robust intervention program will allow these schools (and others) to sustain improvements that take place this year.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275338>

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

We plan to use the district parental involvement plan to address this question.

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions

The DIST meets with the principal of each Priority school to identify and discuss school-level interventions at the beginning of the year. The Department of Teaching and Learning provides technical support during writing of the School Improvement Plan so that it supports the turnaround plan identified for each school. Once the turnaround plans have been developed, the turnaround leader makes regularly scheduled visits to each Priority school to monitor the implementation.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Greenberg, Stuart , greenbergs@leonschools.net

Employee's Title

Other

Employee's Phone Number

(850) 487-7875

Employee's Phone Extension

Supervisor's Name

Scotty Crowe

Supervisor's Title

Assistant Superintendent

Employee's Role and Responsibilities

As Chief Academic Officer, the turnaround lead will be responsible for working closely with the district's Priority schools. He will monitor real-time data from each school and meet with each principal on a regular basis. In addition, the turnaround lead will conduct walk-throughs at Priority schools each month and provide feedback to the site administrators. This person is also charged with providing district resources (personnel, curriculum, intervention programs) that will assist the Priority schools in improving student performance.

District Leadership Team:

Gregory, Gillian, gregoryg@leonschools.net	
Title	Director
Phone	(850) 487-7839
Supervisor's Name	Scotty Crowe
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Monitors writing and implementation of SIPs and the DIAP. Assists in coordinating school improvement initiatives throughout the district. Supervises the Testing, Research and Evaluation Department.
Greenberg, Stuart , greenbergs@leonschools.net	
Title	Other
Phone	(850) 487-7875
Supervisor's Name	Scotty Crowe
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Leads the turnaround effort at the district level. Monitors data and program implementation for low performing schools. Works directly with Priority schools to provide needed support. Assists in coordinating school improvement initiatives throughout the district.
Hightower, Pam, hightowerp@leonschools.net	
Title	Director
Phone	(850) 487-7863
Supervisor's Name	Scotty Crowe
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Assist Title I schools in meeting needs of their students through coordination of efforts with federal program dollars. Provides guidance in complying with federal and state regulations.

Wright, DJ, wrightd@leonschools.net**Title** Director**Phone** (850) 487-7290**Supervisor's Name** Scotty Crowe**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Monitors data of low performing schools. Assists school administrators with school improvement initiatives. Coordinates and provides leadership development training for school-based administrators.**Crowe, Scotty, crowes2@leonschools.net****Title** Assistant Superintendent**Phone** (850) 487-7219**Supervisor's Name** Jackie Pons**Supervisor's Title** Superintendent**Role and Responsibilities** Supervises key team members and the implementation of the District Improvement and Assistance Plan.**Syfrett, Shane, syfretts@leonschools.net****Title** Director**Phone** 487-7837**Supervisor's Name** Scotty Crowe**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Plans and monitors professional development for the district. Coordinates with curriculum developers to identify and meet specified training needs of schools. Curriculum developers are identified in the areas of math, reading, science, social studies/civics, instructional technology, arts, physical education, and media services.**Henderson, Marvin, hewndersonm@leonschools.net****Title** Assistant Superintendent**Phone** (850) 487-7193**Supervisor's Name** Jackie Pons**Supervisor's Title** Superintendent**Role and Responsibilities** Supervises School Management Division. Monitors all school sites.

Cox, Alan, coxa@leonschools.net**Title** Director**Phone** (850) 487-7158**Supervisor's Name** Dr. Marvin Henderson**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Represents the exceptional students and their families in the district. Monitors ESE compliance issues.**Pons, Jackie, ponsj@leonschools.net****Title** Superintendent**Phone** 487-7147**Supervisor's Name****Supervisor's Title****Role and Responsibilities** Monitors entire district. Leads the way by setting vision for the district.**Hanna, Rocky, hannar@leonschools.net****Title** Director**Phone** (850) 487-7125**Supervisor's Name** Dr. Marvin Henderson**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Supervises special sites and administrators. Monitors school improvement initiatives in these schools.**Pridgeon, Randy, pridgeonr@leonschools.net****Title** Director**Phone** (850) 487-7239**Supervisor's Name** Dr. Marvin Henderson**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Monitors all secondary schools and administrators. Reviews data for each secondary school.**Youngblood, Peggy, youngbloodp@leonschools.net****Title** Director**Phone** 487-7106**Supervisor's Name** Dr. Marvin Henderson**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Monitors all elementary schools and administrators. Reviews data for each elementary school.

Educator Quality

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 superintendent and his leadership team carefully review data (from state and local assessments) from each school site to determine which administrators have demonstrated the ability to increase student achievement, especially in low-performing schools. This information is then used to establish high quality leadership teams at each site.

Divisional Directors from the Office of School Management complete annual evaluations for all principals. These are based on student performance data, instructional leadership skills and effectiveness of school management. The data included in this evaluative process are considered when the leadership team is deciding to retain or replace members of the school-based leadership teams.

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

Student performance is part of the teacher evaluation process and, in this way, is used to make retention decisions about individual teachers. School-based administrators are instructed to make retention decisions using several years of data if available for a teacher; this helps administrators determine patterns in the teacher's performance. The district supports retention/replacement decisions made by the school administrators if data are used to make such decisions.

Public and Collaborative Teaching

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

In order to provide common planning time at all Focus and Priority schools, the district provides resources such as special area and elective teachers, an extended day at some sites, and before/after school regularly scheduled meeting times.

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

All Focus and Priority schools have at least one full-time reading coach provided by the district (K-12 reading plan). The district has also hired (using SIG dollars) a reading and math instructional developer to work with the Focus and Priority schools. In addition, the district employs curriculum developers in the areas of reading, math, science and social studies who are available to provide support to all schools but with a special emphasis on our lowest-performing schools.

Reading coaches and curriculum developers maintain daily time/activity logs and report on their efforts at regularly scheduled meetings.

Ambitious Instruction and Learning

Instructional Programs

Reading

Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan
 Yes

Writing

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Wonders English/Language Arts program published by McGraw/Hill.

Program Type Core, Supplemental, Intensive Intervention
School Type Elementary School
Description This curriculum provides an integrated approach to literacy instruction that includes reading and writing. Supplemental and intervention materials are part of the program.

HMH Collections program

Program Type Core, Supplemental, Intensive Intervention
School Type Middle School, High School
Description In addition to addressing the reading needs of Leon County Schools' students, there is also a strong writing component embedded within each unit or collection. Students are directed to complete performance tasks after each selection and collection. The performance task that must be completed at the end of each unit or collection includes a rubric for evaluation. In addition, the program provides each student with a consumable writing instruction book called Performance Assessment. Each unit addresses a specific mode of writing instruction assessed by the FSA for Writing. Each unit also provides scaffolded instruction for both argument and expository writing as specified in the Florida Standards for Language Arts. The program also includes additional practice for both ELL and ESE students.

Mathematics

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Florida Go Math!

Program Type Core
School Type Elementary School
Description This research-based core program is based on the Florida Standards and encourages higher-order thinking skills.

Success Maker, Gizmo

Program Type Supplemental

School Type Elementary School

Description These supplemental programs are designed to provide intervention or acceleration as indicated by student need.

Reflex Math, FFAST Math

Program Type Intensive Intervention

School Type Elementary School

Description These programs are used as interventions for basic fact mastery.

HMH Florida Go Math

Program Type Core

School Type Middle School

Description This research-based core program is designed to instruct students on the Florida Standards and foster higher-order thinking skills in math.

Success Maker, GIZMO, Algebra Nation, virtual manipulatives with textbook, PLATO, Hands-On Equation Kit, STEM curriculum

Program Type Supplemental

School Type Middle School

Description These supplemental programs are designed to extend and remediate learning in the core curriculum.

Pearson Algebra I and II, Geometry, and Trigonometry. Houghton Mifflin calculus. W.H. Freeman statistics.

Program Type Core

School Type High School

Description These research-based programs are designed to provide core instruction on the Florida Standards.

Success Maker, GIZMO, Algebra Nation, virtual manipulatives with textbook, STEM curriculum, Geometer's Sketchpad, textbook adopted online resrouces

Program Type Supplemental

School Type High School

Description These supplemental programs are designed to enrich and/or remediate instruction within the core curriculum.

Science

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Success Maker Science, GEMS, AIMS, GIZMO, High Touch/High Tech, WeatherSTEM, Brain Pop, STEM curriculum, Clean Energy curriculum, Challenger Learning Center, Snapshot Science, MoLab Energy Program

Program Type Supplemental

School Type Elementary School

Description These programs are used to supplement science instruction based on student need and the benchmarks addressed within the core curriculum.

Earth Science --Glencoe/Holt; Life Science-- McDougal/Glencoe; Biology--Glencoe; Physical Science-- McDougal; Comprehensive 6-8--Glencoe

Program Type Core

School Type Middle School

Description These programs are used as core curricula because they provide students with instruction on the Science NGSSS and cover all the state standards. They are designed to challenge students through the use of critical thinking activities and scientific inquiry.

GEMS,GIZMO, Kid Wind, WeatherSTEM, Brain Pop, Clean Energy Curriculum, STEM: Robotics, AIMS, Challenger Learning Center

Program Type Supplemental

School Type Middle School

Description These supplemental programs are used based on student need and the benchmarks addressed within the core curriculum. Some of these are used for intervention and others for acceleration.

Glencoe is used as the core program for Physical Science, Physics, Biology, Chemistry, Integrated Science I and Marine Science I. Holt is used for Environmental Science and Earth Science.

Program Type Core

School Type High School

Description These programs are used as core curricula because they provide students with instruction on the Science NGSSS. They are designed to challenge students in the use of higher-order thinking in each of the different fields of science.

Clean Energy Curriculum, Brain Pop, NEED, GIZMO, Intel ISEF, Kid Wind, AAES STEM Curriculum, LEGO Kinetix, and textbook-adopted online resources.

Program Type Supplemental

School Type High School

Description These programs are used based on student need and the benchmarks addressed within the core curriculum. Some are used for intervention and some for acceleration.

Harcourt Fusion--2011 is used in fourth and fifth grades.

Program Type Core

School Type Elementary School

Description This core program is aligned to the NGSSS in the area of science and provides students with hands-on, minds-on experiences.

Scott Foresman--2008

Program Type Core

School Type Elementary School

Description This core curriculum is used in Grades K-3 to instruct students on identified science benchmarks.

Instructional Alignment and Pacing

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 current ELA and Math curricula are aligned with the Florida standards and implementation is carefully monitored. Instructional developers/coaches from the district and members of the DIST conduct classroom walk-throughs at all levels in order to observe the quality of core instruction and interventions being provided. In addition, each grade level at each school has an instructional leader (chosen by the principal) who has received specialized training so he/she can assist colleagues in this important implementation phase.

The district has access to real-time student progress monitoring data in order to ascertain if students and schools are making adequate progress. Key DIST members also participate in school based activities including professional development, curriculum planning, department meetings and lesson planning to ascertain the fidelity of implementation for turnaround activities.

From data gathered in walk-throughs and real-time student assessments, the team will make informed decisions regarding additional support needed; these decisions directly impact the resources that will be allocated to each school. It is the intent of the DIST to provide focused interventions at the school level, especially in our Priority and Focus schools.

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another

Will the district use its Student Progression Plan to satisfy this question?

Yes

Provide the hyperlink to the plan

http://leonschools.schoolwires.net/cms/lib7/FL01903265/Centricity/domain/69/program%20monitoring/student%20progression%20plan/LCS_SPP.pdf

Provide the page numbers of the plan that addresses this question

Page 7

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science

Yes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolios are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

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:

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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.

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 “why” or 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.** Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom.
- G2.** Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom. 1a

G046164

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	AMO Math - All Students	2015-16	77.0

Resources Available to Support the Goal 2

- The district has a revised K-5 math curriculum based on the Florida Standards. In addition, all secondary schools have a revised math curriculum (which includes online resources) and revised assessments that support the teaching of the Florida Standards.
- Supplemental instructional resources (Success Maker, GIZMO, Brain Pop, Algebra Nation, and the STEM curriculum) are provided district wide.
- The district supports academic coaches who assist teachers in targeted job-embedded professional development to improve math instruction.
- Each school has a cadre of instructional leaders who have been trained in the implementation of the math curriculum and are expected to act as facilitators for their colleagues.
- The district has identified a turnaround contact who works directly with Priority schools. These schools also receive the services of two instructional coaches funded with SIG dollars. In addition, Focus schools receive additional support through the Department of Teaching and Learning.
- The Leon LEADS Teacher Evaluation Model (which is based on Marzano research and the FEAPS and identifies effective instructional practices) is used districtwide. Training is provided in order to ensure consistent implementation throughout the district.

Targeted Barriers to Achieving the Goal 3

- Administrators and teachers continue to need support in effective implementation of the curriculum and interventions.
- Many teachers and administrators lack a deep understanding of highly effective instructional practices.

Plan to Monitor Progress Toward G1. 8

Real-time data provided by Success Maker, Achieve 3000, Data Director and curriculum assessments will be reviewed to determine if schools are making adequate progress toward the district goal.

Person Responsible

Scotty Crowe

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Agendas of district progress monitoring meetings with an emphasis on Priority and Focus schools.

G2. Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom. 1a

G030320

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	AMO Reading - All Students	2015-16	77.0

Resources Available to Support the Goal 2

- The district has a revised K-12 ELA curriculum that is aligned with the Florida standards.
- The district supports academic coaches who assist teachers in targeted job-embedded professional development to improve instruction.
- Supplemental instructional resources (Accelerated Reader, Achieve 3000, Springboard, Success Maker, etc) are provided district wide.
- The district provides intervention programs and materials in the area of English/Language Arts. At the secondary level Jr. Great Books and REWARDS Reading intervention are used. At the elementary level Reading Mastery, Corrective Reading, Accelerated Reader, and Jr. Great Books are used.
- The district provides acceleration through Leon County Virtual School, AP, IB, CTE and dual enrollment programs.
- Each school has a cadre of instructional leaders who have been trained in the implementation of the curriculum. These educators are expected to facilitate effective implementation with their colleagues.
- The district has identified a turnaround contact who works directly with Priority schools. These schools also receive the services of two instructional coaches funded with SIG dollars. In addition, Focus schools receive additional support through the Department of Teaching and Learning.
- The Leon LEADS Teacher Evaluation Model (which identifies effective instructional practices) is used districtwide.

Targeted Barriers to Achieving the Goal 3

- Administrators and teachers continue to need support in effective implementation of the curriculum and specific interventions.
- Many teachers and administrators lack a deep understanding of highly effective instructional practices.

Plan to Monitor Progress Toward G2. 8

Real-time data provided by Success Maker, STAR Reading, Achieve 3000, Data Director and curriculum assessments will be reviewed to determine if schools are making adequate progress toward the district goal.

Person Responsible

Scotty Crowe

Schedule

Monthly, from 7/1/2015 to 5/30/2016

Evidence of Completion

Agendas of district progress monitoring meetings with an emphasis on Priority and Focus schools.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom. **1**

 G046164

G1.B1 Administrators and teachers continue to need support in effective implementation of the curriculum and interventions. **2**

 B117165

G1.B1.S1 Teachers were provided intensive training on the Math curricula during the summer of 2015.

4

 S128975

Strategy Rationale

Offering summer training enabled our teachers to attend more easily and have time to plan and reflect on the new curricula prior to the beginning of the school year.

Action Step 1 **5**

Intensive training on the revised curricula was presented to math teachers by their colleagues. This allowed math teachers to become familiar with the curriculum and reflect on how to implement it prior to the beginning of the school year. In addition, math teachers focused on assessment formation that supports the Florida Standards.

Person Responsible

Stuart Greenberg

Schedule

Weekly, from 6/15/2015 to 7/31/2015

Evidence of Completion

Attendance rosters signed at the training sessions

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

Participation in the summer math intensive training

Person Responsible

Shane Syfrett

Schedule

On 9/30/2015

Evidence of Completion

The Director of Professional Learning will monitor the teachers who participated in the summer training and communicate this to school-based administrators.

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

Teachers implenting the math curriculum will be observed by school administrators, coaches, and district team members to determine how effectively they are implementing the program.

Person Responsible

Stuart Greenberg

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Dates of observations and walk-throughs. Ratings on the observations will be recorded.

G1.B1.S2 Instructional leaders and coaches at each school will assist teachers in continuing to learn the most effective ways to implement the revised curricula. 4

 S129135

Strategy Rationale

The district recognizes that training must be ongoing in order to have the most effective implementation. These instructional leaders and coaches can work with their colleagues to provide job-embedded training.

Action Step 1 5

Instructional leaders and coaches will receive continued training in effective ways of implementing the math curricula.

Person Responsible

Stuart Greenberg

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Attendance rosters of training sessions for the instructional leaders will be monitored.

Action Step 2 5

Instructional leaders and coaches at each school will collaboratively plan with their colleagues to ensure effective implementation of the math curriculum.

Person Responsible

Schedule

Biweekly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Coaches' activity logs will reflect planning sessions; dates of planning sessions with instructional leaders.

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

School-based administrators will ensure coaches and instructional leaders are meeting with teacher teams to discuss effective implementation of the math curriculum.

Person Responsible

Stuart Greenberg

Schedule

Biweekly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Administrators will attend planning sessions or use sign-in sheets to determine who is involved in the planning sessions. School and district administrators will also conduct walk-throughs in math classes to monitor the effectiveness of the curriculum implementation.

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

Teachers implenting the math curriculum will be observed by school administrators, coaches, and district team members to determine how effectively they are implementing the program.

Person Responsible

Stuart Greenberg

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Dates of observations by administrators and walk-thoughts by district team members.

G1.B2 Many teachers and administrators lack a deep understanding of highly effective instructional practices. **2**

 B117264

G1.B2.S1 School-based administrators will participate in year-long leadership development training focused on the effective use of the Leon LEADS evaluation instrument. **4**

 S129170

Strategy Rationale

Administrators must know how to effectively collect data in classrooms, use the data within the structure of the evaluation instrument and be able to give teachers feedback that will improve their instructional practices.

Action Step 1 **5**

Training cadres of all school-based administrators will meet five times during the year to focus on the use of the Leon LEADS Framework and how to best utilize it to give teachers effective feedback in order to improve instruction.

Person Responsible

Shane Syfrett

Schedule

Every 2 Months, from 9/4/2015 to 5/30/2016

Evidence of Completion

Attendance rosters for training sessions

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

District staff will be involved in the cadre meetings to monitor the content presented

Person Responsible

Shane Syfrett

Schedule

Every 2 Months, from 9/1/2015 to 5/30/2016

Evidence of Completion

Attendance will be monitored through sign-ins at each cadre meeting.

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

District staff will conduct classroom walk-throughs at various sites. School administrators will use the Leon LEADS evaluation instrument to document improved instructional practices used by teachers.

Person Responsible

Scotty Crowe

Schedule

Biweekly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Higher ratings on identified elements in the LEADS instrument

G2. Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom. 1

 G030320

G2.B1 Administrators and teachers continue to need support in effective implementation of the curriculum and specific interventions. 2

 B070668

G2.B1.S1 Teachers participated in intensive training on the ELA curricula during the summer of 2015.

4

 S079254

Strategy Rationale

Offering summer training enabled our teachers to attend more easily and have time to plan and reflect on the new curricula prior to the beginning of the school year.

Action Step 1 5

Training on the curricula was presented to ELA teachers by their colleagues. This allowed ELA teachers to become familiar with the new curriculum and reflect on how to implement it prior to the beginning of the school year.

Person Responsible

Stuart Greenberg

Schedule

Weekly, from 6/15/2015 to 7/31/2015

Evidence of Completion

Sign-in sheets for multiple sessions offered during the summer.

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

Participation in the summer ELA training

Person Responsible

Shane Syfrett

Schedule

On 9/21/2015

Evidence of Completion

The Director of Professional Learning will monitor the number of teachers who participated in the summer training and communicate their participation to school administrators.

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

Teachers implenting the ELA curriculum will be observed by school administrators, reading coaches, and district team members to determine how effectively they are implementing the program.

Person Responsible

Stuart Greenberg

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Dates of observations by school personnel and dates of walk-throughs by district staff.

G2.B1.S2 Instructional leaders and reading coaches at each school will assist teachers in continuing to learn the most effective ways to implement the curricula. 4

 S079256

Strategy Rationale

The district recognizes that training must be ongoing in order to have the most effective implementation. These instructional leaders and reading coaches can work with their colleagues to provide job-embedded training.

Action Step 1 5

Instructional leaders and reading coaches will receive continued training in effective ways of implementing the new ELA curricula.

Person Responsible

Stuart Greenberg

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Dates of instructional leaders (held quarterly) and reading coaches meetings (held monthly). Attendance rosters of these meetings will be monitored.

Action Step 2 5

Instructional leaders and reading coaches at each school will collaboratively plan with their colleagues to ensure effective implementation of the new ELA curriculum.

Person Responsible

Stuart Greenberg

Schedule

Biweekly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Reading coaches' activity logs will reflect planning sessions; dates of planning sessions with instructional leaders.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

School-based administrators will ensure reading coaches and instructional leaders are meeting with teacher teams to discuss effective implementation of the ELA curriculum.

Person Responsible

Stuart Greenberg

Schedule

Biweekly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Administrators will attend planning sessions or use sign-in sheets to determine who is involved in the planning sessions. School and district administrators will also conduct walk-throughs in ELA classes to monitor the effectiveness of the curriculum implementation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teachers implementing the ELA curriculum will be observed by school administrators, reading coaches, and district team members to determine how effectively they are implementing the program.

Person Responsible

Stuart Greenberg

Schedule

Weekly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Dates of observations by school and district personnel.

G2.B3 Many teachers and administrators lack a deep understanding of highly effective instructional practices. **2**

 B114418

G2.B3.S1 School-based administrators will participate in year-long leadership development training focused on the effective use of the Leon LEADS evaluation instrument. **4**

 S128129

Strategy Rationale

Administrators must know how to effectively collect data in classrooms, use the data within the structure of the evaluation instrument and be able to give teachers feedback that will improve their instructional practices.

Action Step 1 **5**

Training cadres of school-based administrators will attend five leadership development sessions focused on the use of the Leon LEADS Teaching Framework and how to utilize it to give teachers effective feedback.

Person Responsible

Shane Syfrett

Schedule

Every 2 Months, from 9/1/2015 to 5/30/2016

Evidence of Completion

Sign-ins for the cadre meetings

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

District staff will be involved in the cadre meetings to monitor the content presented.

Person Responsible

Shane Syfrett

Schedule

Every 2 Months, from 9/1/2015 to 5/30/2016

Evidence of Completion

Attendance will be monitored through sign-ins at each cadre meeting.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

District staff will conduct classroom walk-throughs at various sites. School administrators will use the Leon LEADS evaluation instrument to document improved instructional practices used by teachers.

Person Responsible

Scotty Crowe

Schedule

Monthly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Higher ratings on identified elements within the Leon LEADS evaluation instrument.

G2.B3.S2 All teachers will have a Deliberate Practice Plan (DPP) based on the Leon LEADS Teaching Framework. 4

 S128132
Strategy Rationale

Teachers must be able to assess themselves using the Leon LEADS criteria and identify areas in which they wish to improve. Their DPPs will serve as a guideline for the professional learning activities in which they participate.

Action Step 1 5

District and school administrators will provide support to teachers during the DPP process.

Person Responsible

Shane Syfrett

Schedule

On 10/26/2015

Evidence of Completion

Dates district personnel visited schools to discuss the DPP process. School administrators will monitor the completion of the DPP for each of their teachers.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

All DPPs will be completed by October 23, 2015

Person Responsible

Shane Syfrett

Schedule

On 10/23/2015

Evidence of Completion

DPPs are on file for each teacher.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

School and district personnel will conduct walk-throughs to observe the effectiveness of the instruction being presented to students.

Person Responsible

Shane Syfrett

Schedule

Biweekly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Data collected from classroom walk-throughs and observations will document improved instruction.

Implementation Timeline

Professional Development Opportunities

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

G1. Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom.

G1.B1 Administrators and teachers continue to need support in effective implementation of the curriculum and interventions.

G1.B1.S1 Teachers were provided intensive training on the Math curricula during the summer of 2015.

PD Opportunity 1

Intensive training on the revised curricula was presented to math teachers by their colleagues. This allowed math teachers to become familiar with the curriculum and reflect on how to implement it prior to the beginning of the school year. In addition, math teachers focused on assessment formation that supports the Florida Standards.

Facilitator

Andrea Goddard, Shane Syfrett, Vicki Register

Participants

K-12 math teachers

Schedule

Weekly, from 6/15/2015 to 7/31/2015

G1.B1.S2 Instructional leaders and coaches at each school will assist teachers in continuing to learn the most effective ways to implement the revised curricula.

PD Opportunity 1

Instructional leaders and coaches will receive continued training in effective ways of implementing the math curricula.

Facilitator

Andrea Goddard, Shane Syfrett, Vicki Register

Participants

Elementary and secondary math instructional leaders from each school

Schedule

Monthly, from 9/1/2015 to 5/30/2016

G1.B2 Many teachers and administrators lack a deep understanding of highly effective instructional practices.

G1.B2.S1 School-based administrators will participate in year-long leadership development training focused on the effective use of the Leon LEADS evaluation instrument.

PD Opportunity 1

Training cadres of all school-based administrators will meet five times during the year to focus on the use of the Leon LEADS Framework and how to best utilize it to give teachers effective feedback in order to improve instruction.

Facilitator

Jo Marie Olk, Mark Rolewski, Shane Syfrett, DJ Wright

Participants

Principals/Assistant Principals

Schedule

Every 2 Months, from 9/4/2015 to 5/30/2016

G2. Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom.

G2.B1 Administrators and teachers continue to need support in effective implementation of the curriculum and specific interventions.

G2.B1.S1 Teachers participated in intensive training on the ELA curricula during the summer of 2015.

PD Opportunity 1

Training on the curricula was presented to ELA teachers by their colleagues. This allowed ELA teachers to become familiar with the new curriculum and reflect on how to implement it prior to the beginning of the school year.

Facilitator

Stuart Greenberg, Elizabeth Greenberg, Kathy Corder, Cara Zatoris, Shane Syfrett

Participants

All K-11 teachers who will be implementing the ELA curricula

Schedule

Weekly, from 6/15/2015 to 7/31/2015

G2.B1.S2 Instructional leaders and reading coaches at each school will assist teachers in continuing to learn the most effective ways to implement the curricula.

PD Opportunity 1

Instructional leaders and reading coaches will receive continued training in effective ways of implementing the new ELA curricula.

Facilitator

Kathy Corder, Jessica Titze, Cara Zatoris

Participants

Instructional leaders and reading coaches from each school

Schedule

Monthly, from 9/1/2015 to 5/30/2016

G2.B3 Many teachers and administrators lack a deep understanding of highly effective instructional practices.

G2.B3.S1 School-based administrators will participate in year-long leadership development training focused on the effective use of the Leon LEADS evaluation instrument.

PD Opportunity 1

Training cadres of school-based administrators will attend five leadership development sessions focused on the use of the Leon LEADS Teaching Framework and how to utilize it to give teachers effective feedback.

Facilitator

Jo Marie Olk, Mark Rolewski, Shane Syfrett, DJ Wright

Participants

Principals and assistant principals

Schedule

Every 2 Months, from 9/1/2015 to 5/30/2016

Technical Assistance Items

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

G2. Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom.

G2.B3 Many teachers and administrators lack a deep understanding of highly effective instructional practices.

G2.B3.S2 All teachers will have a Deliberate Practice Plan (DPP) based on the Leon LEADS Teaching Framework.

PD Opportunity 1

District and school administrators will provide support to teachers during the DPP process.

Facilitator

Brett Cucuel, Gillian Gregory, Jo Marie Olk, Shane Syfrett, DJ Wright

Participants

Teachers

Schedule

On 10/26/2015

Budget

Budget Data			
1	G1.B1.S1.A1	Intensive training on the revised curricula was presented to math teachers by their colleagues. This allowed math teachers to become familiar with the curriculum and reflect on how to implement it prior to the beginning of the school year. In addition, math teachers focused on assessment formation that supports the Florida Standards.	\$0.00
2	G1.B1.S2.A1	Instructional leaders and coaches will receive continued training in effective ways of implementing the math curricula.	\$0.00
3	G1.B1.S2.A2	Instructional leaders and coaches at each school will collaboratively plan with their colleagues to ensure effective implementation of the math curriculum.	\$0.00
4	G1.B2.S1.A1	Training cadres of all school-based administrators will meet five times during the year to focus on the use of the Leon LEADS Framework and how to best utilize it to give teachers effective feedback in order to improve instruction.	\$0.00
5	G2.B1.S1.A1	Training on the curricula was presented to ELA teachers by their colleagues. This allowed ELA teachers to become familiar with the new curriculum and reflect on how to implement it prior to the beginning of the school year.	\$0.00
6	G2.B1.S2.A1	Instructional leaders and reading coaches will receive continued training in effective ways of implementing the new ELA curricula.	\$0.00

Budget Data

7	G2.B1.S2.A2	Instructional leaders and reading coaches at each school will collaboratively plan with their colleagues to ensure effective implementation of the new ELA curriculum.	\$0.00
8	G2.B3.S1.A1	Training cadres of school-based administrators will attend five leadership development sessions focused on the use of the Leon LEADS Teaching Framework and how to utilize it to give teachers effective feedback.	\$0.00
9	G2.B3.S2.A1	District and school administrators will provide support to teachers during the DPP process.	\$0.00
Total:			\$0.00