



Pam Stewart, Commissioner

## 2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 51 - Pasco

Mr. Kurt S Browning, Superintendent  
Jim Browder, Region 4 Executive Director

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## Current District Status

### Supportive Environment

#### Mission and Vision

##### District Mission Statement

All Pasco students will reach success in college, career and life.

##### District Vision Statement

To provide a world class education for all students

#### 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**

To plan forward for the 2015-2016 year, the District Leadership Team identified dates beginning in April, running up to Leadership Week in June, and continuing throughout the year for systems calibration and alignment of all district resources to meet the needs of students and maximize desired student outcomes. Days set aside include Leadership Week in June, Calibration for SIP Services and District/Regional SIP Service Week in July, and five other multi-day calibration and alignment sessions throughout the year.

This District Leadership Team includes the Superintendent, the Assistant Superintendent for Student Achievement, Area Superintendents, the Strategic Initiatives and Allocations Program Manager, the Supervisor for School Improvement, an MTSS Specialist, and the Title I Program Coordinator.

The Superintendent's Staff compiled data on each school to include student achievement data, leadership data, staff engagement, and instructional staffing to determine which schools were in greatest need of support from the District/Regional personnel. Each school was assigned a point value for each category of data collected, and these values were added to generate a total point score. Four levels of support were created and an accompanying guide for delivery of supports was also made.

In addition to the basic alignment of district wide resources, The Title I Program Coordinator works to coordinate supplemental state and federal grants including Title I Part A, Title I Part C, Title I Part D, IDEA, Title X, Title II, Title III, SIG(a), SIG(g), and SAI funds. Each year near the beginning of the second semester, the Title I Coordinator hosts a meeting with representatives from the grants referenced above to review current collaborative efforts and to begin to plan for future collaborative efforts. Following the initial collaboration meeting, individual meetings are set with the Title I Program Coordinator and the managers of each of the referenced grants to further discuss current progress and future efforts. Quarterly progress monitoring meetings are held to track progress toward the expected results and adjust the supports if needed.

Additional collaboration occurs among the District Leadership Team, the Regional Executive Director, and the DA Team. These groups of people meet during the summer and at the beginning of the year to plan upcoming supports and establish a strong communication loop. The DA team has shared its menu of supports with the district. Meetings are held monthly with the District Leadership Team and the DA Team to share progress on meeting goals and to determine what, if any, additional supports are needed for schools.

The focus of the district's collaborative efforts is to provide aligned supplemental supports to Priority

and Focus schools. Data is collected throughout the year on both student achievement and the fidelity of the supplemental supports to determine the effectiveness of the support and whether the supports need to continue, intensify, modify or terminate.

**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**

Each year the District Leadership team reviews current and trend student data and works to allocate personnel, curriculum, and resources to best meet the needs of the schools and maximize student outcomes. The data analysis also includes the current allocation of resources as it is related to student achievement.

Days have been scheduled for all schools to review data each quarter. Schools receiving the highest level of support from District/Regional personnel will have additional requirements of data collection, analysis, and reflection.

**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**

Existing School Board of Pasco County Policy allows principals flexibility and autonomy in staffing their schools (example: Policy 3132-Vacancies and 3220-Evaluation of Instructional Staff).

The School Board of Pasco County

Bylaws & Policies

3132 - VACANCIES

It shall be the policy of the Board to employ the best qualified individual for any District vacancy at any level.

The principal/worksite supervisor shall make the determination of the best qualified individual and shall make a recommendation to the Superintendent to fill the vacancy. The Superintendent shall make a recommendation to the Board and the Board may approve the recommendation.

Vacancies shall be announced, and all members of the instructional staff shall be eligible for any District vacancy, providing they are properly qualified.

All instructional staff members refer to the applicable negotiated collective bargaining agreement.

F.S. 1012.22, 1012.23, 1012.28

**3220 - EVALUATION OF INSTRUCTIONAL STAFF**

The continuing evaluation of instructional staff members is necessary to enable the Board to monitor the effectiveness and competence of instructional staff members and to assist them in the improvement of their instructional performance.

Evaluations of instructional staff members shall be conducted in accordance with Human Resources Teacher Development Plan (HRTD) and applicable provisions of the collective bargaining agreement.

F.S. 1012.22, 1012.225, 1012.34

**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 at a school implementing a Turnaround or Transformation model means the ability of principals to make staffing, scheduling and budgeting decisions by utilizing a waiver process and by working directly with the Area Superintendents and Turnaround Lead. An example of this at a District-Managed Turnaround Option School includes flexibility to rebrand the school, add a Middle School Academy to align with feeder high school, and flexibility to add enrichment activities.

## 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**

For each of the goals outlined in this plan, evidence documents have been created which outlines for all participants (our administrative and instructional staff members) what we want them to know, understand and do as a result of each of these goals. Professional development needs have been determined, support teams have been established, qualitative and quantitative evidence have been specified, and a progress monitoring team has been identified.

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 by collecting data, meeting at least quarterly, and analyzing the progress toward each of our district's goals.

The analysis will include an examination of the effectiveness of the MTSS infrastructure and SIP goals. The District Leadership Team will identify areas for additional professional development to support core instruction and make any necessary revisions to the plan.

To increase the likelihood of sustainability at each school, School-Based Leadership Teams (SBLT) will receive differentiated coaching support from Regional MTSS Specialists based upon data gathered from a district developed MTSS Rubric. A primary focus of this coaching will be building capacity for the SBLT members to serve as facilitators in the problem solving process with a gradual release of responsibility to the grade level facilitators. The SBLT will meet as a Professional Learning Community (PLC) to problem-solve the continued school-wide support of MTSS. Team facilitators will provide imbedded Professional Development to team members on MTSS within their PLCs.

## Stakeholder Involvement

### PIP Link

<https://www.floridacims.org/documents/275371>

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

Pasco County Schools develops and submits a Title I, Part A Parent Involvement Plan that outlines ongoing mechanisms for engaging families and community in school improvement efforts. Additionally, each Title I school completes and submits a school level plan that identifies specific school based strategies to address family and community engagement to increase student achievement. Additionally, Pasco County Schools generates input and disseminates information to stakeholders in several venues including district committees and advisory councils. Implications and new initiatives are shared in these meetings. Systemic changes within the district are filtered through these meetings which are made up of district and school staff members, business and community representatives, parents, and students and address issues related to operational practices that result in increased student achievement. These mechanisms engage families and the community in the district's school improvement efforts resulting in a community which works together so all Pasco County students will be college, career, and life ready.

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

The District is comprised of four regional teams headed by an Area Superintendent. The rest of the team is composed of Curriculum Specialists for mathematics, English/Language Arts, and science; a

professional development specialist; a multi-tiered system of support specialist; a Learning Design Specialist; and a resolution and compliance specialist. These teams provide differentiated and targeted support at the school level and work side-by-side with school administrators to develop and implement turnaround plans and other school-level interventions.

**Effective Leadership**

**District Turnaround Lead**

**Employee's Name and Email Address**

Ilse, Monica, milse@pasco.k12.fl.us

**Employee's Title**

Assistant Superintendent

**Employee's Phone Number**

(813) 794-2532

**Employee's Phone Extension**

N/A

**Supervisor's Name**

Mr. Kurt Browning

**Supervisor's Title**

Superintendent

**Employee's Role and Responsibilities**

Responsible for supervision of all turnaround efforts

**District Leadership Team:**

<b>St. Clair, Suzanne, sstclair@pasco.k12.fl.us</b>	
<b>Title</b>	Director
<b>Phone</b>	727-774-2347
<b>Supervisor's Name</b>	Peggy Jones
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Responsible for building capacity and providing supports for school communities that are consistent with and supportive of the District's vision, mission, and strategic goals. Overseeing programs with a focus on school improvement, school advisory councils, Accreditation, and school grades.

<b>Ilse, Monica, milse@pasco.k12.fl.us</b>	
<b>Title</b>	Assistant Superintendent
<b>Phone</b>	727-774-2532
<b>Supervisor's Name</b>	Kurt Browning
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	<p>One of the four Area Superintendents--East Region-- and the designated Turnaround Lead. Responsible for ensuring a quality education for every student by supervising, coaching, supporting, and evaluating principals. This includes building the capacity of instructional leaders through coaching and strategic feedback on school improvement efforts; directing the selection and evaluation of principals and assistant principals; providing administrative oversight and support through modeling; and encouraging dynamic, innovative, and effective school leadership. Also responsible for working closely with members of the executive staff to facilitate support between central offices and schools focused on academic achievement and equitable practices for all.</p>

<b>Schultz, Brian, bschultz@pasco.k12.fl.us</b>	
<b>Title</b>	Director
<b>Phone</b>	(727) 774-2238
<b>Supervisor's Name</b>	Vanessa Hillton
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	<p>Responsible for building capacity and providing supports for school communities that are consistent with and supportive of the District's vision, mission, and strategic goals. Oversees all Title 1 programs.</p>

<b>Cluff, Todd, tcluff@pasco.k12.fl.us</b>	
<b>Title</b>	Assistant Superintendent
<b>Phone</b>	
<b>Supervisor's Name</b>	Kurt Browning
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	One of the four Area Superintendents--Northwest Region-- Responsible for ensuring a quality education for every student by supervising, coaching, supporting, and evaluating principals. This includes building the capacity of instructional leaders through coaching and strategic feedback on school improvement efforts; directing the selection and evaluation of principals and assistant principals; providing administrative oversight and support through modeling; and encouraging dynamic, innovative, and effective school leadership. Also responsible for working closely with members of the executive staff to facilitate support between central offices and schools focused on academic achievement and equitable practices for all.

<b>Scanga, David, dscanga@pasco.k12.fl.us</b>	
<b>Title</b>	Assistant Superintendent
<b>Phone</b>	
<b>Supervisor's Name</b>	Kurt Browning
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	One of the four Area Superintendents--Central Region--Responsible for ensuring a quality education for every student by supervising, coaching, supporting, and evaluating principals. This includes building the capacity of instructional leaders through coaching and strategic feedback on school improvement efforts; directing the selection and evaluation of principals and assistant principals; providing administrative oversight and support through modeling; and encouraging dynamic, innovative, and effective school leadership. Also responsible for working closely with members of the executive staff to facilitate support between central offices and schools focused on academic achievement and equitable practices for all.

<b>Abiola, Iravonia, iabiola@pasco.k12.fl.us</b>	
<b>Title</b>	Instructional Coach
<b>Phone</b>	
<b>Supervisor's Name</b>	Monica Ilse
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	MTSS

<b>Berryhill, Tammy, tberryhi@pasco.k12.fl.us</b>	
<b>Title</b>	Assistant Superintendent
<b>Phone</b>	727-774-2754
<b>Supervisor's Name</b>	Kurt Browning
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	One of the four Area Superintendents--Southwest Region--Responsible for ensuring a quality education for every student by supervising, coaching, supporting, and evaluating principals. This includes building the capacity of instructional leaders through coaching and strategic feedback on school improvement efforts; directing the selection and evaluation of principals and assistant principals; providing administrative oversight and support through modeling; and encouraging dynamic, innovative, and effective school leadership. Also responsible for working closely with members of the executive staff to facilitate support between central offices and schools focused on academic achievement and equitable practices for all.

<b>Poe, Kim, kpoe@pasco.k12.fl.us</b>	
<b>Title</b>	Administrator
<b>Phone</b>	
<b>Supervisor's Name</b>	Kurt Browning
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Strategic Initiatives and Allocations

**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**

Administrative staffing decisions are made by Superintendent’s staff based on the individual needs of the schools and matched with the strengths of the administrator. For example, the District selected a principal based upon his long tenure as a successful administrator for one of its Focus Middle Schools.

**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**

Pasco County Schools does not have Unsatisfactory teachers at our Focus and Priority schools. Language is included in school specific MOUs that any Needs Improvement or Unsatisfactory teachers would be transferred from the school. In other Focus Schools, teachers were given the opportunity to leave and administration was granted the opportunity to hire their new staff members. Pasco County Schools have added regional Human Capital Partners to the Office for Human Resources and Educator Quality. These partners work with schools within their designated region to assist with recruiting and retaining high quality staff at each school.

## 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**

Area Superintendents review each Focus and Priority School's master schedule to ensure principals have included common planning time for all teachers. Additionally, 2015-16 Curriculum Development Funds are available to schools to provide collaborative planning time for Professional Learning Communities around standards based curriculum and instructional practices. Funds may be used in the following ways:

- Provide substitute coverage for participating teachers with a maximum of one day or two half days.
- Provide stipends for after-hours team planning at the work site, monitored by administration, not to exceed six hours per teacher.

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

The Office for Teaching and Learning coordinates efforts with each Focus and Priority School to hire, train, and monitor the reading coach, mathematics coach and science coach. Coaches' training includes modules on how to model effective lessons, analyze relevant data, and provide professional development and the necessary follow up support to the professional development. A district-wide coaching log has been created for coaches to enter their daily activities. Quarterly instructional reviews include an analysis of each school's achievement data and the type of coaching support provided by the content coaches.

## 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:***

**Pearson's ReadyGen**

**Program Type** Core, Supplemental, Intensive Intervention  
**School Type** Elementary School, Middle School, High School

**Description** As Pasco County Schools works to implement the key instructional shifts in ELA, writing is taught in response to text. Teachers and students select text and write to inform, explain, or argue using evidence from the text. They may also incorporate narrative elements into their writing.  
 Pearson's ReadyGen is used with all our elementary schools. This resource provides lessons for core instruction along with strategies to assist teachers in planning for the needs of the students not met in core instruction.  
 Students in middle school who score above proficiency levels in writing are placed in advanced level ELA courses or Cambridge, while high school students have honors, Advanced Placement, IB, and Cambridge course options.  
 Students who score below proficiency in writing and receive a PMP are identified by their ELA teachers in middle and high school in order for the ELA teachers to provide additional scaffolds and support during writing instruction. Students are progress monitored throughout the year and writing portfolios assist teachers and students in monitoring writing proficiency.  
 In addition, students who continue to struggle through high school are given the opportunity to enroll in English IV CCR, which focuses on developing critical reading and writing skills necessary to be career and college ready.

**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:*

**Houghton Mifflin Harcourt**

**Program Type** Core  
**School Type** Elementary School, Middle School

**Description** The HMH GO Math! series is utilized as the core curricular resource for the district, and is aligned to the FL Standards. Students who do not meet district expectations for proficiency in mathematics receive supplemental intervention in this area using a variety of resources.  
 At the elementary level, the district has provided curriculum resources for teachers that prioritize and group FL Standards into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics.

**McGraw Hill FL Math**

**Program Type** Core  
**School Type** Middle School

**Description** At the middle school level, the district has provided curriculum resources for teachers that prioritize and group FL Standards into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics. The McGraw Hill FL Math is utilized as the core curricular resource for the district. Students who do not meet district expectations for proficiency in mathematics receive supplemental intervention in this area using a variety of resources.

**Pearson**

**Program Type** Core  
**School Type** High School

**Description** Pearson is the core for Algebra 1 and 2 and Geometry. A variety of other textbooks are utilized as core curricular resource for the many other mathematics courses in the district. At the high school level, the district has provided curriculum resources for teachers that prioritize and group FL Standards into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics. Students who do not meet district expectations for proficiency in mathematics receive supplemental intervention in this area using a variety of resources.

**Various Programs for Courses other than Algebra1/2 and Geometry**

**Program Type** Core  
**School Type** High School

**Description** A variety of other textbooks are utilized as core curricular resource for the many other mathematics courses in the district. At the high school level, the district has provided curriculum resources for teachers that prioritize and group FL Standards into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics. Students who do not meet district expectations for proficiency in mathematics receive supplemental intervention in this area using a variety of resources.

**Algebra Nation**

**Program Type** Supplemental  
**School Type** High School  
**Description**

**EOC Success4Me**

<b>Program Type</b>	Intensive Intervention
<b>School Type</b>	High School
<b>Description</b>	Used for Algebra 1/2 and Geometry

**AgileMind Intensified Algebra**

<b>Program Type</b>	Intensive Intervention
<b>School Type</b>	High School
<b>Description</b>	

**APEX**

<b>Program Type</b>	Intensive Intervention
<b>School Type</b>	High School
<b>Description</b>	Used for Credit Recovery

**Various Programs for MS Supplemental**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Middle School
<b>Description</b>	Schools use a variety of supplemental materials depending on each school's analysis of needs. Materials used include IXL, Study Island, before/after school tutoring, specific intervention groups during the school day.

**ALEKS, Intensive Mathematics, and Edgenuity**

<b>Program Type</b>	Intensive Intervention
<b>School Type</b>	Middle School
<b>Description</b>	MH Schools use ALEKS. Selected schools use Intensive Mathematics. Edgenuity is a program used for course recovery and includes a social emotional learning component.

**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:***

### Houghton Mifflin Harcourt

**Program Type** Core

**School Type** Elementary School

**Description** At the elementary level, the district has provided curriculum resources for teachers that unpack the NGSSS for Science and incorporate the CCSS connections, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for science. The Houghton Mifflin Harcourt Fusion series is utilized as the core curricular resource for the district. Students who do not meet district expectations for proficiency in science receive supplemental intervention in this area using a variety of resources.

### Houghton Mifflin Harcourt

**Program Type** Core

**School Type** Middle School

**Description** At the middle school level, the district has provided curriculum resources for teachers that unpack the NGSSS for Science and incorporate the CCSS connections, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for science. The Houghton Mifflin Harcourt Fusion series is utilized as the core curricular resource for the district. Students who do not meet district expectations for proficiency in science receive supplemental intervention in this area using a variety of resources.

### Various Resources

**Program Type** Core

**School Type** High School

**Description** At the high school level, the district has provided curriculum resources for teachers that unpack the NGSSS for Science and incorporate the CCSS connections, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for science. A variety of textbooks for each of the many content course are utilized as the core curricular resource for the district. Students who do not meet district expectations for proficiency in science receive supplemental intervention in this area using a variety of resources.

## 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**

Monitoring of academic success occurs at least four times a year using Pasco County Schools developed Quarterly Checks, Early Warning System data, IRLA data, and additional common assessment data (e.g., unit assessment data determined by specific PLCs). This analysis will include subgroups and identify individual students not on track to meet targets. In addition, implementation data (e.g., walkthrough data, student interviews, PLC Rubrics, and MTSS Rubrics) are collected on a quarterly basis to monitor the effectiveness of MTSS/PLCs.

School-based leadership teams (SBLT) meet to evaluate progress toward goals and annual targets using a triangulation of multiple data sources for decision-making. The school-based administration team ensures that data shared with the SBLT is summarized and visually displayed in a meaningful way for problem-solving and decision-making. Both school and grade level Quarterly Check and Early Warning System Reports are shared with the SBLT to determine whether to continue, intensify, modify, or terminate current strategies. Decision-rules will be implemented to determine the degree in which the strategies have been effective on achieving the goals and targets. Based upon data analyzed, a "positive" response to the strategies being implemented will be demonstrated by significant improvement in the rate of student performance, such that the goal has been met or will be reached within a reasonable amount of time. A "questionable" response to the strategies being implemented will be demonstrated by improvements in the rate of student performance, but the rate of growth is less than desired to achieve the goal. A "poor" response to the strategies being implemented is demonstrated by no improvements in student performance following the implementation of strategies and/or a significant decline in the rate of student performance. The school-based leadership team will address a "questionable" or "poor" response to strategies being implemented through an evaluation of implementation fidelity (e.g., they will first determine if strategies in the plan were implemented as intended). If poor implementation fidelity is determined then a plan will be developed to increase fidelity of the plan. Based upon predetermined decision-criteria (for good, questionable, or poor) the SBLT will to determine whether to continue, intensity, modify, or terminate strategies being implemented.

The District Leadership Team also meets quarterly to examine the effectiveness of an MTSS Integrated System, which includes monitoring the implementation of Pasco County's district priorities (High Impact Instruction, Collaborative Culture, and Data Driven Decisions). These specific priorities drive the school improvement planning work of the district and its schools. Data are accessed and analyzed to problem solve academic, behavior, and attendance issues. In addition, school-based PLC teams, with the support of the school-based leadership team, use both formative and summative data to problem-solve Tier I, II, and III academic and behavior needs. The district also collects data on staff and student engagement using Gallup Staff and Student Engagement Polls. These data are used to problem-solve and monitor the effectiveness of overall student and staff engagement, as well as school climate and culture.

The district also periodically meets with key instructional stakeholder groups, such as a Teacher Advisory Committee and Teacher Curriculum Planning Teams to gather input and feedback regarding district goals, resources/barriers, and strategies for addressing barriers. This information is then shared with the district leadership team to inform problem-solving and refine systems. Once data is collected and organized in a manner for decision-making, the district leadership team meets to analyze the progress towards each of the district's goals and make necessary revisions to the plan. Revisions to plans will include a plan to support implementation fidelity, as needed.

An exemplar of how the district responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals is the districts response to the writing goal for the 2013-14 school year. The strategy selected did not overcome the identified barrier of not systemically approaching writing within our schools. The District Leadership Team concluded that the monitoring of the strategy did not occur as intended; therefore, during the writing of the 2014-15 plan, special consideration was given to the monitoring plans of all strategies. Special consideration of monitoring plans has been carried into the 2015-16 year as well as the addition of monitoring supports provided to 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?***

No

*Provide the hyperlink to the plan*

*Provide the page numbers of the plan that addresses this question*

N/A

A Kindercamp for all incoming Kindergarten students is held prior to the start of the school year. During this camp, students are assessed to provide the Kindergarten teachers with some initial information in order to determine individual and group needs to assist in the development of effective, rigorous instruction. Kindergarten students who do not attend the camp are assessed during the first weeks of school. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge and Phonological Awareness/Processing. Screening data is collected and aggregated by the middle of September. Data is used to plan daily academic developmental instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavior instruction includes daily explicit instruction, modeling, guided practice, and independent practice of all academic and /or social emotional skills identified by screening data. Students identified as "Read to Me's" are read to by multiple staff members in order to meet their 500 book exposures within the first month of school. Specific screening tools used include: IRLA, FLKRS, FAIR, and ECHOS.

Middle school transition for our students is handled in the Spring. Feeder pattern meetings are held to help ease the transition for students. 6th grade math placement tests are provided to assist with proper math placement along with data for ELA for proper reading placements. Schedule cards and courses are determined and chosen for students based on collaboration between schools. In addition, students visit the middle school campus with the guidance counselor and/or graduation enhancement teacher for an orientation prior to the end of the school year. At the beginning of the school year, grade level meetings are held during the first week of school to focus on procedures and expectation setting for all 6th grade students.

A partnership between feeder pattern high schools and middle schools exists for students transitioning into high school. There is an articulation process in place as a way for students to successfully transition from one level to another. Time is provided during the school day for the 8th graders to meet with their respective high school counselors and learn about course and graduation requirements. Families are made aware of high school open houses hosted during the evening.

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

Yes

## 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.** All student learning experiences match the rigor of the Florida standards.
- G2.** Increase staff and student engagement
- G3.** Increase systems to support students

## 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. All student learning experiences match the rigor of the Florida standards.** 1a

G044174

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics - Achievement		75.0
District-Wide	Algebra I EOC Pass Rate		75.0
District-Wide	Geometry EOC Pass Rate		75.0
District-Wide	FCAT 2.0 Science Proficiency		75.0
District-Wide	FSA English Language Arts - Achievement		75.0
District-Wide	Math Achievement District Assessment		75.0
District-Wide	U.S. History EOC Pass		75.0
District-Wide	Civics EOC Pass		75.0
District-Wide	Bio I EOC Pass		75.0

**Resources Available to Support the Goal** 2

- Partnership with American Reading Company
- Partnership with Innovative Designs for Education
- Partnership with Apple
- Collaboration between District Offices-Office for Teaching and Learning, Office for Student Support Program and Services and Office for Professional Development and School Supports
- Regional Teams

**Targeted Barriers to Achieving the Goal** 3

- Unpacking of the FL Standards and understanding what deeper learning entails remains a challenge for all district staff.
- Instruction has been been in DQ2 and infrequently in DQ 3 and 4
- Many of our students in grades 3-5 lack foundational reading skills.

**Plan to Monitor Progress Toward G1.** 8

Quarterly Check data, EWS data, IRLA data

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 10/16/2015 to 6/8/2016

**Evidence of Completion**

District Leadership Team Members and other staff members from the Offices for Teaching and Learning and Accountability, Research, and Measurement will analyze this data quarterly to determine the effectiveness of this goal. The inquiry cycle will be utilize to identify the most effective teaching strategies and develop differentiate next steps for school support.

**G2. Increase staff and student engagement** 1a

G044175

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	School Climate Survey - Staff		37.0
District-Wide	School Climate Survey - Student		52.0

**Resources Available to Support the Goal** 2

- Leadership teams from the majority of our Title I schools attended the Professional Learning Communities at Work Institute
- Schools have established meeting time for teachers to collaborate in PLCs.
- The majority of school based administrators and teacher leaders attended district professional development in developing effective PLCs.
- District departments and schools have established mission, vision, core values, and goals

**Targeted Barriers to Achieving the Goal** 3

- District departments and resources are not calibrated to align to needs of schools

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

Quarterly Assessment data will be reviewed. Staff and student engagement activities activities will be monitored by the Area Superintendents each quarter as part of the quarterly monitoring data each school based Principal submits to their Area Superintendent.

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 9/8/2015 to 6/8/2016

**Evidence of Completion**

District Executive Leadership Team Members and other staff members from the Office for Professional Development and School Supports will analyze this data quarterly to determine the effectiveness of this goal. The inquiry cycle will be utilize to identify the most effective activities and develop differentiated next steps for school support.

**G3. Increase systems to support students** 1a

G044176

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	Attendance Below 90%		10.0
District-Wide	One or More Suspensions		2.0
District-Wide	Students exhibiting two or more EWS indicators (Total)		5.0
District-Wide	2+ Course Failures - Middle Grades		8.0

**Resources Available to Support the Goal** 2

- Regional Teams
- Partnership with Learning Sciences International (LSI)
- Collaboration between Office for Professional Development, Office for Human Resources and Educator Quality
- Problem Solving PLC Prioritized Training
- Monitoring Guides for District and School Actions

**Targeted Barriers to Achieving the Goal** 3

- Timely and appropriate response to data

**Plan to Monitor Progress Toward G3.** 8

EWS data, Quarterly Check data, Rigor Walk data, and PLC rubric data will be analyzed during District Calibration Days.

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 9/8/2015 to 6/8/2016

**Evidence of Completion**

District Executive Leadership Team Members and other selected district staff will analyze this data quarterly during District Calibration Days to determine the effectiveness of this goal. The inquiry cycle will be utilize to identify and develop differentiated next steps for school support.

## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

**G1.** All student learning experiences match the rigor of the Florida standards. **1**

 G044174

**G1.B1** Unpacking of the FL Standards and understanding what deeper learning entails remains a challenge for all district staff. **2**

 B108554

**G1.B1.S1** Build a deep base of knowledge about the demands of the new FL Standards beginning with PLC facilitators, coaches, school leaders, and select central office staff to ensure that the rigor of the instruction and student work increases in every classroom through high impact instruction **4**

 S119992

### Strategy Rationale

#### Action Step 1 **5**

Provide Prioritized Professional Development

#### Person Responsible

Chris Christoff

#### Schedule

Monthly, from 8/3/2015 to 6/8/2016

#### Evidence of Completion

Training Calendar and attendance logs.

#### Action Step 2 **5**

Continue unpacking of standards through PLCs and development of common assessments

#### Person Responsible

Steve Williams

#### Schedule

Weekly, from 8/24/2015 to 6/8/2016

#### Evidence of Completion

PLC notes, PLC Facilitators/Admin meetings, common assessments

**Action Step 3** 5

Provide Phase 1 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff to ensure knowledge of : the intent and demands of the FL Standards; planning, delivering, and reflecting on instruction with focus on FL Standards; the use of revised curricular resources and how to sequence and adapt them with their teams

**Person Responsible**

Chris Christoff

**Schedule**

Biweekly, from 9/1/2015 to 10/23/2015

**Evidence of Completion**

Training agenda, sign ins

**Action Step 4** 5

Provide Phase 2 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff.

**Person Responsible**

Chris Christoff

**Schedule**

Biweekly, from 10/23/2015 to 1/15/2016

**Evidence of Completion**

training agendas, sign ins

**Action Step 5** 5

Provide Phase 3 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff.

**Person Responsible**

Chris Christoff

**Schedule**

Biweekly, from 1/15/2016 to 3/18/2016

**Evidence of Completion**

training agendas, sign ins

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

PLC Deliverables and monitoring guides

### **Person Responsible**

Chris Christoff

### **Schedule**

Monthly, from 10/23/2015 to 6/8/2016

### ***Evidence of Completion***

Those who attended the PLC Professional Development were expected to submit assignments on Canvas as well bring evidence of implementation to future PD session. Area Superintendents will use monitoring guides to monitor fidelity of implementation of action steps.

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

Analyze School submitted work samples (Common assessments, PLC developed action plans)

### **Person Responsible**

Chris Christoff

### **Schedule**

Monthly, from 10/23/2015 to 6/8/2016

### ***Evidence of Completion***

Regional team members led by staff from the Office for Professional Development and Schools Supports and Office for Teaching and Learning will analyze school submitted work samples by region in order to determine the effectiveness of implementing this goal. School supports will be differentiate based upon the findings.

**G1.B3** Instruction has been in DQ2 and infrequently in DQ 3 and 4 **2**

 B115705

**G1.B3.S1** District and school leaders will ensure understanding of the instructional framework by establishing a system to guide, support, and monitor instruction. **4**

 S127378

### Strategy Rationale

#### Action Step 1 **5**

Plan and implement District Calibration sessions in which district leaders come together to align their efforts to better guide, support, and monitor district and school actions.

#### **Person Responsible**

Vanessa Hilton

#### **Schedule**

Monthly, from 7/8/2015 to 6/8/2016

#### **Evidence of Completion**

Monitoring guides

#### Action Step 2 **5**

Senior district supervisors from the Office for Teaching and Learning will collaborate with a consultant from IDE to plan for curriculum work groups.

#### **Person Responsible**

Steve Williams

#### **Schedule**

Monthly, from 7/8/2015 to 6/8/2016

#### **Evidence of Completion**

District developed curriculum resources posted on Canvas for all schools to use

**Action Step 3** 5

Teams of teacher representatives from each school (teacher teams) will receive professional development on approaching instruction from application to skills. These teams will spend time analyzing district developed tasks to create an understanding of how to design learning experiences to match the rigor of the Florida Standards.

**Person Responsible**

Steve Williams

**Schedule**

Monthly, from 7/8/2015 to 6/8/2016

***Evidence of Completion***

Professional development materials

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

Utilize Look For Documents aligned to the Monitoring Guides to collect information on the fidelity of the implementation

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 9/8/2015 to 6/8/2016

***Evidence of Completion***

Look For Documents aligned to the Evidence Guides will be utilize by Area Superintendents and Regional team members to determine the fidelity of the implementation to differentiate school supports.

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

Student Work Samples, Rigor Walks, Quarterly Checks, Observation data for evidence of DQ3 and DQ 4

**Person Responsible**

Vanessa Hilton

**Schedule**

Monthly, from 9/8/2015 to 6/8/2016

**Evidence of Completion**

Student Work Samples-Teacher team members from each school will bring student work samples to district professional development sessions to calibrate learning expectations and discuss effectiveness of instruction. Data collected from Rigor Walks and Quarterly Checks will also be used to analyze effectiveness.

**G1.B4** Many of our students in grades 3-5 lack foundational reading skills. 2
 B124345

**G1.B4.S1** The Independent Reading Level Assessment Framework (IRLA) will be used by all K-2 teachers, teachers within our self-contained regular standards programs and in our high school intensive reading classes in order to prevent or close reading gaps for students. 4

 S136259
**Strategy Rationale**

The Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction.

**Action Step 1** 5

Provide professional development for all teachers utilizing the IRLA.

**Person Responsible**

Steve Williams

**Schedule**

Monthly, from 7/8/2015 to 6/8/2016

**Evidence of Completion**

attendance sheets, training PPT

**Action Step 2** 5

Provide on-going support/development for all teachers utilizing the IRLA.

**Person Responsible**

Steve Williams

**Schedule**

Monthly, from 7/8/2015 to 6/8/2016

**Evidence of Completion**

Coaching logs, survey data

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

Conduct Levels Accuracy Checks in all regions within the district

**Person Responsible**

Vanessa Hilton

**Schedule**

Biweekly, from 9/1/2015 to 6/8/2016

**Evidence of Completion**

Data from the school levels accuracy checks will be entered into a spreadsheet on Google Docs.

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

Conduct IRLA Data Chats

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 9/1/2015 to 6/8/2016

**Evidence of Completion**

PPT with district-wide data, action planning meeting notes

**G2. Increase staff and student engagement** 1

G044175

**G2.B2 District departments and resources are not calibrated to align to needs of schools** 2

B115712

**G2.B2.S1 District will establish a means of aligning its supports to meet the needs of schools.** 4

S127385

**Strategy Rationale****Action Step 1** 5

Layered SIP supports consisting of SIP technical assistance, SIP Service Week aligning District and Regional Supports to the needs of schools, Quarterly data review support including Mid-Year Reflection support.

**Person Responsible**

Suzanne St. Clair

**Schedule**

Quarterly, from 6/10/2015 to 6/8/2016

**Evidence of Completion**

agendas, sign ins

**Action Step 2** 5

District Leadership will hold quarterly Calibration Sessions during which all District-based Instructional Supervisors and Program Coordinators come together to align actions in support of the District Key Priorities and school needs.

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 8/26/2015 to 6/8/2016

**Evidence of Completion**

agendas, sign ins, Canvas course housing materials

**Action Step 3** 5

Using learning from the DA School Improvement Conference in June, design a leveling system that tiers schools based on level of need according to multiple data sources such as school leadership, student achievement, supportive environment, etc.

**Person Responsible**

Monica Ilse

**Schedule**

On 8/17/2015

***Evidence of Completion***

Leveling System for school supports

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

The materials used to implement layered SIP Supports will be reviewed to ensure alignment and intentionality. Additionally, the leveling system will be reviewed to ensure supports were provided at each level as planned. All Calibration Session materials will be reviewed for fidelity of implementation.

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 9/8/2015 to 6/10/2016

***Evidence of Completion***

Support materials, leveling system of schools

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Feedback from School based administrators will be formally solicited through a variety of means: Canvas discussions, Principal PLCs, Principal and Assistant Principal meetings, and surveys. Results of feedback methods will be analyzed and actions adjusted as indicated by data.

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 9/8/2015 to 6/8/2016

***Evidence of Completion***

feedback results

**G3. Increase systems to support students** 1

G044176

**G3.B1 Timely and appropriate response to data** 2

B108556

**G3.B1.S1** School and district teams will use data for planning and responding to student needs as part of the collaborative problem solving process. 4

S119995

**Strategy Rationale**

The school-based leadership team will monitor and evaluate the effectiveness of an integrated multi-tiered system of supports. ( A Multi-Tiered System of Supports is an integrated model of schooling that uses a data-based problem-solving approach to integrate academic and behavior instruction and intervention.)This will include ensuring instruction/interventions are standards-based and data are used to differentiate instruction. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency

**Action Step 1** 5

Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of at risk students.

**Person Responsible**

Carrie Morris

**Schedule**

Quarterly, from 9/8/2015 to 6/8/2016

**Evidence of Completion**

PD Attendance logs

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Training agendas will be reviewed to ensure fidelity of implementation.

**Person Responsible**

Carrie Morris

**Schedule**

Quarterly, from 9/8/2015 to 6/8/2016

**Evidence of Completion**

agendas

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Area Superintendents will review school EWS data and SBIT data to ensure effectiveness of staff use of data.

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 9/8/2015 to 6/8/2016

***Evidence of Completion***

EWS data, SBIT open case data

## Professional Development Opportunities

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

**G1.** All student learning experiences match the rigor of the Florida standards.

**G1.B1** Unpacking of the FL Standards and understanding what deeper learning entails remains a challenge for all district staff.

**G1.B1.S1** Build a deep base of knowledge about the demands of the new FL Standards beginning with PLC facilitators, coaches, school leaders, and select central office staff to ensure that the rigor of the instruction and student work increases in every classroom through high impact instruction

### PD Opportunity 1

Provide Prioritized Professional Development

#### Facilitator

Office of Professional Development and School Supports in collaboration with Offices for Teaching and Learning and Accountability, Research, and Measurement

#### Participants

PLC Facilitators and administrators from each school with the intention of taking knowledge gained back to their school staff

#### Schedule

Monthly, from 8/3/2015 to 6/8/2016

### PD Opportunity 2

Continue unpacking of standards through PLCs and development of common assessments

#### Facilitator

Offices for Teaching and Learning; Accountability, Research and Measurement, and Professional Development and School Supports

#### Participants

PLC Facilitators and selected Instructional staff K-12 with the intention of taking knowledge gained back to their school staff

#### Schedule

Weekly, from 8/24/2015 to 6/8/2016

### **PD Opportunity 3**

Provide Phase 1 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff to ensure knowledge of : the intent and demands of the FL Standards; planning, delivering, and reflecting on instruction with focus on FL Standards; the use of revised curricular resources and how to sequence and adapt them with their teams

#### **Facilitator**

Offices of Professional Development and School Supports and Teaching and Learning

#### **Participants**

PLC facilitators, coaches, school leaders, and select central office staff

#### **Schedule**

Biweekly, from 9/1/2015 to 10/23/2015

### **PD Opportunity 4**

Provide Phase 2 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff.

#### **Facilitator**

Offices of Professional Development and School Supports and Teaching and Learning

#### **Participants**

PLC facilitators, coaches, school leaders, and select central office staff

#### **Schedule**

Biweekly, from 10/23/2015 to 1/15/2016

### **PD Opportunity 5**

Provide Phase 3 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff.

#### **Facilitator**

Offices of Professional Development and School Supports and Teaching and Learning

#### **Participants**

PLC facilitators, coaches, school leaders, and select central office staff.

#### **Schedule**

Biweekly, from 1/15/2016 to 3/18/2016

**G1.B3** Instruction has been in DQ2 and infrequently in DQ 3 and 4

**G1.B3.S1** District and school leaders will ensure understanding of the instructional framework by establishing a system to guide, support, and monitor instruction.

**PD Opportunity 1**

Plan and implement District Calibration sessions in which district leaders come together to align their efforts to better guide, support, and monitor district and school actions.

**Facilitator**

Vanessa Hilton in collaboration with Directors from district instructional departments

**Participants**

Instructional district staff members

**Schedule**

Monthly, from 7/8/2015 to 6/8/2016

**PD Opportunity 2**

Teams of teacher representatives from each school (teacher teams) will receive professional development on approaching instruction from application to skills. These teams will spend time analyzing district developed tasks to create an understanding of how to design learning experiences to match the rigor of the Florida Standards.

**Facilitator**

Senior District Supervisors-ELA/Math Regional Curriculum Specialists

**Participants**

Teams of teacher representatives from each school with the intention of taking knowledge gained back to their school staff

**Schedule**

Monthly, from 7/8/2015 to 6/8/2016

**G1.B4** Many of our students in grades 3-5 lack foundational reading skills.

**G1.B4.S1** The Independent Reading Level Assessment Framework (IRLA) will be used by all K-2 teachers, teachers within our self-contained regular standards programs and in our high school intensive reading classes in order to prevent or close reading gaps for students.

**PD Opportunity 1**

Provide professional development for all teachers utilizing the IRLA.

**Facilitator**

Members of Office for Teaching and Learning and Office for Student Support and Programs with the support of American Reading Coaches

**Participants**

Basic K-2 Teachers, ESE Self-Contained Regular Standards Elementary Classroom Teachers, High School Reading Teachers

**Schedule**

Monthly, from 7/8/2015 to 6/8/2016

**G2.** Increase staff and student engagement

**G2.B2** District departments and resources are not calibrated to align to needs of schools

**G2.B2.S1** District will establish a means of aligning its supports to meet the needs of schools.

**PD Opportunity 1**

Layered SIP supports consisting of SIP technical assistance, SIP Service Week aligning District and Regional Supports to the needs of schools, Quarterly data review support including Mid-Year Reflection support.

**Facilitator**

Office for Accountability, Research, and Measurement; MTSS Specialists; Title I Program Coordinator

**Participants**

School Based Administrators and SBLTs

**Schedule**

Quarterly, from 6/10/2015 to 6/8/2016

## **PD Opportunity 2**

District Leadership will hold quarterly Calibration Sessions during which all District-based Instructional Supervisors and Program Coordinators come together to align actions in support of the District Key Priorities and school needs.

### **Facilitator**

Assistant Superintendent for Student Achievement and District Leadership Team

### **Participants**

All District-based Instructional Staff

### **Schedule**

Quarterly, from 8/26/2015 to 6/8/2016

## **G3. Increase systems to support students**

### **G3.B1 Timely and appropriate response to data**

**G3.B1.S1** School and district teams will use data for planning and responding to student needs as part of the collaborative problem solving process.

## **PD Opportunity 1**

Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of at risk students.

### **Facilitator**

Office for Student Support Programs and Services

### **Participants**

All school based leadership teams, EWS committee

### **Schedule**

Quarterly, from 9/8/2015 to 6/8/2016

## Technical Assistance Items

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

**G1.** All student learning experiences match the rigor of the Florida standards.

**G1.B3** Instruction has been been in DQ2 and infrequently in DQ 3 and 4

**G1.B3.S1** District and school leaders will ensure understanding of the instructional framework by establishing a system to guide, support, and monitor instruction.

### PD Opportunity 1

Senior district supervisors from the Office for Teaching and Learning will collaborate with a consultant from IDE to plan for curriculum work groups.

#### Facilitator

Senior district supervisors from the Office for Teaching and Learning, Tanya Bosco (IDE Consultant)

#### Participants

Curriculum Work Group Members (teacher leaders/school based coaches)

#### Schedule

Monthly, from 7/8/2015 to 6/8/2016

**G1.B4** Many of our students in grades 3-5 lack foundational reading skills.

**G1.B4.S1** The Independent Reading Level Assessment Framework (IRLA) will be used by all K-2 teachers, teachers within our self-contained regular standards programs and in our high school intensive reading classes in order to prevent or close reading gaps for students.

### PD Opportunity 1

Provide on-going support/development for all teachers utilizing the IRLA.

#### Facilitator

Regional ELA specialists and other members of the Office of Teaching and Learning and Office for Student Support and Programs

#### Participants

Basic K-2 Teachers, ESE Self-Contained Regular Standards Elementary Classroom Teachers, High School Reading Teachers

#### Schedule

Monthly, from 7/8/2015 to 6/8/2016

## Budget

### Budget Data

1	G1.B1.S1.A1	Provide Prioritized Professional Development	\$0.00
2	G1.B1.S1.A2	Continue unpacking of standards through PLCs and development of common assessments	\$0.00
3	G1.B1.S1.A3	Provide Phase 1 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff to ensure knowledge of : the intent and demands of the FL Standards; planning, delivering, and reflecting on instruction with focus on FL Standards; the use of revised curricular resources and how to sequence and adapt them with their teams	\$0.00
4	G1.B1.S1.A4	Provide Phase 2 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff.	\$0.00
5	G1.B1.S1.A5	Provide Phase 3 of intensive training to PLC facilitators, coaches, school leaders, and select central office staff.	\$0.00
6	G1.B3.S1.A1	Plan and implement District Calibration sessions in which district leaders come together to align their efforts to better guide, support, and monitor district and school actions.	\$0.00
7	G1.B3.S1.A2	Senior district supervisors from the Office for Teaching and Learning will collaborate with a consultant from IDE to plan for curriculum work groups.	\$0.00
8	G1.B3.S1.A3	Teams of teacher representatives from each school (teacher teams) will receive professional development on approaching instruction from application to skills. These teams will spend time analyzing district developed tasks to create an understanding of how to design learning experiences to match the rigor of the Florida Standards.	\$0.00
9	G1.B4.S1.A1	Provide professional development for all teachers utilizing the IRLA.	\$0.00
10	G1.B4.S1.A2	Provide on-going support/development for all teachers utilizing the IRLA.	\$0.00
11	G2.B2.S1.A1	Layered SIP supports consisting of SIP technical assistance, SIP Service Week aligning District and Regional Supports to the needs of schools, Quarterly data review support including Mid-Year Reflection support.	\$0.00
12	G2.B2.S1.A2	District Leadership will hold quarterly Calibration Sessions during which all District-based Instructional Supervisors and Program Coordinators come together to align actions in support of the District Key Priorities and school needs.	\$0.00
13	G2.B2.S1.A3	Using learning from the DA School Improvement Conference in June, design a leveling system that tiers schools based on level of need according to multiple data sources such as school leadership, student achievement, supportive environment, etc.	\$0.00
14	G3.B1.S1.A1	Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of at risk students.	\$0.00
<b>Total:</b>			<b>\$0.00</b>