



Pam Stewart, Commissioner

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

64 - Volusia

Mr. James T. Russell, Superintendent
Wayne Green, Region 2 Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	18
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
Appendix 1: Professional Development Plan to Support Goals	46
Appendix 2: Technical Assistance Plan to Support Goals	48
Appendix 3: Budget to Support Goals	48

Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

Volusia County Schools will ignite a passion for learning by providing a challenging, creative curriculum in a safe, supportive environment where students reach their highest potential.

District Vision Statement

Ensuring all students receive a superior 21st century education.

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

The Differentiated System of Supports structure, which is aligned to Goal 1, Strategy 1: District's Multi-Tiered System of Supports, is detailed in the Problem-Solving section of the DIAP.

VCS has adopted the definition of MTSS to be "a system where resources and supports are aligned along a continuum of intensity, based on academic and behavioral needs, whatever those needs might be." A central component of the framework involves resource mapping (identifying the resources—both programs and personnel available within the district and at school sites). Data are paramount when linking existing resources and in determining where additional resources are needed.

Collaboration among district departments results in purposeful coordination of resources and funding sources. The Deputy Superintendent for Instructional Services, the Area Superintendents, the Director of Federal Programs, the Director of K-12 Curriculum, the Director of Exceptional Student Education, and the Director of Alternative Programs are instrumental in aligning and allocating supplemental funds and personnel to meet the needs of priority and focus schools. District leadership, including directors and coordinators from the instructional services division, under the direction of the Deputy Superintendent for Instructional Services, meet as soon as the annual FCAT data are available. The group analyzes the data to prioritize the levels of support for each school. The level of support determines the number of and content area focus for instructional coaches and intervention teachers.

A team of district level staff is assigned to schools to serve as liaisons to foster communication between each school and the district team and to ensure each school receives timely support to resolve barriers to student achievement. The district teams meet weekly for the highest priority schools and every two weeks for the second level. At the meetings, each liaison reports on the progress the school is making, shares any concerns about what was observed during site visits, and brings immediate needs or requests for support from the school. Through discussion, the group problem-solves any issue brought to the committee. An appropriate response or plan to seek a resolution is determined during the meeting. Individuals responsible for enacting the plan are identified with an expectation for follow-through and an update at the next meeting.

A spreadsheet developed during the district data analysis reflects all resources allocated to schools from various fund sources. The resource spreadsheet is maintained and adjusted, as needed, in response to the site visits to each of the designated schools and communication with principals

throughout the year. In addition, an inventory of intervention resources developed collaboratively and refined to provide recommended standard protocol interventions is utilized by problem solving teams at each school. Schools report satisfaction with the visibility and responsiveness of district staff.

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 Deputy Superintendent for Instructional Services directs the work of the District's Multi-Tiered System of Support to respond to the needs of all schools and allocate resources where necessary. The Deputy Superintendent for Instructional Services also serves as the Turnaround Lead for SIG schools. As such, a Community Assessment Team has been developed to leverage the growth processes in place at Atlantic High School to benefit other struggling schools.

In addition to support provided to schools by district liaisons, the Deputy Superintendent for Instructional Services, the Area Superintendents, the Assistant Director for Program Accountability, and other key district staff meet with each school in the early weeks of the school year for a data chat. The lowest performing schools have a second data chat midyear. The school principal and team present data analyzed to suggest School Improvement Plan (SIP) goals and to determine the principal's Deliberate Practice focus. District staff respond and pose questions to the school team to delve deeper into causes and potential interventions in response to the data. The district provides training supported by the Bureau of School Improvement staff on the School Improvement process and use of Early Warning System data. After training on setting up data rooms, schools were invited to visit other schools in the district to observe various models to organize a data room. The data rooms are often used as the meeting space for PLC and leadership teams. The culture of data-driven decisions and problem solving is reinforced at the school level and through interactions with the district.

Professional Learning Community teams meet frequently--many on a weekly basis--to review and respond to student data. In addition, each district early release date includes an hour of time for teams to meet to plan instruction and work through the problem-solving process.

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

Volusia County Schools (VCS) governs the operations of its area schools through School Board policies and negotiated contracts with bargaining units (teacher, support staff, transportation, etc.). The changes planned within the Transformation Model will not impact School Board policy, but would impact the negotiated contracts of the bargaining units. Thus, Memorandums of Understanding (MOU) would be the vehicle through which VCS would address policy and practice changes in order to strengthen the capacity of school-based leadership teams to implement interventions.

The Turnaround Lead will be the person responsible for initiating the process to address policy and practice barriers. Turnaround Lead designees, Chief Counsel, and union delegates will participate in negotiating desired MOUs immediately upon receipt of notice of SIG grant approval to ensure that required changes are in place for the 2014-2015 school year.

The Transformation Model as proposed in the SIG grant will require school-based flexibility that currently is not allowed by contract. In order to implement the proposed changes designed to increase student achievement and graduation rates, the following areas of the Volusia Teachers Organization Contract would need to be address by MOUs. Similar areas would be addressed as needed in the contracts of American Federation of State, County, and Municipal Employees (AFSCME) and Volusia Educational Support Association (VESA).

Article 5 – Employee Rights

Article 7 – Changes in Past Practices/Terms/Conditions of Employment

Article 8 – Fair Practices

Article 9 – Working Hours and Conditions
 Article 12 – Faculty Council and Budget Committee
 Article 13 – Staff Development & In-Service Education
 Article 14 – Teacher Evaluation
 Article 15 – Transfer and Vacancies
 Article 19 – Education Support
 Article 21 – Teacher Assignment, Travel and Substitutes
 Article 24 – Modified School Calendar
 Article 26 – Compensation
 Article 28 – Supplements
 Article 32 – Job Sharing
 Article 33 – Technology
 Article 34 – Mandatory Plus One Program
 Article 35 – Duration of Agreement

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

Volusia County Schools (VCS) has established guidelines for staffing, scheduling, and budgeting. These guidelines are developed by the appropriate district department and vetted through a review and approval process, which culminates in approval by the superintendent and her leadership team (termed "Cabinet"). As part of the guideline development process, input is solicited from school-based leadership and teachers. This input is solicited via focus groups, established meetings, and online surveys. When appropriate, guidelines that impact district policy are presented as formal policies for school board approval.

VCS has an operational structure that strongly supports school-based leadership decision-making. District administration is designed in accordance with the servant leadership model. Accordingly, the district provides specific policies and procedures as required by statute and in response to statute; the district also works collaboratively with school leadership to provide school site specific support. The principal of a school is recognized as the expert of the school's needs and, thus, has significant autonomy in the areas of staffing, scheduling, and budgeting.

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

Volusia County Schools (VCS) has implemented a Multi-Tiered System of Supports (MTSS) designed to ensure district resources were appropriately allocated to support school leadership teams in the 8-Step Problem Solving Process incorporated into the development of School Improvement Plans. The District MTSS significantly contributed to the turnaround success of the priority and focus schools and to sustaining the success of all other schools.

The SIG application describes in detail the specific strategies and action steps that the District and the school will implement for the purpose of establishing the schools as models of student achievement. Critical to this process of creating models is the addressing of district policies and procedures in the first year of the grant, specifically the negotiation of a Memorandum of Understanding (MOU) with the Volusia Teachers Organization (VTO) contract. Operational flexibility for the SIG 1003(g) school will be increased in the areas of staffing, scheduling and budgeting as described in the strategies and action steps.

In year two, Atlantic will partner with select schools to assist in transforming them with the model practices they developed and successfully implemented with district support. This capacity-building process of partnering with schools will expand in year three exponentially. Looking ahead, the proposed infrastructure will be built to withstand personnel turnover and funding uncertainties. Because so many district and school staff will receive relevant professional development and technical assistance throughout the SIG process, the system will stand strong even with personnel changes. With the district policies and procedures modified and the VTO MOU to increase school-based operational flexibility, Volusia schools will be positioned to take full advantage of the lessons learned as a result of the implementation of the SIG grant. Volusia County School District envisions a transformed district-wide school system built upon the school improvement work already begun. With the support of SIG, this system will grow and flourish to benefit all students.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275349>

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

See District Parental Involvement Plan.

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

Through the use of school liaisons who report regularly to the School Improvement team, the district is able to provide assistance to turnaround schools that is informed by school leadership input.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Marcks, Teresa, tmarcks@volusia.k12.fl.us

Employee's Title

Assistant Superintendent

Employee's Phone Number

(386) 734-7190

Employee's Phone Extension

20696

Supervisor's Name

James T. Russell

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

Directs the work of the District's Multi-Tiered System of Support to respond to needs of all schools
Analyzes school data and allocates resources of team to respond to needs

Monitors intervention work of district leadership team in schools
 Coordinates the work of Instructional Services personnel
 Adjusts resource allocations as needed

District Leadership Team:

Marcks, Teresa, tmarcks@volusia.k12.fl.us	
Title	Assistant Superintendent
Phone	(386) 734-7190
Supervisor's Name	James T. Russell
Supervisor's Title	Superintendent
Role and Responsibilities	<p>Directs the work of the District's Multi-Tiered System of Support to respond to needs of all schools</p> <p>Analyzes school data and allocates resources of team to respond to needs</p> <p>Monitors intervention work of district leadership team in schools</p> <p>Coordinates the work of Instructional Services personnel</p> <p>Adjusts resource allocations as needed</p>
Amy, Kelly, klamy@volusia.k12.fl.us	
Title	Director
Phone	(386)734-7190
Supervisor's Name	Jim Tager
Supervisor's Title	Director
Role and Responsibilities	Oversees work of CTE & Electives specialists in schools, shares concerns and makes needs of schools known in order to ensure appropriate resource allocations
Roman, Leticia, lroman@volusia.k12.fl.us	
Title	Director
Phone	(386)734-7190
Supervisor's Name	Bambi Lockman
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	<p>Intervenes with leadership of D elementary schools, approves expenditures of funds from Title I and other federal programs, acts as a point of contact for designated schools, oversees work of Title I coaches and intervention teachers, shares concerns and makes needs of schools known in order to ensure appropriate resource allocations, makes recommendations about appropriate interventions needed in schools</p>

Dyer, Kati, kbdyer@volusia.k12.fl.us**Title** Director**Phone** (386)734-7190**Supervisor's Name** Jim Tager**Supervisor's Title** Director**Role and Responsibilities** Intervenes with leadership of D secondary schools, oversees work of specialists in schools, shares concerns and makes needs of schools known in order to ensure appropriate resource allocations, makes recommendations about appropriate interventions needed in schools, coordinates and guides efforts of schools for School Improvement Plans**Redmond, Nancy, naredmon@volusia.k12.fl.us****Title** Director**Phone** (386)734-7190**Supervisor's Name** Bambi Lockman**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Directs Exceptional Student Education and helps to provide appropriate resources to students in schools of need**Head, Barbara , bhead@volusia.k12.fl.us****Title** Director**Phone** 3867347190**Supervisor's Name** Jim Tager**Supervisor's Title** Assistant Superintendent**Role and Responsibilities****Russell, James, jrussell@volusia.k12.fl.us****Title** Superintendent**Phone****Supervisor's Name****Supervisor's Title** Administrator**Role and Responsibilities****Marks, Gary, gmarks@volusia.k12.fl.us****Title** Assistant Superintendent**Phone****Supervisor's Name** James T. Russ**Supervisor's Title** Superintendent**Role and Responsibilities**

Presley, Vickie, vpresley@volusia.k12.fl.us	
Title	Assistant Superintendent
Phone	
Supervisor's Name	James T. Russell
Supervisor's Title	Superintendent
Role and Responsibilities	

Holland, Eric, ejhollan@volusia.k12.fl.us	
Title	Administrator
Phone	
Supervisor's Name	Teresa Marck
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	

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

Through collaboration between the Superintendent and members of Cabinet, decisions are made regarding whether to retain or replace school leadership team members.

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

Using state and district assessment data, and through collaboration between the Superintendent and members of Cabinet, decisions are made regarding the process to be used when members of the teaching staff in Focus and Priority schools are to be replaced.

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

The Deputy Superintendent for Finance holds weekly meetings with the Turnaround Lead, district support personnel, and Area Superintendents in order to determine how to allocate additional staffing units to schools. During these meetings, the requests of Focus and Priority schools are considered with special priority.

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

Trend data from district and state assessments are used to determine which schools have the greatest need for reading, math, and science coaches and additional teaching units for Intensive Reading and

Math. A combination of state and district funds are used to provide coaches and teachers at schools with need.

All coaches keep a record of their daily activities in their Microsoft Outlook calendars, which are monitored on a regular basis by school and district personnel. Specifically, personnel look for items on the coaches' calendar that show time dedicated to the group and individual professional learning and development of the teachers served.

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:

Write From the Beginning

Program Type Core

School Type Elementary School

Description Write from the Beginning...and Beyond is a writing program that can be used as a core writing program or in combination with other writing programs that a school or district is using. The program covers all modalities of writing.

Being a Writer

Program Type Core

School Type Elementary School

Description This is a complementary program to SIPPS, a foundational skills program used. It is a scripted writing program that follows the gradual release model and focuses on student choice.

Houghton Mifflin Harcourt**Program Type** Core**School Type** Middle School, High School**Description** As part of core instruction in all middle schools and some high schools, ELA teachers have access to the writing instruction that is part of the curriculum in the form of the writing workshops. There are multiple workshops at each grade level that focus on varied genres of writing and the writing process.**Prentice Hall & Writer's Choice****Program Type** Supplemental**School Type** Middle School, High School**Description** Some teachers in middle and high may still use the writing support that is offered in Prentice Hall Literature books or Writer's Choice books.**District Writing Assessments****Program Type** Core**School Type** Middle School, High School**Description** District writing assessments focus on FCAT 2.0 writing for grades 8 and 10 and the Writing to Text tasks for grades 6,7,9 and 11.**Secondary Supplemental Writing Materials****Program Type** Supplemental**School Type** Middle School, High School**Description** Middle and high school teachers have the option to use several professional books for a variety of writing support purposes including:
Image Grammar by Harry R. Noden
Write Like This by Kelly Gallagher
Teaching Argument Writing, Grades 6-12 by George Hillocks**SIPPS****Program Type** Core**School Type** Elementary School**Description**

Ready Writing

Program Type	Core
School Type	Elementary School
Description	

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:

enVision Math

Program Type	Core
School Type	Elementary School
Description	enVision Math provides teachers with instructional resources (remediation and enrichment), formative and summative assessments and diagnostic assessments and instructional implications.

District-wide Assessment Program (K-5; 6-8, Algebra, and Geometry)

Program Type	Core
School Type	Elementary School, Middle School, High School
Description	Summative assessments aligned to the current standards. These ten question assessments have been created and reviewed by teams of teachers and administered to every student after the standards have been taught.

Florida DOE MFAS (K-3)

Program Type	Supplemental
School Type	Elementary School
Description	MFAS provide teachers with diagnostic assessments and instructional implications.

Curriculum Maps developed by teachers for teachers based on the NGSSS and Florida Standards

Program Type	Core, Supplemental
School Type	Elementary School, Middle School, High School
Description	Curriculum maps have been written by teams of lead teachers. The curriculum maps include pacing guides, descriptions of the standards, and resources aligned to the standards. The curriculum maps also provide teachers with suggested supplemental resources and assessments.

Big Ideas Instructional Materials

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School

Description Online and hardcopies of the student and teacher editions are available for core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.

Holt, Glencoe and Pearson Prentice Hall Instructional Materials

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School

Description Online and hardcopies of the student and teacher editions are available for the core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.

Ascend Math

Program Type Intensive Intervention

School Type Middle School

Description This is a web-based program used in selected middle schools that pre-assesses students. It then prescribes targeted instruction for standards needing to be remediated from grade 3- Algebra 2.

McDougal Littell, Glencoe, Pearson Prentice Hall, Pearson Geometry Instructional Materials

Program Type Core, Supplemental, Intensive Intervention

School Type High School

Description Online and hardcopies of the student and teacher editions are available for the core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.

Algebra Nation

Program Type Supplemental, Intensive Intervention

School Type Middle School, High School

Description This is a web-based program used in all algebra 1a, 1b and 1 classes. It includes instructional videos, practice problems and assessments for every standard tested on the Algebra 1 EOC.

AIMS

Program Type Supplemental

School Type Elementary School

Description

Lakeshore

Program Type Supplemental

School Type Elementary School

Description

Program Type

School Type

Description

HMH--Go Math

Program Type Core

School Type Middle School, High School

Description

McGraw Hill - Florida Math CINCH

Program Type Core

School Type Middle School, High School

Description Algebra, Geometry, Algebra II

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 Science Fusion

Program Type Core

School Type Elementary School

Description This core textbook resource provides teachers with NGSSS-aligned instructional material and student practice. Assessment opportunities are embedded throughout the core resource.

The Happy Scientist

Program Type Supplemental, Intensive Intervention

School Type Elementary School, Middle School

Description Link: www.thehappyscientist.com
This web-based supplemental resource provides teachers with scientifically-accurate videos, pictures, labs, and sample items by benchmark aligned to NGSSS for grades 3-8.

ScienceSaurus

Program Type Supplemental, Intensive Intervention

School Type Elementary School, Middle School

Description This text-based resource provides teachers with an alternative student-friendly explanation of key science concepts learned in Grades 2-5. This resource is available at some schools; it was an option during the last adoption. A number of Science Saurus books were ordered for each middle school over the past two years. These books were purchased for intervention and remediation groups.

AIMS

Program Type Supplemental

School Type Elementary School

Description This Florida-specific (NGSSS), activity-based resource provides teachers with hands-on, minds-on instructional material and student practice. Scaffolded questions are provided with each activity. This resource is available for use in many classrooms; the Elementary Science Department has remained committed to making this resource available to teachers following comprehensive training.

Pearson Prentice Hall Interactive Science Instructional Materials

Program Type Core

School Type Middle School

Description Online and consumable textbooks of the student and teacher editions are available for core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.

District Interim Assessments

Program Type Core

School Type Elementary School, Middle School, High School

Description Summative assessments aligned to the current standards. The items have been written and reviewed by teacher committees in each grade level 6-8 and Biology.

Curriculum Maps developed by teachers based on the NGSSS and Florida Standards

Program Type Core

School Type Elementary School, Middle School, High School

Description Curriculum maps have been written by teams of lead teachers. The curriculum maps include pacing guides, descriptions of the standards and resources aligned to the standards.

Program Type

School Type

Description

FL Coach Jumpstart Science

Program Type Supplemental, Intensive Intervention

School Type Elementary School, Middle School

Description Each school received student workbooks and teacher editions for intervention and remediation. This resource contains three practice FCAT assessments per grade level.

Holt, Glencoe, Pearson Prentice Hall, Instructional Materials

Program Type Core, Supplemental, Intensive Intervention

School Type High School

Description Online and hardcopies of the student and teacher editions are available for some of the core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.

FL Everglades Workbooks

Program Type Intensive Intervention

School Type High School

Description Workbooks are located at each school to use for intervention groups.

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

A district liaison/point of contact is assigned to each school. The number of schools assigned to each point of contact depends on the school grade. District points of contact assigned to D schools have a maximum of three schools, whereas contacts for B schools have as many as eight schools. School assessment data is used to allocate the time of curriculum specialists, TOAs, and coaches so that schools with the greatest need receive the most dedicated time from the curriculum team. For instance, schools with the highest need may receive as many as three visits a week; schools with the lowest need may receive as few as three visits per year. Time allocations even at the same school may differ among subjects and content areas according to the need as demonstrated by data; moreover, changes to time and resource allocations will change throughout the year depending on data.

Schools have in place either a data room, data notebook, or data files to identify groups of students with similar academic or behavioral deficits in order to identify and monitor group interventions. The district emphasizes Professional Learning Communities as the vehicle for data chats and problem-solving an appropriate instructional response to data. For larger systemic issues, the district and schools employ the 8-step problem-solving model together.

Professional development is responsive to the needs of the schools. Instructional support teachers meet weekly to develop expertise in providing the coaching feedback teachers will need to implement the instructional strategies and practices with fidelity. School-based coaches meet monthly for professional learning on the coaching cycle, instructional strategies, specific content knowledge and standards, and alignment of assessment. Intervention teachers meet monthly for professional learning on explicit instruction, formative assessment, and effective feedback. Frequent interaction among the coaches, intervention teachers, and district staff enhances collaboration and increases communication and consistency of instructional quality to meet the Florida Standards.

The district has conducted a Learning Walk process, modeled on the IR process conducted in D schools by the DOE team. During a Learning Walk, the principal shares SIP goals and shares data on progress being made toward those goals. Referencing SIP goals and strategies, the principal suggests the area of focus for the walk-through. Teams of district, school, and state staff then visit all

classrooms to observe instruction. After the classroom walk-throughs, walk-through teams debrief with the school leadership team to share observations and provide feedback to the school on effective practices observed and areas for improvement. The Mini-IR walk-through data also provides feedback for the school leadership on current progress toward SIP goals.

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://www.boarddocs.com/fla/vcsfl/Board.nsf/files/9NVHTV496C18/\\$file/Policy%20307-adopted-08-27-14.pdf](http://www.boarddocs.com/fla/vcsfl/Board.nsf/files/9NVHTV496C18/$file/Policy%20307-adopted-08-27-14.pdf)

Provide the page numbers of the plan that addresses this question

Pp. 1-2

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 individual student learning to accelerate achievement outcomes for every school.
- G2.** Increase the level of classroom rigor by creating multiple instructional pathways for students to meet their individual needs, aligned with the Florida Standards.
- G3.** Improve internal and external communication systems to maximize student achievement, promote collaboration and build positive relationships.
- G4.** Attract, hire, retain, and reward highly qualified administrators, teachers, and staff to improve academic achievement and student success.
- G5.** Ensure that all resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fiscal responsibility and transparency.
- G6.** Prioritize and provide resources for a safe, secure, supportive, and innovative learning environment that cultivates 21st Century learners.
- G7.** If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups.

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 individual student learning to accelerate achievement outcomes for every school. 1a

G069688

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)		
District-Wide	Algebra I FSA EOC Pass Rate		
District-Wide	FSA Mathematics - Achievement		
District-Wide	Geometry EOC Pass Rate		
District-Wide	Algebra II EOC Pass Rate		
District-Wide	FSA English Language Arts - Achievement		
District-Wide	Science Achievement - Satisfactory or Above		
District-Wide	Bio I EOC Pass		
District-Wide	U.S. History EOC Pass		
District-Wide	Civics EOC Pass		
District-Wide	SAT Critical Reading		
District-Wide	ACT English		
District-Wide	CTE Industry Certification Exam Passing Rate		

Resources Available to Support the Goal 2

- District multi-tiered system of supports
- Strategic plan

Targeted Barriers to Achieving the Goal 3

- Lack of effective coordination and integration of district departments.

Plan to Monitor Progress Toward G1. 8

District Data Analysis Summary & Response Meeting

Person Responsible

Eric Holland

Schedule

Annually, from 7/12/2016 to 7/12/2016

Evidence of Completion

State assessments data

G2. Increase the level of classroom rigor by creating multiple instructional pathways for students to meet their individual needs, aligned with the Florida Standards. 1a

G069695

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Math Gains		
District-Wide	ELA/Reading Gains		
District-Wide	Advanced coursework completion - H.S.		
District-Wide	CTE Industry Certification Exam Participation		

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Lack of systematic curriculum integration

G3. Improve internal and external communication systems to maximize student achievement, promote collaboration and build positive relationships. 1a

G069696

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	School Climate Survey - Student		
District-Wide	School Climate Survey - Parent		
District-Wide			

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Lack of adequate communication systems

G4. Attract, hire, retain, and reward highly qualified administrators, teachers, and staff to improve academic achievement and student success. 1a

G069697

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	CTE Teachers Holding Industry Certifications		
District-Wide	Highly Qualified Teachers		

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Lack of systematic alignment of human resources and professional development processes.

G5. Ensure that all resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fiscal responsibility and transparency. 1a

 G069698

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	5Es Score: Program Coherence		

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Need to better align fiscal resources to school and system needs.

G6. Prioritize and provide resources for a safe, secure, supportive, and innovative learning environment that cultivates 21st Century learners. 1a

 G069699

Targets Supported 1b

Focus	Indicator	Year	Target
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Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Need to prioritize resources.

G7. If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups. **1a**

 G030300

Targets Supported **1b**

Focus	Indicator	Year	Target
4941 - Atlantic High School	FSA English Language Arts - Achievement		54.0
4941 - Atlantic High School	ELA/Reading Lowest 25% Gains		26.0
4941 - Atlantic High School	FSA Mathematics - Achievement		59.0
4941 - Atlantic High School	4-Year Grad Rate (Standard Diploma)		74.0
4941 - Atlantic High School	Bio I EOC Pass		78.0
4941 - Atlantic High School	ELA/Reading Gains		45.0
4941 - Atlantic High School	Math Lowest 25% Gains		42.0

Resources Available to Support the Goal **2**

- Personnel: Community Assessment Team; District Leadership Team; Instructional Services Specialists; Instructional Services Secondary TOAs, Coaches, and Elementary ISTOAs; Area Superintendents; Office of Professional Development & Support Coordinator and Specialists; ESOL Coordinator; Differentiated Accountability Region 2 Team; School Administration; Title I Intervention Teachers; Behavioral Support Staff;
- Funds: SAI Funds; Reading FEFP Funds; District Budgets; Title I Funds; Title II Funds; Title III Funds; Race to the Top (5th year amendment); SIG 1003(g) (if awarded)

Targeted Barriers to Achieving the Goal **3**

- Need for greater resource alignment--including personnel, funds, and stakeholder support:
 - *District: Volume of schools in need *School: Volume of students in need; *District: Ability to establish a presence on all school campuses *School: Ability to establish a presence in all classrooms; *District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools *School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; *District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting *School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; *District: Lack of available technology resources to fulfill needs of schools *School: Lack of available technology resources to fulfill needs of students and teachers; *District: Lack of systematic support for stakeholder engagement in school growth *School: Lack of systematic support for stakeholder engagement in student learning

Plan to Monitor Progress Toward G7. 8

Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.

Analysis of district and state assessment results will determine progress made toward goals. Analysis of teacher performance data will be compared to student achievement data (when applicable).

Person Responsible

Alicia Parker

Schedule

Quarterly, from 9/22/2014 to 6/30/2017

Evidence of Completion

Student achievement data; Graduation data; Teacher performance reports, including triangulation of data (PD, teacher evaluation performance, and student achievement); Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review

Plan to Monitor Progress Toward G7. 8

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

James Tager

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

Plan to Monitor Progress Toward G7. 8

District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.

Person Responsible

Barbara Head

Schedule

Quarterly, from 7/10/2014 to 6/30/2017

Evidence of Completion

Evidence: Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams; modifications to Problem-Solving items in School SIPs

District Action Plan for Improvement

Problem Solving Key

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

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

G1. Increase individual student learning to accelerate achievement outcomes for every school. **1**

 G069688

G1.B1 Lack of effective coordination and integration of district departments. **2**

 B181294

G1.B1.S1 Promote high quality early childhood educational experiences that will ensure kindergarten readiness. **4**

 S192744

Strategy Rationale

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

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

Leadership Team Monitoring Meeting

Person Responsible

Teresa Marcks

Schedule

Monthly, from 11/2/2015 to 6/6/2016

Evidence of Completion

Meeting Minutes

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

District Datapalooza

Person Responsible

Eric Holland

Schedule

Triannually, from 10/26/2015 to 6/27/2016

Evidence of Completion

District assessments data

G7. If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups. **1**

 G030300

G7.B1 Need for greater resource alignment--including personnel, funds, and stakeholder support:
 *District: Volume of schools in need *School: Volume of students in need; *District: Ability to establish a presence on all school campuses *School: Ability to establish a presence in all classrooms; *District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools *School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; *District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting *School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; *District: Lack of available technology resources to fulfill needs of schools *School: Lack of available technology resources to fulfill needs of students and teachers; *District: Lack of systematic support for stakeholder engagement in school growth *School: Lack of systematic support for stakeholder engagement in student learning **2**

 B070579

G7.B1.S1 District Multi-Tiered System of Support: Use data to determine personnel assignments and differentiated levels of support (coaching assignments or number of visits, specialist visits, and liaison visits) **4**

 S079713

Strategy Rationale

The needs of schools are varied and must be addressed at varying levels. The district's response to each school is customized according to the needs of the school based on hard and soft data gathered through data analysis, instructional reviews, and additional site visits.

Action Step 1 **5**

Examine data to determine level of need at each school in each subject area using a 4-point rubric; determine initial resource allocation (personnel, time, and money) needed for all schools within the district and assign district liaisons to each school. The district recommendations will be shared with the Community Assessment Team, with the opportunity to provide input.

Person Responsible

James Tager

Schedule

Annually, from 6/2/2014 to 6/30/2017

Evidence of Completion

School Resource Allocation Charts; District Tiered System of Support Assignments

Action Step 2 5

Liaison assistance to school leadership for developing Title I school budget, SIP goal, and PD plan

Person Responsible

James Tager

Schedule

Annually, from 6/9/2014 to 6/30/2017

Evidence of Completion

School Improvement Plan

Action Step 3 5

The district recommendations for school resource allocations will be shared with the Community Assessment Team, with the opportunity to provide input.

Person Responsible

Barbara Head

Schedule

On 7/7/2014

Evidence of Completion

District recommendation from Action Step 1

Action Step 4 5

Share the resource allocation plan with appropriate school and district leaders, ensuring positions are filled with highly qualified personnel.

Person Responsible

James Tager

Schedule

On 10/1/2014

Evidence of Completion

Staffing Summary Reports

Action Step 5

The Community Assessment Team (CAT) will have a four-tiered structure for monitoring. The Tier 1 CAT will meet weekly to review data collected during site visits to determine customized next steps for each school aligned to SIP goals; the Tier 2 CAT will meet every other week; the Tier 3 CAT will meet quarterly to review assessment data for progress monitoring; the Tier 4 CAT members will be called in as needed for their expertise (Finance, Legal, Human Resource, Technology, etc.).

Person Responsible

James Tager

Schedule

Weekly, from 7/14/2014 to 6/9/2017

Evidence of Completion

CAT Meeting Calendar

Action Step 6

Monitoring development of school Instructional Leadership Teams for SIP implementation, with assistance from each school's liaison

Person Responsible

Kati Dyer

Schedule

Quarterly, from 8/25/2014 to 6/9/2017

Evidence of Completion

School Improvement Plans, SIP Midyear Reflection, Liaison Reports to Tier 1 CAT

Action Step 7

CAT monitoring and analysis of district assessments to determine areas in need of additional support; resource allocation adjustments will be made as warranted.

Person Responsible

Alicia Parker

Schedule

Quarterly, from 9/22/2014 to 6/9/2017

Evidence of Completion

Data Analysis Reports

Action Step 8 5

Provide training to district liaisons for schools

Person Responsible

Barbara Head

Schedule

Monthly, from 8/18/2014 to 6/12/2015

Evidence of Completion

MyPGS (Attendance Records)

Action Step 9 5**Person Responsible****Schedule**

Quarterly, from 9/22/2014 to 6/8/2015

Evidence of Completion**Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

Tier 1 CAT will review all evidence submitted for each action step in this strategy:

AS1: School Resource Allocation Charts; District Tiered System of Support Assignments

AS2: Title I budgets

AS3: District recommendation from Action Step 1

AS4: Staffing Summary Reports

AS5: CAT Meeting Calendar

AS6: School Improvement Plans, SIP Midyear Reflection, Liaison Reports to Tier 1 CAT

AS7: Data Analysis Reports

AS8: MyPGS (Attendance Records)

Person Responsible

James Tager

Schedule

Monthly, from 7/1/2014 to 6/8/2017

Evidence of Completion

Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.

Person Responsible

Karen Beattie

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

James Tager

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.

Person Responsible

Barbara Head

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams

G7.B1.S2 Establish school-based leadership teams to support School MTSS 4 S079714**Strategy Rationale**

Schools must establish and sustain an infrastructure that addresses the needs of all stakeholders in order to increase student achievement and graduation rates

Action Step 1 5

PD for Liaisons to provide support for schools to establish Instructional Leadership teams that will direct and monitor the school-based MTSS

Person Responsible

Barbara Head

Schedule

Quarterly, from 5/1/2014 to 4/30/2017

Evidence of Completion

Rosters of School-based Instructional Leadership teams in School Improvement Plan

Action Step 2 5

District and School-based Instructional Leadership Teams attend DA Region 2 Summer Conference

Person Responsible

Karen Beattie

Schedule

Annually, from 7/14/2014 to 8/21/2016

Evidence of Completion

Conference Attendance Records

Action Step 3 5

Hire school-based Project TOA for SIG (Atlantic High)

Person Responsible

Teresa Marcks

Schedule

On 6/30/2017

Evidence of Completion

Staffing Summary

Action Step 4 5

Hire district Project Manager for SIG Schools and office specialist for support

Person Responsible

James Tager

Schedule

On 6/30/2017

Evidence of Completion

Staffing Summary

Action Step 5 5

Hire district School Improvement Specialist

Person Responsible

James Tager

Schedule

On 6/30/2017

Evidence of Completion

Staffing Summary

Action Step 6 5

PD for School-Based Instructional Leadership Teams on step 0 of the 8-Step Planning Process with follow-up and School Improvement (including how to analyze and respond to data appropriately)

Person Responsible

Kati Dyer

Schedule

Quarterly, from 8/25/2014 to 9/8/2016

Evidence of Completion

School Improvement Plans

Action Step 7 5

School-based Instructional Leadership Teams create and meet regularly to monitor School Improvement Plans

Person Responsible

Kati Dyer

Schedule

Monthly, from 8/25/2014 to 6/9/2017

Evidence of Completion

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Grade Level Meeting Calendar

Action Step 8 5

School-based MTSS monthly meetings to analyze progress monitoring data and EWS report

Person Responsible

Alicia Parker

Schedule

Monthly, from 8/11/2014 to 6/9/2017

Evidence of Completion

Data Protocol Reports; Grade Level Meeting Calendar

Action Step 9 5

PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools

Person Responsible

Barbara Head

Schedule

Semiannually, from 5/4/2015 to 5/19/2017

Evidence of Completion

MyPGS (Attendance records and PD products)

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:

AS1: Rosters of School-based Instructional Leadership teams

AS2: Conference Attendance Records

AS3: Staffing Summary

AS4: Staffing Summary

AS5: Staffing Summary

AS6: Staffing Summary

AS7: School Improvement Plans

AS8: Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes);

Leadership Team monthly report to liaison

AS9: Data Protocol Reports

AS10: MyPGS (Attendance records and PD products)

Person Responsible

James Tager

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes);

Leadership Team monthly report to liaison; Data Protocol Reports

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Tier 1 CAT will review all evidence submitted for each action step, including school-based instructional leadership teams monthly reports

Person Responsible

Bambi Lockman

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

School-based instructional leadership teams review data and assessment results

Person Responsible

James Tager

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.

Person Responsible

Karen Beattie

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Tier 3 CAT will analyze and make recommendations for response

Person Responsible

Bambi Lockman

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-steps Planning & Problem Solving Process.

Person Responsible

James Tager

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams

G7.B1.S3 Create a system to facilitate student, family, and community engagement in student learning

4

S093987

Strategy Rationale

When students, families and communities are all supported to engage in the process of student learning, all resources can be harnessed to maximize student potential

Action Step 1 5

Facilitate student, family, and community programs that promote engagement in student learning (Orange City)

Person Responsible

Carrie Crkvenac

Schedule

Quarterly, from 3/1/2015 to 5/1/2016

Evidence of Completion

Registrations, Academic Parent-Teacher Teams Plan, School events calendar

Action Step 2 5

Effective, frequent communication with stakeholders

Person Responsible

James Tager

Schedule

Weekly, from 6/2/2014 to 6/30/2017

Evidence of Completion

Records from communication systems

Action Step 3 5

Facilitate student leadership groups for the purpose of motivating students' academic and behavioral success

Person Responsible

Gary Marks

Schedule

Monthly, from 6/2/2014 to 6/30/2017

Evidence of Completion

Student groups' calendar of meetings and activities

Action Step 4 5

Facilitate mentoring programs for identified students

Person Responsible

Gary Marks

Schedule

Quarterly, from 6/2/2014 to 6/30/2017

Evidence of Completion

Mentoring calendar

Action Step 5 5

Facilitate student, family, and community programs that enhance college and career readiness

Person Responsible

Amy Hall

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

School activities calendar

Action Step 6 5

Establish and sustain business, government, and college partnerships that facilitate educator professional growth and relevant student learning (to include related student internships and field studies)

Person Responsible

Kelly Amy

Schedule

Semiannually, from 8/4/2015 to 6/30/2017

Evidence of Completion

Meeting calendar and minutes, School activities calendar, Internship logs

Action Step 7 5

Establish PreK-20 Community of Practice

Person Responsible

James Tager

Schedule

Semiannually, from 8/4/2015 to 6/30/2017

Evidence of Completion

Community of Practice Agendas

Plan to Monitor Fidelity of Implementation of G7.B1.S3 6

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:

AS1: Registrations, APTT Plan, School events calendar

AS2: Records from communication systems

AS3: Student groups' calendar of meetings and activities

AS4: Mentoring calendar

AS5: School activities calendar

AS6: Meeting calendar and minutes, School activities calendar, Internship logs

AS7: Community of Practice Agendas

Person Responsible

James Tager

Schedule

Monthly, from 7/1/1014 to 6/30/2017

Evidence of Completion

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports

Plan to Monitor Fidelity of Implementation of G7.B1.S3 6

Tier 1 CAT will review all evidence submitted for each action step

Person Responsible

Bambi Lockman

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence

Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7

School-based instructional leadership teams review data and assessment results

Person Responsible

James Tager

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports

Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7

Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.

Person Responsible

Karen Beattie

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review

Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

Bambi Lockman

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7

District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-steps Planning & Problem Solving Process.

Person Responsible

James Tager

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams

Implementation Timeline

Professional Development Opportunities

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

G7. If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups.

G7.B1 Need for greater resource alignment--including personnel, funds, and stakeholder support:
 *District: Volume of schools in need *School: Volume of students in need; *District: Ability to establish a presence on all school campuses *School: Ability to establish a presence in all classrooms; *District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools *School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; *District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting *School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; *District: Lack of available technology resources to fulfill needs of schools *School: Lack of available technology resources to fulfill needs of students and teachers; *District: Lack of systematic support for stakeholder engagement in school growth *School: Lack of systematic support for stakeholder engagement in student learning

G7.B1.S2 Establish school-based leadership teams to support School MTSS

PD Opportunity 1

PD for Liaisons to provide support for schools to establish Instructional Leadership teams that will direct and monitor the school-based MTSS

Facilitator

District staff with DA Region 2 assistance

Participants

District liaisons

Schedule

Quarterly, from 5/1/2014 to 4/30/2017

PD Opportunity 2

District and School-based Instructional Leadership Teams attend DA Region 2 Summer Conference

Facilitator

DA Region 2 Team

Participants

Focus, Priority, and SIG Schools

Schedule

Annually, from 7/14/2014 to 8/21/2016

PD Opportunity 3

PD for School-Based Instructional Leadership Teams on step 0 of the 8-Step Planning Process with follow-up and School Improvement (including how to analyze and respond to data appropriately)

Facilitator

District staff with DA Region 2 assistance

Participants

School-Based Instructional Leadership Teams

Schedule

Quarterly, from 8/25/2014 to 9/8/2016

PD Opportunity 4

PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools

Facilitator

District staff

Participants

SIG schools and feeder pattern schools

Schedule

Semiannually, from 5/4/2015 to 5/19/2017

Technical Assistance Items

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

G7. If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups.

G7.B1 Need for greater resource alignment--including personnel, funds, and stakeholder support:
 *District: Volume of schools in need *School: Volume of students in need; *District: Ability to establish a presence on all school campuses *School: Ability to establish a presence in all classrooms; *District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools *School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; *District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting *School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; *District: Lack of available technology resources to fulfill needs of schools *School: Lack of available technology resources to fulfill needs of students and teachers; *District: Lack of systematic support for stakeholder engagement in school growth *School: Lack of systematic support for stakeholder engagement in student learning

G7.B1.S2 Establish school-based leadership teams to support School MTSS

PD Opportunity 1

School-based MTSS monthly meetings to analyze progress monitoring data and EWS report

Facilitator

District Data and Student Services staff in cooperation with DA Region 2 team

Participants

School-Based Instructional Leadership Teams

Schedule

Monthly, from 8/11/2014 to 6/9/2017

Budget

Budget Data

1	G1.B1.S1.A1		\$0.00
2	G1.B1.S1.A2		\$0.00
3	G7.B1.S1.A1	Examine data to determine level of need at each school in each subject area using a 4-point rubric; determine initial resource allocation (personnel, time, and money) needed for all schools within the district and assign district liaisons to each school. The district recommendations will be shared with the Community Assessment Team, with the opportunity to provide input.	\$0.00
4	G7.B1.S1.A2	Liaison assistance to school leadership for developing Title I school budget, SIP goal, and PD plan	\$0.00

Budget Data

5	G7.B1.S1.A3	The district recommendations for school resource allocations will be shared with the Community Assessment Team, with the opportunity to provide input.	\$0.00
6	G7.B1.S1.A4	Share the resource allocation plan with appropriate school and district leaders, ensuring positions are filled with highly qualified personnel.	\$0.00
7	G7.B1.S1.A5	The Community Assessment Team (CAT) will have a four-tiered structure for monitoring. The Tier 1 CAT will meet weekly to review data collected during site visits to determine customized next steps for each school aligned to SIP goals; the Tier 2 CAT will meet every other week; the Tier 3 CAT will meet quarterly to review assessment data for progress monitoring; the Tier 4 CAT members will be called in as needed for their expertise (Finance, Legal, Human Resource, Technology, etc.).	\$0.00
8	G7.B1.S1.A6	Monitoring development of school Instructional Leadership Teams for SIP implementation, with assistance from each school's liaison	\$0.00
9	G7.B1.S1.A7	CAT monitoring and analysis of district assessments to determine areas in need of additional support; resource allocation adjustments will be made as warranted.	\$0.00
10	G7.B1.S1.A8	Provide training to district liaisons for schools	\$0.00
11	G7.B1.S1.A9		\$0.00
12	G7.B1.S2.A1	PD for Liaisons to provide support for schools to establish Instructional Leadership teams that will direct and monitor the school-based MTSS	\$0.00
13	G7.B1.S2.A2	District and School-based Instructional Leadership Teams attend DA Region 2 Summer Conference	\$0.00
14	G7.B1.S2.A3	Hire school-based Project TOA for SIG (Atlantic High)	\$0.00
15	G7.B1.S2.A4	Hire district Project Manager for SIG Schools and office specialist for support	\$0.00
16	G7.B1.S2.A5	Hire district School Improvement Specialist	\$0.00
17	G7.B1.S2.A6	PD for School-Based Instructional Leadership Teams on step 0 of the 8-Step Planning Process with follow-up and School Improvement (including how to analyze and respond to data appropriately)	\$0.00
18	G7.B1.S2.A7	School-based Instructional Leadership Teams create and meet regularly to monitor School Improvement Plans	\$0.00
19	G7.B1.S2.A8	School-based MTSS monthly meetings to analyze progress monitoring data and EWS report	\$0.00
20	G7.B1.S2.A9	PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools	\$0.00
21	G7.B1.S3.A1	Facilitate student, family, and community programs that promote engagement in student learning (Orange City)	\$0.00
22	G7.B1.S3.A2	Effective, frequent communication with stakeholders	\$0.00
23	G7.B1.S3.A3	Facilitate student leadership groups for the purpose of motivating students' academic and behavioral success	\$0.00
24	G7.B1.S3.A4	Facilitate mentoring programs for identified students	\$0.00

Budget Data

25	G7.B1.S3.A5	Facilitate student, family, and community programs that enhance college and career readiness	\$0.00
26	G7.B1.S3.A6	Establish and sustain business, government, and college partnerships that facilitate educator professional growth and relevant student learning (to include related student internships and field studies)	\$0.00
27	G7.B1.S3.A7	Establish PreK-20 Community of Practice	\$0.00
Total:			\$0.00