



Manny Diaz, Jr., Commissioner of Education

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

31 - Indian River

Dr. David Moore, Superintendent
Lucinda Thompson, Central Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	15
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Implementation Timeline	23
Professional Development Plan to Support Goals	24
Technical Assistance Plan to Support Goals	26
Budget to Support Goals	26

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

To Serve all Students with Excellence

b. District Vision Statement

Educate and Inspire every Student to be Successful

c. Link to the district's strategic plan (optional).

No strategic plan link stored

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School District of Indian River County identifies Focus and Priority schools based on current academic achievement, demographics, economic needs and enrollment. The Multi Tiered System of Support helps to deepen the understanding for multiple levels of support both academically and behaviorally for all students. MTSS drives the need for improvements in all Tiers of instruction in our schools. Quarterly department data review meetings will take place to monitor performance assessment data to identify trends and specific needs within the district. Action plans will be created and adjusted within this DIAP throughout the year as new trends or areas of need are identified.

b. School Allocation Process

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

The district allocates resources based on the needs identified within the quarterly data review meetings with the district departments. The use of the Early Warning System within PM2, the district's assessment and data management system, will also be used to assist in looking at the trends and areas of priority and focus within the district. The Superintendent's School Board approved goals and focus areas drive the priorities and help the departments focus on the areas of greatest need in allocating resources.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The School District of Indian River County has integrated the 8 Step Process as a practice to lead systems thinking and change within our schools. District leaders are trained in the 8 Step Process, and this training continues individually on an as needed basis. Principals work with their school staff to

ensure every member is a part of the school's plan to support all students. All school based action plans for 2016-2017 are expected to be tied directly to the School Improvement Plans that have been created by the school based faculty, in coordination with School Advisory Councils, and updated as data suggests. These plans will be monitored through the implementation of Instructional Rounds conducted by district staff and Role Alike sharing at administrator meetings.

d. Operational Flexibility

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

The district Turnaround committee consisting of the Superintendent, Assistant Superintendent of Finance, Assistant Superintendent of Curriculum and Instruction and Assistant Superintendent of Technology and Assessment, the Director of Assessment and Accountability, Director of Elementary Education, Director of ESE, Coordinator of Title Programs, District Instructional Support Specialists for Math and Reading all met several times to review FSA data divided many ways to identify scores for Dodgertown by grade level, by subgroups and by subject. We also looked at the numerator and denominator data showing exact number of student's proficient or making gains for ELA, Math and Science. The school also went through this same data prior to working on their SIP. They identified strategies by grade level that will assist in increasing the proficiency levels of the students. In review of the data by reporting category it was very evident that for ELA; craft and structure is a low area for all grades. But it also showed that in 4th and 5th grade the only area that was a strength was Language and editing. For Math; 3rd grade did significantly better in all 3 categories whereas 4th and 5th struggled in all. 4th grade's strength was in Numbers and Operations in Base Ten. See copies attached.

3. Sustainability of Improvement

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

In order to sustain these improvements, the district will monitor for fidelity the implementation of the high yield strategies herein. The district will analyze data after each performance assessment looking for trends and areas of need for additional support. The Assistant Superintendent of Curriculum and the Directors of Curriculum will monitor schools through site based visits and a monitoring plan that will assist Principals in identifying strengths and weaknesses and add interventions that will assist students' success. The district will offer professional development opportunities to continue to build capacity of our leaders and teachers. The district will allocate appropriate funding and resources needed to continue the improvement. To support our Focus, Turnaround and lowest 300 schools, the district will continue to use the Instructional Support Team (IST), that works closely with the Focus and Turnaround schools which are also the lowest 300 schools, weekly to support the process of improving student achievement through quality standards based instruction. In addition, other schools will be identified as needing support and the district will allocate resources to assist them. District instructional specialists will also be providing support on a tiered model, providing the most support to the tier III schools (which are the Focus and Turnaround schools) and less support for each schools in the other tiers. All schools will receive some support each month to assist schools in maintaining or improving student success which will lead to improved school grades as well.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361896>

2. Family and Community Engagement

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

A quarterly meeting will be held in the morning at Dodgertown and will be facilitated by Bruce Green, Assistant Superintendent of Technology and Assessment. Invitations to this data review meeting will be advertised through the District Public Information Officer to allow for community and family participation and a phone message from Dodgertown's Principal prior to the morning review meeting.

A quarterly meeting will be held in the morning at Dodgertown and will be facilitated by Bruce Green, Assistant Superintendent of Technology and Assessment. Invitations to this data review meeting will be advertised through the District Public Information Officer to allow for community and family participation and a phone message from Dodgertown's Principal prior to the morning review meeting. The meetings will coincide with the monthly Differentiated Accountability meeting allowing the RED and RAD to attend the majority of these meetings. After the meeting, a school based Learning Walks with the RED, RAD, district support team and school based team.

3. Engagement of School Leadership

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

The district has one school that has moved into Turnaround status and will receive the following supports:

(add after August 2 and 8th meetings)

For all other schools the district has tiered the schools in an effort to be able to provide the appropriate amount of support to all schools with the most support going to the tier II and tier III schools. In order to sustain and make improvements, the district will monitor for fidelity the implementation of high yield strategies. The district will analyze data after each performance assessment looking for trends and areas of need for additional support. The Assistant Superintendent of Curriculum and the Directors of Curriculum will monitor schools through site based visits and a monitoring plan that will assist Principals in identifying strengths and weaknesses and add interventions that will assist students' success. The district will offer professional development opportunities to continue to build capacity of our leaders and teachers. The district will allocate appropriate funding and resources needed to continue the improvement.

In addition, District instructional specialists will also be providing support on a tiered model, providing the most support to the tier III schools (which are the Focus and Turnaround schools) and less support for each schools in the other tiers. All schools will receive some support each month to assist schools in maintaining or improving student success which will lead to improved school grades as well.

Other areas that will continue to be implemented and supported include the following:

ICE- Institute for Coaching Excellence is a way of deepening the coaching competencies of our school based instructional coaches and teacher leaders.

MTSS - Multi Tiered System of Support helps to develop support and to deepen the understanding for multi tiered levels of support for our students both academically and behaviorally.

IST- Instructional Support Teams assist our Turnaround and Focus schools who are also in the lowest 300 for the state. The team will work in collaboration with the Differentiated Accountability Team for Region III of the FLDOE. This team will work in collaboration with the school based teams to provide data reviews, classroom observations and intervention support as needed to help improve the work in these 2 schools.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Dampier, Pamela, pamela.dampier@indianriverschools.org

b. Employee's Title

Assistant Superintendent

c. Employee's Phone Number

(772) 564-3014

d. Employee's Phone Extension

e. Supervisor's Name

Dr. Mark Rendell

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

To provide leadership in the development, implementation, and evaluation of educational programs and services including curriculum, instruction and assessment related to student performance.

2. District Leadership Team:

Rendell, Mark, mark.rendell@indianriverschools.org	
Title	Superintendent
Phone	
Supervisor's Name	School Board
Supervisor's Title	
Role and Responsibilities	Superintendent of Schools
Berg, Deb, deborah.berg@indianriverschools.org	
Title	Director
Phone	772-564-3067
Supervisor's Name	Andrew Rynberg
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Elementary Education
Long, Deborah, deborah.long@indianriverschools.org	
Title	Director
Phone	772-564-3209
Supervisor's Name	Andrew Rynberg
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Secondary Education

Taylor, Christopher, christopher.taylor@indianriverschools.org

Title Director
Phone 772-564-3033
Supervisor's Name Bruce Green
Supervisor's Title Assistant Superintendent
Role and Responsibilities Director of Assessment and Accountability

Malits, Karen, karen.malits@indianriverschools.org

Title Other
Phone 772-564-3038
Supervisor's Name Deb Berg
Supervisor's Title Director
Role and Responsibilities Coordinator of Title Programs

Fritz, Bill, william.fritz@indianriverschools.org

Title Assistant Superintendent
Phone (772) 564-3195
Supervisor's Name Dr. Mark Rendell
Supervisor's Title Superintendent
Role and Responsibilities Assistant Superintendent of Human Resources

Morrison, Carter, carter.morrison@indianriverschools.org

Title Assistant Superintendent
Phone 772-564-3180
Supervisor's Name Dr. Mark Rendell
Supervisor's Title Superintendent
Role and Responsibilities Assistant Superintendent of Finance

Green, Bruce, bruce.green@indianriverschools.org

Title Assistant Superintendent
Phone
Supervisor's Name Dr. Mark Rendell
Supervisor's Title Superintendent
Role and Responsibilities Assistant Superintendent of Technology and Assessment

Dampier, Pamela, pamela.dampier@indianriverschools.org	
Title	Assistant Superintendent
Phone	(772) 564-3014
Supervisor's Name	Dr. Mark Rendell
Supervisor's Title	Superintendent
Role and Responsibilities	Assistant Superintendent of Curriculum and Instruction

3. Educator Quality

a. School Leadership Teams
 Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

The Principal Supervisors will monitor the Principals monthly using a district created Progress Monitoring Plan and Learning walks. This will put more accountability on the Administrator for the data for their schools and for the improvement taking place on their campus'.
 The district team will hold quarterly meetings with the Differentiated Accountability team at Dodgertown (TOP school) and Vero Beach Elementary (Priority school). These meetings will consist of district meeting as well as Learning Walks through classrooms to ensure growth is taking place. The district has contracted with the University of Washington Center for Educational Leadership. They will train the district leaders and school based Principals on the four dimensions of leadership. This will take place starting with a two day institute in September, followed by four school based learning walks throughout the year and a two day coaching institute in the spring. This will be replicated for 2017-2018 with the Assistant Principals and additional district leaders not participating in the 2016-2017 training.

b. Instructional Staff
 Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

Prior to May of each school year, the principal, in cooperation with the human resources department, reviews the "Instructional Practice Scores" for teachers in each school. If there are concerns with probationary or annual contracts, non-renewal is exercised. Leaders have received support with "Instructional Practices Scores" and plans of improvement.

In some cases, the teacher will be retained and coached through use of a "Plan for Improvement," if it is believed that they have the potential to become successful through professional development and mentoring.

For professional services contract teachers, Needs Improvement or Unsatisfactory final evaluations trigger initiation of a plan for improvement which can lead to probation and eventual just cause for non-renewal.

The School District of Indian River County selected "Option 1: District Managed Turnaround" (DMT) for Dodgertown Elementary. The district is committed to the monitoring plan implementation and holding responsible individuals accountable for their respective areas. The district will provide curriculum specialist and coaching support which will include modeling and coaching with immediate feedback. In addition, the district will provide or make available professional development to ensure

teachers deliver standards-based instruction. The professional development department and curriculum specialists will provide training on the collaborative planning process, common assessments, and data analysis will be a part of the professional development program, which will be monitored at the district level by the Assistant Superintendent of Curriculum and Instruction and the Director of Elementary Education. School administrators will monitor plans at the school level to ensure the data-informed instruction is provided through highly engaging strategies as gained in professional development activities. The principal's supervisor will monitor the principal implementation of the School Improvement Plan and Progress monitoring plan at the school.

Non-negotiable Strategies to Improve Student Performance include:

- Timely identification and assessment of students for the proper instructional placement and support (MTSS)
- Monthly District/DA classroom walkthrough visits with administration
- Monitor the implementation of the Turnaround Option Plan and provide follow-up to ensure that strategies are being implemented with fidelity, making modifications based on results. This effort will be driven by the District Leadership Team, led by the Director of Elementary Education. Monitoring will occur monthly during District Leadership Team meetings and reported to the RED.

Area of Focus 1

The district will implement I-Ready for the 2016-2017 school year as a diagnostic tool for grades K-5. I-Ready diagnostic will be administered three times a year. Unify item bank questions will be used to create common assessments for grades 3-5. The district has elected to utilize benchmarks and I-Ready to monitor student progress. The districts benchmark assessments will be administered to grades 3-5 twice a year in reading, math and science. The data from the assessment will be disaggregated at the district level by the Performance Data Analyst, curriculum specialist and district leadership team. This data will be used to make data-driven decisions regarding curriculum and instruction. The administration will monitor classroom instruction through Classroom Walkthroughs and observations. The school based administration will ensure additional support is provided to the classroom teachers based on assessment data. The principal's supervisor will monitor the fidelity of the analysis and support for teachers.

In addition, the district Curriculum and Instruction department has updated their vision to provide quality professional development, resources and support to all schools. We are offering a Tiered approach for school support based on identified data driven needs. Dodgertown is one of our Tier 3 support schools and will be receiving weekly support from all the Instructional Support Specialists (ELA, Math and Science) as well as from ESE and ESOL specialists to ensure human resources are provided to assist Dodgertown with the initiatives they are addressing in their school improvement plan.

D. Professional Capacity

1. Common Planning Time

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C.

All schools have a portion of the day either before, during or after school that is an automatic common planning time. The instructional coaches from the schools in collaboration with the District Instructional Specialists will facilitate the collaborative planning sessions for the grade levels during these common planning times. The district has also added an additional 30 minutes to the teacher's work day to allow for more or extended collaborative planning sessions. In addition, some elementary schools have adjusted their special area rotations to allow for collaborative planning across grade levels. Most secondary schools have time built in through EPIC, TEAM, or other common times for departments to collaboratively plan. At our Focus and Turnaround schools, additional time is allotted for professional

development and collaborative planning to build capacity of their teachers around the high yield strategies.

2. Instructional Coaches

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

Through the Title 1 office the district is able to provide instructional resource teachers to all of our Title I schools which includes the Focus and Turnaround schools. The district based curriculum specialists along with the literacy and math/science coaches and math coordinators at each elementary school provide support and structured professional development and planning for all schools. The secondary schools are supported in this process by the district based literacy and curriculum specialists. All our schools have been placed on a tiered level of support, those with the greatest needs will receive weekly support from curriculum specialists, ESE specialists and the Instructional Support Team. Other schools within tier II and tier II will receive support depending on the needs of the schools. Our goal is to increase the capacity of our struggling schools while maintaining and increasing capacity of all our district schools.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

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

Yes

District Reading Plans

https://www.floridacims.org/districts/indian-river?current_tab=reading

b. Writing

1. Description of Programs

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

Elementary - uses the Wonders Reading/Writing program

Program Type Core, Supplemental

School Type Elementary School

Description The Wonders program has a very strong writing component that is being used in connection with the reading program. The Writing rubric from FLDOE is used in assessing text based writing prompts.

Write Source

Program Type Core

School Type Middle School, High School

Description

c. Mathematics

1. Description of Programs

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

Go Math

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School

Description The Go Math program acts as the core curriculum for grades K-5. The program was built on research-based instructional models designed to make mathematics accessible to a wide range of students. Through interactive learning and problem-based activities, students are able to build their own understanding of concepts and skills before the formal representation of ideas occurs. District instructional specialists work with the school based coaches and teachers to ensure capacity for teaching the skills is improved and that supplemental teaching methods are incorporated as needed to address student needs.

Houghton Mifflin High School

Program Type Core, Supplemental, Intensive Intervention

School Type High School

Description Houghton Mifflin Algebra 2 serves as the core curriculum for the district's Algebra 2 course. This text comes with supplemental and intensive intervention curriculum to facilitate differentiated instruction.

Big Ideas Middle School

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School

Description Big Ideas Pre-Algebra serves as the core curriculum for the 8th grade course Pre-Algebra. This text comes with supplemental and intensive intervention curriculum to facilitate differentiated instructions.

Pearson

Program Type Core, Supplemental, Intensive Intervention

School Type High School

Description Pearson Algebra 1 and Geometry serves as the core curriculum for the district's high school courses. This text come with supplemental and intensive intervention curriculum to facilitate differentiated instruction.

Cengage Math

Program Type Core, Supplemental, Intensive Intervention

School Type High School

Description All Algebra and Trig 2014/9th Ed.; Larson – Pre-Calc with Limits: A Graphing Approach, 6th Ed.; Larson - College Prep Algebra 1st Ed.

d. Science

1. Description of Programs

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

FUSION

Program Type Core, Supplemental

School Type Elementary School

Science Fusion - Houghton Mifflin Harcourt - K-5
Program:
Fusion

Description The Fusion Science program served as the core curriculum for grades K-5. It was built on research-based instructional models designed around the 5E Lesson Plan. Through interactive learning and problem solving activities, students are able to build their own understanding of concepts and skills using a constructivist approach to Science.

High School

**Program
Type
School
Type**

Biology+Biology H Biology Pearson
 Bio AP + IB Biology AP Florida Edition Pearson
 Physical Science Science Spectrum Physical Science Houghton Mifflin Harcourt
 Physical Science H Science Spectrum Physical Science Houghton Mifflin Harcourt
 Chemistry + Chemistry H, Chem pre-IB Matter and Changes Chemistry Glencoe
 (McGraw Hill)Chemistry 2 IB Chemistry IBID Press (John Green & Sadru Damji
 Physics + Physics H Conceptual Physics by Serway/Vuille 8th edition 2010 Pearson
 (Prentice Hall)
 Physics AP College Physics Brooks/Cole Cengage Learning
 Marine Bio Marine Bio and Oceanography Amsco School Publications
 (978-0-13-317063-4)
 Marine Science The Dynamic Ocean Pearson(978-0-13-317063-4)
 Anatomy and Physio Essentials of Anat and Physio Pearson
 Earth Space Earth, Physical, Bio American Guidance Service, Inc
 Program:
 Pearson High School
 Pearson’s Biology served as the core content for the districts Biology and Biology
 Honors courses.

Description

Program:
 Pearson High School
 Biology AS Florida Edition served as the core content for the districts AP courses

Program:
 HMH High School
 Physical Science served as the core content for the districts Physical Science and
 Physical Science Honors courses.

Program:
 Glencoe High School
 Matter and Changes, Chemistry served as the core content for the districts Chemistry,
 Chemistry Honors, and pre-IB Chemistry courses.

Program:
 IBID Press (John Green and Sadru Damj) High School
 Chemistry served as the core content for the districts IB Chemistry courses.

Program:
 Pearson (Prentice Hall) High School
 Conceptual Physics served as the core content for the districts Physics and Physics
 Honors courses.

Program:
 Brooks/Cole Cengage Learning High School
 College Physics served as the core content for the districts IB Physics course.

Program:
 Amsco School Publications High School
 Marine Biology and Oceanography served as the core content for the districts Marine Biology course.

Program:

Pearson High School
 The Dynamic Ocean served as the core content for the districts Marine Science course.

Program:
 Pearson High School
 Essentials of Anatomy and Physiology served as the content for the districts Anatomy and Physiology course.

Program:
 Prentice Hall High School
 Physical Science: Concepts in Action served as the content for the districts Integrated II and Integrated III courses.

Program:
 Parson High School
 Essentials of Human Anatomy and Physiology served as the content for the districts Integrated IV course.

Middle School

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School
Description	<p>Program: iScience The Glencoe iScience program served as the core curriculum for grades 6-8. The programs was developed using research-based models to ensure critical thinking and problem solving.</p>

2. Instructional Alignment and Pacing

a. Program Monitoring
 Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

The district utilizes the Multi Tiered System of Supports at the district and school levels to monitor all tiers of instruction. The use of state and local assessment data assist the schools and district with quarterly data reviews to ensure the levels of instruction are on target. School based leaders also

monitor the instruction through daily observations as well as evaluations. For 2016-2017, District leaders will be meeting with Principals to monitor the review process for the schools and to insure changes are made to ensure success for all students at all schools.

b. Supports for Student Transitions

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

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

Yes

a. Link to Student Progression Plan

<https://www.indianriverschools.org/images/district/curriculum/documents/Student-Progression-Plan-2015-2016.pdf>

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

8-32

c. Alignment of Pacing Guides to Florida Standards

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

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

G1. If the district provides support for standards based instruction, then teachers, instructional personnel, and school leaders will deepen their understanding of the Florida Standards in order to collaboratively plan and deliver lessons and tasks that reach the full intent of the standards. **1a**

G045277

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	Algebra I EOC Pass Rate	2017-18	54.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2017-18	89.2
District-Wide	ELA/Reading Gains	2017-18	55.0
District-Wide	ELA Achievement District Assessment	2017-18	57.0
District-Wide	FSA Mathematics Achievement	2017-18	59.0
District-Wide	Math Gains	2017-18	59.0
District-Wide	FCAT 2.0 Science Proficiency	2017-18	58.0
District-Wide	FSA ELA Achievement - Black/African American	2017-18	35.0
District-Wide	FSA ELA Achievement - Hispanic	2017-18	46.0
District-Wide	FSA Math Achievement - Black/African American	2017-18	36.0
District-Wide	FSA Math Achievement - Hispanic	2017-18	53.0

Targeted Barriers to Achieving the Goal **3**

- Need for continued, uniformed training on the Florida Standards and pedagogy strategies across the district

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

- Literacy Coaches and curriculum specialists will support standard based planning and delivery of instruction
- Additional 30 minute per day increase to teacher contract that may be used for PD and collaborative planning
- Community partnerships; The Learning Alliance, the Education Foundation, etc. provide resources to district and school staff that support standards based instruction
- Early Warning Systems data for K-12
- Collaboration with Pearson to deliver professional development in Algebra
- Implementation of i-Ready for elementary reading and math
- Addition of the graduation coaches and professional development coach for new teachers
- Ability to use UNIFY for common assessments at the classroom level
- District Management Council and the Equal Opportunity Schools consultation
- District created Learning Scales and Marzano instructional strategies professional development
- Unit Assessments for 3-10 ELA, 3-8 Math, science and EOC courses.
- i-Ready implemented for grades K-8 for progress monitoring.

Plan to Monitor Progress Toward G1. 8

Performance achievement data will be reviewed as evidence of standards based instruction and best instructional practices within all levels and subjects.

Person Responsible

Pamela Dampier

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Statewide Student Data

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If the district provides support for standards based instruction, then teachers, instructional personnel, and school leaders will deepen their understanding of the Florida Standards in order to collaboratively plan and deliver lessons and tasks that reach the full intent of the standards. **1**

 G045277

G1.B1 Need for continued, uniformed training on the Florida Standards and pedagogy strategies across the district **2**

 B118442

G1.B1.S1 Provide training for administrators, instructional personnel and teachers on standards based lesson planning, instructional rounds, student engagement and instructional strategies to improve practices that support student achievement across the tiers. **4**

 S139391

Strategy Rationale

To assist all school level staff in gaining a deeper knowledge of the Florida Standards and high yield strategies.

Action Step 1 **5**

The district will implement professional development opportunities such as; Unit Assessments, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators.

Person Responsible

Pamela Dampier

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

meeting agendas, attendance logs, CANVAS modules, PowerPoints/training materials

Action Step 2 **5**

The district will provide support to structure a collaborative planning process and support resources for instruction across the tiers and core content areas.

Person Responsible

Pamela Dampier

Schedule

Monthly, from 8/1/2017 to 6/29/2018

Evidence of Completion

sign in sheets, agendas, training materials

Action Step 3 5

The district personnel will participate with administrators on school based instructional rounds.

Person Responsible

Pamela Dampier

Schedule

Monthly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Classroom Walk through data, schedules of the school visits

Action Step 4 5

District will provide monthly data chats with the school based administrators.

Person Responsible

Bruce Green

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Scheduled meetings, agendas

Action Step 5 5

Implementation of the action steps identified in the African American Achievement Plan.

Person Responsible

Deborah Long

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

African American Achievement Plan deliverables, African American Achievement Committee agendas

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

Monthly review of the data monitoring plan with administrators.

Person Responsible

Pamela Dampier

Schedule

Monthly, from 7/3/2017 to 6/29/2018

Evidence of Completion

scheduled school visits and meeting notes

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

Instructional coaches will provide targeted support such as side by side coaching, modeling, collaborative planning and effective feedback to teachers.

Person Responsible

Peggy Jones

Schedule

Monthly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Coaches logs and schedules, outlook calendar, monthly coaches meetings, progress monitoring data

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

Student achievement data and classroom walk through data.

Person Responsible

Peggy Jones

Schedule

Monthly, from 7/3/2017 to 7/27/2018

Evidence of Completion

Statewide Student Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A4 A270037	District will provide monthly data chats with the school based administrators.	Green, Bruce	8/8/2016	Scheduled meetings, agendas	6/1/2017 monthly
G1.B1.S1.A5 A270055	Implementation of the action steps identified in the African American Achievement Plan.	Long, Deborah	8/8/2016	African American Achievement Plan deliverables, African American Achievement Committee agendas	6/1/2017 monthly
G1.MA1 M078624	Performance achievement data will be reviewed as evidence of standards based instruction and best...	Dampier, Pamela	7/3/2017	Statewide Student Data	6/29/2018 quarterly
G1.B1.S1.MA1 M098522	Monthly review of the data monitoring plan with administrators.	Dampier, Pamela	7/3/2017	scheduled school visits and meeting notes	6/29/2018 monthly
G1.B1.S1.MA2 M105985	Instructional coaches will provide targeted support such as side by side coaching, modeling,....	Jones, Peggy	7/3/2017	Coaches logs and schedules, outlook calendar, monthly coaches meetings, progress monitoring data	6/29/2018 monthly
G1.B1.S1.A2 A163402	The district will provide support to structure a collaborative planning process and support...	Dampier, Pamela	8/1/2017	sign in sheets, agendas, training materials	6/29/2018 monthly
G1.B1.S1.A3 A270035	The district personnel will participate with administrators on school based instructional rounds.	Dampier, Pamela	7/3/2017	Classroom Walk through data, schedules of the school visits	6/29/2018 monthly
G1.B1.S1.MA1 M098527	Student achievement data and classroom walk through data.	Jones, Peggy	7/3/2017	Statewide Student Data	7/27/2018 monthly
G1.B1.S1.A1 A156858	The district will implement professional development opportunities such as; Unit Assessments, Kagan...	Dampier, Pamela	9/1/2017	meeting agendas, attendance logs, CANVAS modules, PowerPoints/ training materials	8/31/2018 monthly

V. Professional Development Opportunities

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

G1. If the district provides support for standards based instruction, then teachers, instructional personnel, and school leaders will deepen their understanding of the Florida Standards in order to collaboratively plan and deliver lessons and tasks that reach the full intent of the standards.

G1.B1 Need for continued, uniformed training on the Florida Standards and pedagogy strategies across the district

G1.B1.S1 Provide training for administrators, instructional personnel and teachers on standards based lesson planning, instructional rounds, student engagement and instructional strategies to improve practices that support student achievement across the tiers.

PD Opportunity 1

The district will implement professional development opportunities such as; Unit Assessments, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators.

Facilitator

Dr. Peggy Jones, Kelly Baysura

Participants

Administrators, coaches and teachers

Schedule

Monthly, from 9/1/2017 to 8/31/2018

PD Opportunity 2

The district will provide support to structure a collaborative planning process and support resources for instruction across the tiers and core content areas.

Facilitator

Pam Dampier

Participants

All teachers in the district

Schedule

Monthly, from 8/1/2017 to 6/29/2018

PD Opportunity 3

The district personnel will participate with administrators on school based instructional rounds.

Facilitator

Pam Dampier

Participants

All administrators

Schedule

Monthly, from 7/3/2017 to 6/29/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The district will implement professional development opportunities such as; Unit Assessments, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators.	\$0.00
2	G1.B1.S1.A2	The district will provide support to structure a collaborative planning process and support resources for instruction across the tiers and core content areas.	\$0.00
3	G1.B1.S1.A3	The district personnel will participate with administrators on school based instructional rounds.	\$0.00
4	G1.B1.S1.A4	District will provide monthly data chats with the school based administrators.	\$0.00
5	G1.B1.S1.A5	Implementation of the action steps identified in the African American Achievement Plan.	\$0.00
Total:			\$0.00