



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

53 - Polk

Frederick Heid, Superintendent
Lucinda Thompson, Central Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

The Mission of Polk County Public Schools is to provide a high quality education for all students.

b. District Vision Statement

In accomplishing this mission, we envision that students in the Polk County Public Schools will effectively: - read, write, compute, speak, listen, and use complex thinking skills to solve problems; - be self-directed in creating personal purpose and vision, setting priorities, choosing ethical action, and creating their own knowledge; - cooperate and collaborate with others in working with and leading groups; interact positively in diverse settings; recognize the value and contributions of all individuals; and make positive contributions to their communities; - understand and use social, organizational, and technological systems; design, monitor, improve and correct performance within a system; and create viable products. These desired student outcomes and practices will be fostered and nurtured in schools and classrooms with an environment in which: - adults assume instructional and ethical leadership to create efficient, effective environments perceived as safe, healthy, and equitable, where students are recognized as unique individuals capable of learning and independent thinking; - adults use varied and reliable teaching and evaluating procedures through relevant curricula; - adults enable students, families, and communities to work cooperatively to assume responsibility for the total educational experience; - adults engage in professional growth and training activities to effect continuous improvement in the system; - students are guided in their total physical, mental, and emotional development through activities which are student-centered and which focus on positive expectations and encourage intrinsic motivation.

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

<http://www.polk-fl.net/districtinfo/documents/StrategicPlan2016-2021.pdf>

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.

Monthly, the TOP principals will meet with the TOP Implementation Team comprised of the Regional Assistant Superintendents with Turnaround Schools (Tony Bellamy, Tracy Collins, Tami Dawson, Debbie Henderson and Michelle Townley) and Executive Principal (Patricia Barnes) to review collaboratively their assessment data and chart plans of action to move forward or remediate and to align coaching support within the schools. Specific disaggregated reports will be requested to be brought to the meetings with the principals.

Previously assigned district and site-based coaches will be re-evaluated based on assessment data for their schools and coaches with the highest proven success rates will be placed at the TOP schools. Monthly meetings will be held with district coaches and the TOP Implementation Team to re-align support and ensure that the implementations of researched-based strategies are taught at the TOP schools.

In addition, a scheduled monthly meeting is held with the Superintendent, Deputy Superintendent, Florida Department of Education Regional Executive Director, Regional Assistant Superintendents, Executive Principal and Senior Director of Federal Programs. During these meetings updates are provided and a plan of action forged to present to the Principals.

The School Improvement Plan team meets each month to re-align the focus and instructional practices within the district with researched best practices.

Targeted schools are monitored through their School Improvement Plans, Instructional Reviews, and Monthly Data Meetings with Regional Assistant Superintendents.

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.

Each of the following departments will have one support staff assigned as the primary contact for the TOP schools. This individual will attend planned TOP review meetings along with their department chair and will provide direct and open feedback and “on the spot” planning for necessary changes and additional support. Departments: Professional Development, Student Services, ESOL, Grants/ Federal Programs, Teaching and Learning. The results and notes of the meetings will be sent to the Superintendent via email from the Regional Assistant Superintendent within a 24 hour period and a verbal update will be given by the Deputy Superintendent following the meeting.

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.

Led by the Superintendent, Chief Academic Officer, and Turnaround Lead, the District-Based Leadership Team (DBLT) consists of representatives from the following departments and areas: curriculum and instruction; professional development; human resources; federal programs; student services; transportation; technology; ELL; public relations; community engagement; behavior and discipline; MTSS; budget; scheduling; data and assessment; school improvement; and the local bargaining unit. All members have been assigned roles and responsibilities specific to their areas of expertise. The team will meet monthly as a whole and the TOP Implementation Sub-committee will meet bi-weekly. Assistant Superintendents, Senior Directors, Directors, and other Executive staff members on the leadership team have assigned staff within their departments to provide specific assistance and, in some cases, dedicated support to the five schools in the plan.

The work of the team and sub-committee is monitored by the Office of School Improvement and the Regional Executive Director (RED) for the Bureau of School Improvement, and the DIAP has been updated to reflect the way of work for supporting the schools. In addition to using the DIAP to develop an accountability system for the work of the leadership team, the Regional Education Director (RED) will support the team by reviewing progress within the Turnaround Option Plan (TOP) Implementation Rubric domains.

To address the need for the district to develop, support and facilitate the implementation of new governance to provide guidance for District-Based Leadership Team (DBLT), policies and procedures have been established.

In researching the best method in which to implement and establish effective policies and procedures,

the district's TOP Sub Committee used the state's "8 Step Planning and Problem- Solving Process for Continuous Improvement" to begin the process. This approach was used to address the areas needed to support the "Way of Work" for the DBLT.

Policy 1 – Establishment of Monthly District-Based Leadership Meetings

Procedures for Policy 1: The District Leadership Team will meet monthly (set date) to monitor the progress of all of the TOP Schools in the areas of Data (Student Achievement), Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Policy 2 – Provide information and Data for the Community Assessment Team Meetings (CAT) which consist of Business Partners, Community Leaders, City Chamber Members, and Local Government Officials, Parents or individuals with vested interested in the school.

Procedures for Policy 2: The District Leadership Team will provide the appropriate data from the needs assessment results to the Community Assessment Team once a month for the purpose of allowing each community that represents a TOP school an opportunity to stay abreast of the progress made by the schools and to be able to make informed recommendations for continual improvement.

Policy 3 – Provide updates on each TOP School by principals, district coaches and school-based coaches.

Procedures for Policy 3: All of the TOP Schools' Principals and or coaches will meet Bi-Monthly or Monthly deemed necessary by the Executive Principal and Regional Assistant Superintendent for Turnaround/DA to review progress of student achievement. The results of the meetings will be provided to the members of the DBLT.

Policy 4 – Monitoring Monthly Reports on the level of progress each district department is making to supporting and assisting TOP Schools in accomplishing and meeting their goals.

Procedures for Policy 4: Each department represented on the District-Based Leadership Team will provide reports outlining their scope of responsibility related to assisting each TOP School. These reports will provide documentation to the state and assist the Turnaround/School Improvement Office in providing additional support and next steps strategies for schools. The reports will also assist the District Based Leadership Team in offering support for schools identified in the reports to continue sustained student achievement. A report template will be provided for each department to create consistency within the process and provide evidence of success based on identified deliverables.

Policy 5 – Work collaboratively with the Department of Education, Regional Executive Director (RED) and the Bureau of School Improvement to monitor effectiveness of the implementation of Polk County's TOP.

Procedures for Policy 5: During this process, the DBLT will meet to review with the (RED) and other district staff the SIG Rubric, TOP and the DIAP to ensure that the district is supporting all the new initiatives identified within the plans.

Policy 6 –The District-Based Leadership will be expected to implement "TOP School Reviews" at each school to ensure new initiatives are effectively being implemented and supporting increase student achievement.

Procedures for Policy 6: The DBLT will team will work collaboratively with Turnaround/DA staff, Regional Executive Director for Region Five, the Bureau of School Improvement Team to visit TOP

schools as a TEAM quarterly to perform School Reviews in addition to Instructional Reviews completed by DOE and Office of School Improvement.

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 TOP Phase 1 Comprehensive and Support Schools (Kathleen Middle and Lake Alfred-Addair Middle) have operational flexibility that includes content area coaches, Memorandum of Understanding that provide teacher/staff incentives, additional parent nights, double planning periods, work with external partners - each has a Lead Coach assigned, additional instructional units, ELL and ESE support.

The TOP Phase 1 Comprehensive and Support Schools (Bartow Middle, Garner Elementary, Griffin Elementary and Lake Marion Creek Middle) have operational flexibility that includes content area coaches, and a Memorandum of Understanding that provides teacher/staff incentives and additional parent nights. Additional flexibility within specific schools include:

- Bartow Middle: SIG 4 Grant - Implementation Transformation Model.
- Garner Elem: Will work with the external partner, has a Lead Coach.
- Griffin Elem: Mindful Schools Grant - focus on student behavior and mental health/counseling services to be provided; will work with the external partner, has a Lead Coach.
- Lake Marion Creek: 21st Century Grant, which will provide after school learning for 5th grade. They also have more district support from coaches dedicated to providing standards-based instruction to teachers during planning.

TOP Phase 2 Comprehensive and Support Schools (Auburndale Central Elem, Caldwell Elem, Crystal Lake Elem, Gibbons Street Elem, Kathleen Senior, McLaughlin Middle, Mulberry Senior and Stambaugh Middle) have operational flexibility that includes content area coaches, and a Memorandum of Understanding that provides teacher/staff incentives and additional parent nights. Additional flexibility within specific schools include:

- Auburndale Central Elem:
- Caldwell Elem: Will work with the external partner, principal mentor.
- Crystal Lake Elem: Community School Partnership to provide wraparound services from the community into the school for parents and students. Also, more intensive work with Learning Sciences International (LSI).
- Gibbons Street Elem: Increased teacher units to reduce class size beyond what is required.
- Kathleen Senior: Two principals assigned to the school and more intensive work with Learning Sciences International (LSI).
- McLaughlin Middle: Integrated Arts Program, Drumbeat (experiential behavior program) and more intensive work with Learning Sciences International (LSI); will work with external operator - has a Lead Coach.
- Mulberry Senior: More intensive work with Learning Sciences International (LSI) and additional courses available for students to garner industry certifications.
- Stambaugh Middle: More intensive work with Learning Sciences International (LSI).

Targeted Support Schools (Kathleen Elem, Spook Hill Elem, Tenoroc Senior) have operational flexibility that includes recruitment and retention bonuses for all teachers and paraprofessionals. In additional flexibility includes:

- Kathleen Elem: More intensive work with Learning Sciences International (LSI) and extended

learning.

-Spook Hill Elem: More intensive work with Learning Sciences International (LSI) and extended learning.

-Tenoroc Senior: More intensive work with Learning Sciences International (LSI) and extended learning.

Additional resources have been provided to the Comprehensive and Targeted Support schools, including:

* Staff above and beyond what school would have earned following the District Staffing Plan:

\$2,044,894

* Recruitment/Retention bonus under the prior TOP MOU for 5 original TOP schools: \$1,750,000

* Extended contract day as per prior TOP MOU: \$463,612

* AMO external provider contract: \$500,000

* UniSIG recruitment/retention bonus for rest of Comprehensive and Targeted support schools (not already covered by prior TOP MOU: \$1,044,519

* Principals on assignment to provide leadership support: \$250,000

Total additional support: \$6,053,025

A staffing specialist has been assigned to the Turnaround Office for TOP schools. This individual will provide priority staffing at these schools in the area of recruitment, hiring and filling of vacancies. A list of highly qualified teacher/candidates will be readily available in all CORE subjects. Teacher transfer during the school year has been reconfigured/ eliminated at the TOP schools and a MOU is in place to support teacher retention, dismissal and incentives available for teachers at these specific schools.

Allocation of additional ESE units will be used to support student service delivery and continuum of services in the (LRE) least restrictive environment.

Prioritization of funds through federal programs will be utilized to obtain a dedicated staff member from Federal Programs/Grants to work exclusively with TOP school principals and the TOP Implementation Team.

The ESOL department will review assigned staff at each TOP school and realign or replace as necessary. All sites will receive assistance with ESOL compliance course requirements.

Master schedules were reviewed at all TOP and Targeted schools to provide dedicated common planning for core subjects and weekly (professional development) coaching and training for teachers by the principal and leadership teams with assistance from district staff as needed. Two of the TOP schools (Kathleen Middle and Lake Alfred-Addair Middle) daily have double planning periods which allows one period of vertical articulation with teachers through collaboratively monitoring and adjusting instructional strategies based upon review of on-going data from formative and summative assessments. The second planning period will be provided daily for teachers to individually design standards-based lessons for students. This schedule also addresses the academic needs of the students by providing an additional period for math intervention, along with extra time for reading for all students. It also addresses the opportunity for students to receive opportunities for acceleration, as well as earning industry certification. A period of support is also given for all ELL students and a plan for daily and weekly monitoring of Students of Disabilities is also put in place.

Also included in the design of the scheduling model for TOP schools (Kathleen Middle and Lake Alfred-Addair Middle) will be the inclusion of a critical thinking course for all new incoming students to acquire skills to assist them in their ability to be responsible for their learning and behavior. The course focuses on teaching students how to build "skill sets" in organization, proper communication

and transitions on campuses all in an effort to create a positive culture, increase student attendance, promote student effectiveness and to assist in the decline of student referrals and out of school suspensions. Through this course students will also be provided additional academic supports in math, writing, test taking strategies, proper study habits and the demonstration of high quality work.

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.

Aside from the hybrid model and the inclusion of an external partner, the improvements are being designed to not just be sustainable but to be spread district-wide once the model becomes functional. The external operator will be partially responsible with building administrator capacity. These administrators will become mentors for others as the improvements expand across the district. The District managed Turnaround option includes many of the policies and procedures introduced in the three plans which remain consistent and are designed to expand into the way of work throughout the district.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

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

The Community Assessment Team (CAT) includes district, regional, school and community stakeholders. The District team is led by the Superintendent and Deputy Superintendent and includes district leaders in Curriculum and Instruction, Technology, Student Support Services, Equity and Diversity Management, Assessment and Accountability, and ESOL. Regional Superintendents lead the district's five regions, and principals, teachers, students, parents, community/business partners, local government and community activists participate at the school and community level. The Regional Executive Director (RED) participates as the representative for the Florida Department of Education, (FLDOE), Bureau of School Improvement (BSI). At the initial meeting, turnaround options were presented for review and feedback. Subsequent quarterly meetings will involve review of student performance data (state and district-level assessments), attendance and discipline data, and data collected from ongoing instructional monitoring via school visits and classroom walkthroughs. Upon review and discussion of the data, the committee will engage in the 8-Step Problem Solving process to continue the process of identifying root causes of existing barriers and will assist the district team in developing appropriate strategies and action steps to eliminate them.

Targeted Schools will utilize their Title 1 Parent Nights and their monthly School Advisory Committee meetings to communicate with the community and families within those communities.

During the 2015-2016 and 2016-2017 school years, monthly meetings were held with the district's School Improvement Office and Region III Regional Executive Director (RED) as well as with the Turnaround Option Plan (TOP) schools to discuss District Managed Turnaround as the best option.

The District has continuing and new partnerships with external experts that including the University of Washington's Center for Educational Leadership (CEL), Safe and Civil Schools, USF Turnaround

Leadership, Learning Sciences International (LSI) and Performance Matters. The collaboration with these partners will allow the district to implement innovative practices and support for the TOP schools and enhance leadership capacity.

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.

All of the TOP Schools’ Principals and or coaches will meet Bi-Monthly or Monthly as deemed necessary by the Executive Principal and Regional Assistant Superintendents to review progress of student achievement. The results of the meetings will be provided to the members of the DBLT.

The District-Based Leadership Team will monitor the AMO to ensure the company will work collaboratively with the district staff to determine and differentiate the level and type of support needed by each of the schools in TOP status. The monitoring will be accomplished thru monthly meetings to review specified deliverables as evidence of improvement.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

BELLAMY, TONY, tony.bellamy@polk-fl.net

b. Employee's Title

Assistant Superintendent

c. Employee's Phone Number

(863) 815-6722

d. Employee's Phone Extension

32072

e. Supervisor's Name

Dr. Michael Akes

f. Supervisor's Title

Assistant Superintendent

g. Employee's Role and Responsibilities

- Implement and monitor a tiered model of clustering schools for lower performing schools;
- Coordinate additional resources and support based on needs of individual schools
- Oversee funding and deployment of district, regional, and site-based coaches;
- Coordinate support with Department of Teaching and Learning to provide additional professional development
- Implement and monitor a structure for early return of school-based staff
- Negotiate with local bargaining organization to create and maintain a priority staffing model
- Negotiate with local bargaining organization a plan for performance and incentive pay
- Oversee funding and implementation of extended learning programs
- Assemble and manage Office of School Improvement staff

Monthly, the TOP principals will meet with the TOP Implementation Team comprised of the Regional Assistant Superintendent (principal supervisor) for Turnaround Schools, Senior Director of School Improvement, Executive Principal (Patricia Barnes), and Regional Assistant Superintendents to

review collaboratively their assessment data and chart plans of action to move forward or remediate and to align coaching support within the schools. Specific disaggregated reports will be required to be brought to the meetings with the principals.

Previously assigned district and site-based coaches will be re-evaluated based on assessment data for their schools and coaches with the highest proven success rates will be placed at the TOP schools. Monthly meetings will be held with district coaches and the TOP Implementation Team to re-align support and ensure that the implementations of researched-based strategies are taught at the TOP schools.

Each of the following departments will have one support staff assigned as the primary contact for the TOP schools. This individual will attend planned TOP review meetings along with their department chair and will provide direct and open feedback and “on the spot” planning for necessary changes and additional support. Departments: Professional Development, Student Services, ESOL, Grants/ Federal Programs, Ann Everett (scheduling purposes) and Teaching and Learning. The results and notes of the meetings will be sent to the Superintendent via email from the Regional Assistant Superintendent within a 24 hour period and a verbal update will be given by the Deputy Superintendent following the meeting.

2. District Leadership Team:

Seda, Juan, juan.seda@polk-fl.net	
Title	Director
Phone	
Supervisor's Name	Dr. Michael Akes
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Coordinate all support, resources, and training for ELL students, families, teachers and staff
Henderson, Debbie, debbie.henderson@polk-fl.net	
Title	Assistant Superintendent
Phone	
Supervisor's Name	John Small
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Regional Assistant Superintendent who works collaboratively with Regional Executive Director Gayle Sitter, District Turnaround School Improvement Lead Tony Bellamy, and district staff to support and Improve schools.

BELLAMY, TONY, tony.bellamy@polk-fl.net

Title Assistant Superintendent

Phone

Supervisor's Name John Small

Supervisor's Title Assistant Superintendent

Role and Responsibilities District Lead for School Turnaround.

McNaughton, Joseph, joseph.mcnaughton@polk-fl.net

Title Director

Phone

Supervisor's Name Dr. Michael Akes

Supervisor's Title Assistant Superintendent

Role and Responsibilities Senior Director of Mathematics:Responsible for ensuring that the district math curriculum, curriculum maps, assessment, and coaching supports are aligned to the Florida state standards.

Speake, Jackie, jackie.speake@polk-fl.net

Title Director

Phone

Supervisor's Name Dr. Michael Akes

Supervisor's Title Assistant Superintendent

Role and Responsibilities Senior Director of Science:Responsible for ensuring that the district math curriculum, curriculum maps, assessment, and coaching supports are aligned to the Florida state standards.

Porteous, Teddra, teddra.porteous@polk-fl.net

Title Assistant Superintendent

Phone

Supervisor's Name Jacqueline Byrd

Supervisor's Title Superintendent

Role and Responsibilities Oversee Human Resources

Longa, Maria, maria.longa@polk-fl.net	
Title	Director
Phone	
Supervisor's Name	Dr. Michael Akes
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Oversees Federal Grants

Townley, Michelle, michelle.townley@polk-fl.net	
Title	Assistant Superintendent
Phone	
Supervisor's Name	John Small
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Regional Assistant Superintendent who works collaboratively with Regional Executive Director Gayle Sitter, District Turnaround School Improvement Lead Tony Bellamy, and district staff to support and Improve schools

Small, John, john.small@polk-fl.net	
Title	Assistant Superintendent
Phone	
Supervisor's Name	Jacqueline Byrd
Supervisor's Title	Superintendent
Role and Responsibilities	Deputy Superintendent who oversee operations.

Steinke, Kimberly, kimberly.steinke@polk-fl.net	
Title	Assistant Superintendent
Phone	
Supervisor's Name	Dr. Michael Akes
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Oversees SWD and student services

Byrd, Jackie, jacqueline.byrd@polk-fl.net	
Title	Superintendent
Phone	
Supervisor's Name	Polk County School Board
Supervisor's Title	Board Member
Role and Responsibilities	

Collins, Tracy, tracy.collins@polk-fl.net

Title Assistant Superintendent

Phone

Supervisor's Name John Small

Supervisor's Title Assistant Superintendent

Role and Responsibilities Regional Assistant Superintendent who works collaboratively with Regional Executive Director Gayle Sitter, District Turnaround School Improvement Lead Tony Bellamy, and district staff to support and Improve schools

Joe, Cheryl, cheryl.joe@polk-fl.net

Title Director

Phone

Supervisor's Name Dr. Michael Akes

Supervisor's Title Assistant Superintendent

Role and Responsibilities Senior Director for all professional development for district and school staff

Barnes, Patricia, patricia.barnes@polk-fl.net

Title Director

Phone

Supervisor's Name Tony Bellamy

Supervisor's Title Assistant Superintendent

Role and Responsibilities Provide principal mentoring and support for TOP schools

Barrios, Tina, tina.barrios@polk-fl.net

Title Assistant Superintendent

Phone

Supervisor's Name John Small

Supervisor's Title Assistant Superintendent

Role and Responsibilities Provide funding and support for district's technology needs

Butler, Brett, brett.butler@polk-fl.net	
Title	Director
Phone	
Supervisor's Name	John Small
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	<p>Director of Discipline</p> <ul style="list-style-type: none"> - compile and analyze discipline data and trends - moderate discipline issues within schools - provide professional development on referrals, analyzing trends, and deescalation

Dawson, Tami, tami.dawson@polk-fl.net	
Title	Assistant Superintendent
Phone	
Supervisor's Name	John Smail
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Regional Assistant Superintendent who works collaboratively with Regional Executive Director Gayle Sitter, District Turnaround School Improvement Lead Tony Bellamy, and district staff to support and improve schools

Riley Hawkins, Sandra, sandra.rileyhawkins@polk-fl.net	
Title	Director
Phone	(863) 534-0691
Supervisor's Name	Dr. Michael Akes
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Responsible for Assessment, Accountability & Evaluation functions in the school district and will provide resources and support to ensure that progress monitoring data is available and understandable for the schools and DBLT to use.

Everett, Ann, ann.everett@polk-fl.net	
Title	Director
Phone	(863) 534-0623
Supervisor's Name	Dr. Michael Akes
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	District leader K-12, Curriculum and Instruction specifically in the area of English Language Arts.

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 district reviews overall student achievement data and performance evaluation data for each administrator throughout the school year. Once a school year concludes, the district leadership team meets to discuss possible staffing changes at each school. Based on these discussions, recommendations are made to the Superintendent. The district makes every effort to complete school administration staff changes as soon as possible to enable new administrators to transition into their roles in a timely fashion.

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.

Improvement/Movement of Teachers: All Essential Performance Criteria, as documented in Journey (Polk County Evaluation System) will be monitored by the administration for performance. Any pattern of less than Effective on any Essential Performance Criteria, observable and non-observable, will result in intervention by administration and development of a plan for improvement. When student progress monitoring shows early data indicators in need of improvement there will be a meeting with the teacher to discuss the Essential Performance Criteria and develop a plan for improvement as defined in the Teacher Collective Bargaining Agreement. The plan will be monitored and failure to show improvement can result in the teacher being moved out of the TOP schools. The decision to move a teacher will be made in conjunction with the Superintendent's designee. Teachers in need of improvement will only be moved out if an Effective or Highly Effective teacher is available to fill the position. Prior to removing teachers from the TOP School, the Human Resource Services Division will work with the school administration and will ensure placement of identified instructional personnel.

Staffing Procedures for TOP Schools: The district has allocated a dedicated position for staffing at the TOP schools to ensure immediate staff replacement occurs prior to the opening day. This individual is responsible for sending qualified applicants for principals to select and hire so that all TOP schools can remain fully staffed. TOP principals have attended four recruitment fairs in anticipation of securing qualified staff. The district has also sponsored two recruitment fairs in an effort to keep applicants readily available for TOP schools.

In order to track and monitor vacancies within TOP schools, a system of tracking has been developed to ensure quick and timely turnaround of replacing teachers. The dedicated staffing specialist for TOP schools sends a weekly report to the Executive Principal, Regional Assistant Superintendent and principals for review. The Executive Principal and Regional Assistant Superintendent then meet with individual principals to verify the roster lists prior to returning the report to Human Resource Services, the Deputy Superintendent and the RED. If at that time it is determined that there is a need for a qualified teacher for a school, Human Resource Services immediately deploy applicants for interviews with the principal. These discussions will be on-going throughout the school year.

In each of the TOP Phase 1 and TOP Phase 2 schools, VAM data was reviewed to determine teacher retention and replacement. Teachers have been removed from TOP schools in all core courses with a Memorandum of Understanding with the Polk Education Association (PEA) based on an unsatisfactory VAM score. The 2016-17 MOU is still in effect and governs the teachers and staff at Kathleen and Lake Alfred-Addair Middle Schools. An additional Memorandum of Understanding

(MOU) has been negotiated and agreed upon with the Polk Education Association which outlines movement of teachers at the additional TOP Phase 1 and TOP Phase 2 schools.

Teacher Effectiveness: In these TOP Phase 1 and TOP Phase 2 Schools, reading, math, science, language arts, and social studies teachers must demonstrate a State VAM, 3-year aggregate score, higher than Unsatisfactory and/or demonstrated mastery at 65%, or another agreed upon level, as demonstrated on District identified assessments, to be retained at a TOP school. Intensive effort has been made to find staff that meets the demonstrated mastery to ensure appropriate staffing levels are met in the schools. For teachers within their first year of teaching, demonstrated effectiveness will be calculated according to District interim (mid-term) benchmark assessment data. For non-VAM evaluated teachers or those other than reading, math, science, language arts, and social studies teachers, retention must be based upon demonstrated mastery at 65%, or another agreed upon level, as demonstrated on District identified assessments.

The language addressing this assurance is contained in the signed MOU between the district and the local bargaining unit.

Improvement/Movement of Teachers: Schools designated as having two (2) or more consecutive grades of “D,” or a designation of “F”, will not be required to receive displaced teachers.”

Staffing Procedures: A list of highly qualified teacher/candidates will be readily available in all CORE subjects. Teacher transfer during the school year has been reconfigured/ eliminated at the TOP schools.

Teacher Effectiveness: In each of the TOP Phase 1 and TOP Phase 2 schools, VAM data will be reviewed to determine teacher retention and replacement. In these schools, the Superintendent has the flexibility to remove teachers whose VAM scores are not at least Effective.

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.

Master schedules were reviewed at all TOP Phase 1 and TOP Phase 2 schools to provide dedicated common planning for core subjects and weekly (professional development) coaching and training for teachers by the principal and leadership teams with assistance from district staff as needed. Two of the TOP schools daily have double planning periods which allows one period of vertical articulation with teachers through collaboratively monitoring and adjusting instructional strategies based upon review of on-going data from formative and summative assessments. The second planning period will be provided daily for teachers to individually design standards-based lessons for students.

The schedules of the schools at Kathleen Middle and Lake Alfred-Addair Middle address the academic needs of the students by providing an additional period for math intervention, along with extra time for reading for all students. At all other TOP schools, all level 1 or low level 2 students will be provided an extra period of intensive reading or intensive math dependent upon the need. It also addresses the opportunity for students to receive opportunities for acceleration, as well as earning industry certification. A period of support is also given for all ELL students and a plan for daily and weekly monitoring of Students of Disabilities is also put in place.

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.

The TOP schools are provided school based coaches in literacy, math, and/or science. Additional positions can be purchased by individual schools should the budgets allow. The district also assigns district-based coaches in each content area to service schools on either a weekly or bi-weekly basis. School-based coaches complete daily logs, which are monitored by principals and district staff. Upon completion of each support visit, district coaches provide summaries via email to principals, Regional Assistant Superintendents, content area Senior Directors, FLDOE staff, and the Senior Director of School Improvement. The summaries are compiled daily and are monitored and followed up on by the respective district administrators assigned to the 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/polk?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 Core

Program Type	Core
School Type	Elementary School
Description	Standards-based writing curriculum with reading and writing integration using Reading Wonders as primary resource for texts, writing lessons, and strategies, as well as district-created lessons and models.

Middle School Core

Program Type	Core
School Type	Middle School
Description	Standards-based writing curriculum with reading and writing integration using Florida Pearson Literature as primary resource for texts, writing lessons, and strategies, as well as district-created lessons and models.

K-8 Supplemental

Program Type Supplemental
School Type Elementary School, Middle School
Description Optional, based on school’s purchase-Step Up to Writing (Voyager Sopris).

High School Core

Program Type Core
School Type High School
Description Standards-based writing curriculum with reading and writing integration using Florida Pearson Literature as primary resource for texts, writing lessons, and strategies, as well as district-created lessons and models.

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
School Type Elementary School, Middle School
Description The state-adopted Houghton Mifflin Harcourt Go Math! is the core K-8 Mathematics program. GO Math! offers an engaging and interactive approach to covering new state standards. Its seamless digital path and Write-in Student Edition ensure that students can access content at appropriate levels of depth and rigor.

Istation Math

Program Type Supplemental
School Type Elementary School
Description The district will implement Istation Math to supplement core instruction. Istation Mixes Technology and Teaching providing schools with digital lessons and face-to-face teaching strategies for reading, math, and Spanish. Istation’s robust online curriculum and flexible teacher tools support diverse instructional approaches, including small- and whole-group instruction for pre-K through 8th grade. Differentiate instruction and personalize learning with Istation’s essentials for blended learning: formative assessments, adaptive curriculum, personalized data profiles, teacher directed lessons, school-to-home connection, professional development, and proven results.

Imagine Learning: Think Through Math

Program Type Supplemental

School Type Middle School

Description Imagine Math combines live teacher support, unique student motivation, and engaging adaptive instruction in a web-based learning system. Rigorous, standards-rich instruction – based on each student’s level of understanding — helps build confidence and the knowledge needed to move to the next level. Imagine Math measures each student’s readiness for specific math instruction and tracks on-going progress through integrated benchmark assessments.

Pearson Mathematics

Program Type Core

School Type High School

Description Pearson Mathematics for Algebra 1, Geometry, and Algebra 2. This is the Florida Edition of the same great high school mathematics program that has already been proven effective by an independent research study. The new program fully addresses the Florida Standards and infuses the Standards for Mathematical Practice throughout every lesson.

Math Nation

Program Type Supplemental

School Type High School

Study Edge and UF launched Algebra Nation in 2013 with two key goals: significantly improve algebra achievement in Florida, and reduce disparities in student performance. Since then, statewide pass rates have improved 9% and our materials have driven achievement for students in demographics that traditionally struggle in algebra.

Description Due to the popularity of Algebra Nation, resources were added for other key math classes and evolved to become Math Nation. Today, resources provide dynamic content videos, workbooks, an online practice tool, and teacher-built lesson plans and other materials for Algebra 1, Geometry, and Algebra 2. Students in these courses can also log-on to our interactive Math Walls to receive homework help and support from our Study Experts and peers who volunteer their time answering questions and directing other students to helpful videos.

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:

District Developed Learning Maps/Curriculum

Program Type

Core

School Type

Elementary School, Middle School, High School

Description

The district has designed essential lessons for K-12 science courses based on the 5E instructional model developed by BSCS. The BSCS 5E Instructional Model is grounded in sound educational theory, has a growing base of research to support its effectiveness, and has had a significant impact on science education. The most noticeable void in the literature is research exploring how the 5E approach helps students develop an understanding of the nature of science, and practical and teamwork skills.

The five phases of the BSCS 5E Instructional Model are designed to facilitate the process of conceptual understanding. The use of this model brings coherence to different teaching strategies, provides connections among educational activities, and helps science teachers make decisions about interactions with students.

Each phase of the model and a short phrase to indicate its purpose from a student perspective are:

Engagement - students' prior knowledge accessed and interest engaged in the phenomenon

Exploration - students participate in an activity that facilitates conceptual change

Explanation - students generate an explanation of the phenomenon

Elaboration - students' understanding of the phenomenon challenged and deepened through new experiences

Evaluation - students assess their understanding of the phenomenon

These lessons are used in conjunction with the CK-12 flexbooks for K-12 and district developed leveled readers for K-5.

Seeds of Science/Roots of Reading

Program Type

Supplemental

School Type

Elementary School

Description

Elementary schools that have been identified as Turnaround schools can utilize the Seeds of Science/Roots of Reading, a standards-based 2nd-5th grade curriculum that integrates hands-on inquiry science activities with reading and writing.

Pearson Interactive Science, Florida Edition

Program Type

Core

School Type

Middle School

Description

State-adopted Pearson Interactive Science, Florida Edition, is a middle grades science program that makes learning personal, engaging, and relevant for today's student. Interactive Science features an innovative write-in student edition that enables students to become active participants in their learning and truly connect the Big Ideas of Science to their world. Hold the attention of your media-savvy learners with digital and online teaching options that blend seamlessly with the write-in student edition to create a unique experience for all learning and teaching styles.

Pearson Interactive Science is available to all middle school science teachers. Since this is the gap-year for science (7th year of adoption), the district is in the process of selecting and purchasing new science instructional materials for grades K-12 for implementation in the 2018-19 school year.

Pearson Miller-Levine Biology

Program Type

Core

School Type

High School

Description

Pearson Miller-Levine Biology is available to all high school Biology teachers. Since this is the gap-year for science (7th year of adoption), the district is in the process of selecting and purchasing new science instructional materials for grades K-12 for implementation in the 2018-19 school year.

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.

Fidelity of Implementation:

Targeted Classroom walk throughs.

Monthly review of utilization data of iStation, Achieve 3000, Thinkthrough Math

Progress monitor the Effectiveness through Star Reading and Math; quarterly progress monitoring

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*

<http://www.polk-fl.net/districtinfo/departments/learning/documents/StudentProgressionPlan2017-18.pdf>

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

4

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.

Part of the Systematic Planning process entailed identifying enabling objectives (District Objectives) for each Goal. For Goal 1:

District Objective 1.A: By 2016-17, Polk County will increase the points earned in ELA proficiency on the District Grade by 3 points (46 to 49). Actual 46% to 47%.

District Objective 1.B: By 2016-17, Polk County will increase the points earned in mathematics proficiency on the District Grade by 2 points (44 to 46). Actual 44% to 47%.

District Objective 1.C: By 2016-17, Polk County will increase the points earned in Science proficiency on the District Grade by 2 percentage points (47 to 49). Actual 47% to 47%.

District Objective 1.D: By 2016-17, Polk County will increase the points earned in Social Studies proficiency on the District Grade by 3 points 60% to 63%. Actual 60% to 61%.

District Objective 1.E: By 2016-17, Polk County will increase the points earned in acceleration on the District Grade by 2 points. Actual 52% to 54%.

Part of the Systematic Planning process entailed identifying enabling objectives (District Objectives) for each Goal. For Goal 2, there are four District Objectives:

District Objective 2.A: By 2016-17, Polk County will increase by 10 points the graduation rate of the schools whose graduation rate falls below the district average.

District Objective 2B: By 2016-17, Polk County will increase Students with Disabilities graduation rate to 60.3% (State Target) from 46.4% (Polk's current 2015-2016 rate).

District Objective 2C: By 2016-17, Polk County will increase the accuracy of student data reporting related to withdrawal/graduation codes in Survey 5 by 5 percentage points.

District Objective 2D: Currently, 85 schools are being monitored for implementation of PBIS/MTSS. The Student Services Department will provide support to increase the number of schools implementing with fidelity at the Tier 1 level from 14 schools in 2015-16, to 21 schools in 2016-17.

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.

Barrier/Solution 1: Inconsistent delivery of core instruction: Update curriculum maps and ensure fidelity of implementation district wide. Provide teachers and students with tools and resources necessary to meet the demands of the Florida State Standards and students' individual needs through school coaching, Teaching and Learning Cadres and Coaches Academy. Provide teacher leaders with standards based professional development focused on the following: 1) Unpacking the standards and ability to plan for the full depth of the standard including planning for and identifying student products that represent full depth of understanding; 2) Differentiated instruction; and, 3) Student engagement in rigorous tasks aligned to standards (ELA: Gradual Release; Mathematics and Science: 5E, inquiry, constructivism).

Barrier/Solution 2: Need for Differentiated Instruction for ELL and SWD students: Utilize formative assessments to monitor the effective implementation of standards based instruction and student achievement of standards. Narrow and affirm the core and supplemental curriculum in K-12 ELA, Mathematics, Science and Social Studies for Core and Tiered support, including effective small group instruction. Update the core course progressions to ensure that students are in the correct courses.

Barrier/Solution 3: Ensuring students are in the correct courses: Update the core course progressions to ensure that students are in the correct courses. Training on master scheduling for school-based administrators to confirm students are assigned to correct courses.

Barrier/Solution 4: Increase acceleration opportunities at secondary level: Communicate with Elementary and Middle school administrators, guidance counselors, and Associate Superintendent of Elementary and Middle Schools existence of elementary and middle school virtual supplemental coursework for students to help prepare for, and support students while in, advanced courses and opportunity for ACCEL testing and student placement. Work with school administrators, guidance counselors, and Associate Superintendent of High Schools to ensure more Dual Enrollment courses are offered on High School campuses in spring 2017. Additional dual enrollment classes offered at small high schools, either virtually or through private post-secondary institutions. Provide financial support for AP teachers to work with students in Spring 2017 to help prepare for AP exams (possibly Saturday tutoring sessions); particularly struggling students.

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.** If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students.

Strategic Goals Detail

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

G1. If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students. **1a**

G091981

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	50.0
District-Wide	FSA ELA Achievement - SWD	2017-18	16.0
District-Wide	FSA ELA Achievement - ELL	2017-18	18.0
District-Wide	FSA Mathematics Achievement	2017-18	50.0
District-Wide	FSA Math Achievement - SWD	2017-18	21.0
District-Wide	FSA Math Achievement - ELL	2017-18	32.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2017-18	75.0
District-Wide	High School Acceleration	2017-18	55.0
District-Wide	Statewide Science Assessment Achievement	2017-18	50.0
District-Wide	Bio I EOC Pass	2017-18	55.0
District-Wide	Civics EOC Pass	2017-18	64.0
District-Wide	U.S. History EOC Pass	2017-18	58.0

Targeted Barriers to Achieving the Goal **3**

- Inconsistent delivery of core instruction
- Teachers are unsure how to best meet the needs of SWD
- Schools are unsure how to meet the needs ESOL students
- Schools are unsure how to formatively assess student mastery of standards

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

- District ESE coaches and FLDRs PD on best instructional practises for SWD
- Master schedule training
- ESOL department offers both PD and school coaching on meeting the needs of ESOL students
- Title II funds available to support PD training and school support on Differentiated Instruction
- District staff can provide Best Practices on Reading Instruction and progress monitoring.
- Real-time data mining at teacher level through Performance Matters.
- Title I Basic funds
- UniSIG funds

Plan to Monitor Progress Toward G1. 8

achievement gap of SWD and ELL students will be monitored and reduced

Person Responsible

Maria Longa

Schedule

Quarterly, from 1/31/2018 to 7/31/2018

Evidence of Completion

FSA and summative data on student performance

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students. 1

G091981

G1.B1 Inconsistent delivery of core instruction 2

B246246

G1.B1.S1 PD on standards based Core instruction, that includes utilization of our core Curriculum, district curriculum maps, differentiated instruction, and checking for understanding through formative assessment. 4

S259629

Strategy Rationale

If we expand the capacity of instructional staff in the classroom, the rigor and student autonomy that occurs in the classroom will improve.

Action Step 1 5

Train teachers, school administrators and support staff on utilization of district curriculum materials.

Person Responsible

Michael Akes

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Training schedules and agendas

Action Step 2 5

Provide professional development and conduct IR type walk through models for principals and assistant principals to ensure consistency in “look-fors” related to standards and expected outcomes.

Person Responsible

Michael Akes

Schedule

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

Evidence of Completion

Walkthrough data sheets, debriefing summary sheet, principal's evaluation

Action Step 3 5

School-based Instructional Coach Academy

Person Responsible

Michael Akes

Schedule

Monthly, from 8/23/2017 to 5/25/2018

Evidence of Completion

Training schedules and agendas

Action Step 4 5

Hire on-site fully released coaches to support teachers at DA Comprehensive and Targeted Support schools

Person Responsible

Michael Akes

Schedule

On 6/15/2018

Evidence of Completion

Classroom walk through and student performance

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

Use an electronic classroom walk through form to monitor the curriculum and instruction in the classroom.

Person Responsible

Michael Akes

Schedule

On 5/25/2018

Evidence of Completion

The electronic walk through form collects data on Google forms. Data such as pacing, cognitive complexity, student engagement, and method of instruction is gathered.

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

District Support Tracker

Person Responsible

Michael Akes

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.

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

Use an electronic classroom walk through form to monitor the curriculum and instruction in the classroom.

Person Responsible

Michael Akes

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

The electronic walk through form collects data on Google forms. Data such as pacing, cognitive complexity, student engagement, and method of instruction is gathered. Data will be monitored at monthly school improvement meetings.

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

District Support Tracker

Person Responsible

Michael Akes

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day. Regional Assistant Superintendents and Senior Directors of Teaching and Learning monitor electronic forms to ensure the district strategy is being implemented.

G1.B1.S2 Learning Science International Leadership Training on the Marzano Teacher Framework 4

S264225

Strategy Rationale

Building the capacity of the School Leadership on the Marzano Teacher Framework will provide the foundation for high quality, rigorous, differentiated classroom instruction and autonomous learning

Action Step 1 5

Professional Development Opportunities will be provided to all School Leaders on the Marzano Teacher Framework

Person Responsible

Michael Akes

Schedule

On 6/29/2018

Evidence of Completion

Agenda and Registration records

Action Step 2 5

Professional Development provided to teachers focused on needs of the school to include Rigorous Instruction, AVID, Kagan

Person Responsible

Michael Akes

Schedule

Quarterly, from 10/2/2017 to 7/31/2018

Evidence of Completion

Attendance records

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

Regional Superintendents will ensure school principals' attendance and follow up

Person Responsible

Michael Akes

Schedule

Quarterly, from 8/1/2017 to 7/30/2018

Evidence of Completion

Attendance records of principals

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

Instructional Reviews and classroom walkthroughs

Person Responsible

Michael Akes

Schedule

On 5/31/2018

Evidence of Completion

Feedback and notes from Instructional Reviews

G1.B1.S3 Schools will provide teachers with additional time for curriculum planning 4

 S264237

Strategy Rationale

collaborative and strategic planning will improve the quality of classroom instruction

Action Step 1 5

Schools will submit requests for subs to allow teachers to participate in collaborative curriculum planning

Person Responsible

Alyson Dort

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

special activity payroll documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Records and budgets will demonstrate that teachers spent extra time on curriculum planning

Person Responsible

Alyson Dort

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

special activity payroll forms and curriculum planning forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Coordination and consultation with school principals

Person Responsible

Alyson Dort

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

classroom observations and instructional reviews

G1.B2 Teachers are unsure how to best meet the needs of SWD **2**

B246275

G1.B2.S1 PD on working with teachers who instruct SWD and the Strategic Instructional Model (SIM).

4

S259631

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

Identify which middle schools and high school Learning Strategies teachers need professional development with SIM.

Person Responsible

Kimberly Steinke

Schedule

On 5/25/2018

Evidence of Completion

School List

Action Step 2 **5**

Develop targeted professional development schedule for identified Learning Strategies teachers including notification to teacher and principal.

Person Responsible

Kimberly Steinke

Schedule

On 5/25/2018

Evidence of Completion

SIM PD schedule and sample teacher/principal notification

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

Review the schedule of PD session

Person Responsible

Kimberly Steinke

Schedule

Triannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Sign-in list, completed participant survey

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

ESE Coaches working with classroom teachers

Person Responsible

Kimberly Steinke

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

ESE coaches will work with teachers on instructional strategies supporting SWD. Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.

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

Reviewing GAP data for SWD

Person Responsible

Kimberly Steinke

Schedule

Biweekly, from 5/28/2018 to 6/30/2018

Evidence of Completion

FSA ELA and FSA/EOC Mathematics data

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

School Support Tracker

Person Responsible

Schedule

On 5/25/2018

Evidence of Completion

Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day. This will allow monitoring of the use of effective strategies with working with SWD.

G1.B5 Schools are unsure how to meet the needs ESOL students **2**

 B246280

G1.B5.S1 PD on working with teachers who instruct English Learners. **4**

 S261025

Strategy Rationale

If we build the capacity of instructional staff to support the needs of ELL students

Action Step 1 **5**

PD of analysis of data to guide instruction

Person Responsible

Juan Seda

Schedule

Triannually, from 8/3/2017 to 5/25/2018

Evidence of Completion

sign-in sheets and agenda

Action Step 2 **5**

PD on instructional strategies and ESOL delivery models.

Person Responsible

Juan Seda

Schedule

Triannually, from 8/3/2017 to 5/25/2018

Evidence of Completion

sign-in sheets and agenda

Action Step 3 5

District-based ESOL TRSTs work with teachers and paras in their classrooms.

Person Responsible

Juan Seda

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

School Support Tracker

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

District Support Tracker

Person Responsible

Michael Akes

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Instructional Reviews

Person Responsible

Juan Seda

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

During instructional reviews, ESOL staff will monitor implementation of best practices of instructing English Learners.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

State assessment data

Person Responsible

Juan Seda

Schedule

On 7/27/2018

Evidence of Completion

Increasing the percent of English Learners state assessment scores in all content areas.

G1.B7 Schools are unsure how to formatively assess student mastery of standards **2**

B246290

G1.B7.S1 PD on standards based Core instruction, that includes utilization of our core Curriculum, district curriculum maps, differentiated instruction, and checking for understanding through formative assessment. **4**

S260429

Strategy Rationale

By building the capacity of teachers to provide high quality core instruction student proficiency will increase

Action Step 1 **5**

Provide professional development to teachers, school administrators and support staff, and district staff on the use of formative assessments.

Person Responsible

Michael Akes

Schedule

Monthly, from 8/3/2017 to 6/30/2018

Evidence of Completion

Agenda and sign in sheets

Action Step 2 **5**

Implement a schedule of formative assessments to provide data related to student achievement relative to standards.

Person Responsible

Michael Akes

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data from Performance Matters (percent and number of students assessed, assessment results)

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Monitor formative assessment data

Person Responsible

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Formative assessment data on Performance Matters

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Curriculum specialist and district coaches work with school-based coaches and teachers to analyze formative assessment data.

Person Responsible

Michael Akes

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Agenda and Support Tracker electronic form

G1.B7.S2 STAR Reading and STAR Math will be implemented to provide an instructional component for progress monitoring **4**

 S264208

Strategy Rationale

By providing accessible data for all students teachers will be better able to differentiate instruction and identify focused student learning needs

Action Step 1 **5**

STAR Reading and Math programs made available to all schools

Person Responsible

Michael Akes

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

progress monitoring data reports

Action Step 2 **5**

Performance Matters database implementation to have access to formative assessment data for data-based decision making

Person Responsible

Michael Akes

Schedule

Weekly, from 7/10/2017 to 7/27/2018

Evidence of Completion

Implementation of Performance Matters

Plan to Monitor Fidelity of Implementation of G1.B7.S2 6

School level reports of STAR progress monitoring data

Person Responsible

Michael Akes

Schedule

Monthly, from 8/31/2017 to 6/1/2018

Evidence of Completion

STAR progress reports

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 7

Schools and teachers will be provided with guidance and training on use of STAR Reading and Math

Person Responsible

Michael Akes

Schedule

On 8/14/2017

Evidence of Completion

STAR progress monitoring reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B7.S2.MA1  M372086	Schools and teachers will be provided with guidance and training on use of STAR Reading and Math	Akes, Michael	8/14/2017	STAR progress monitoring reports	8/14/2017 one-time
G1.B1.S1.MA1  M363468	Use an electronic classroom walk through form to monitor the curriculum and instruction in the...	Akes, Michael	8/10/2017	The electronic walk through form collects data on Google forms. Data such as pacing, cognitive complexity, student engagement, and method of instruction is gathered. Data will be monitored at monthly school improvement meetings.	5/25/2018 monthly
G1.B1.S1.MA1  M363469	District Support Tracker	Akes, Michael	8/10/2017	Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day. Regional Assistant Superintendents and Senior Directors of Teaching and Learning monitor electronic forms to ensure the district strategy is being implemented.	5/25/2018 weekly
G1.B1.S1.MA1  M363462	Use an electronic classroom walk through form to monitor the curriculum and instruction in the...	Akes, Michael	8/10/2017	The electronic walk through form collects data on Google forms. Data such as pacing, cognitive complexity, student engagement, and method of instruction is gathered.	5/25/2018 one-time
G1.B1.S1.MA2  M363466	District Support Tracker	Akes, Michael	8/3/2017	Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.	5/25/2018 daily
G1.B1.S1.A3  A342797	School-based Instructional Coach Academy	Akes, Michael	8/23/2017	Training schedules and agendas	5/25/2018 monthly
G1.B2.S1.MA3  M364926	School Support Tracker		8/3/2017	Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day. This will allow monitoring of the use of effective strategies with working with SWD.	5/25/2018 one-time
G1.B2.S1.MA1  M363914	Review the schedule of PD session	Steinke, Kimberly	8/10/2017	Sign-in list, completed participant survey	5/25/2018 triannually
G1.B2.S1.MA4  M365003	ESE Coaches working with classroom teachers	Steinke, Kimberly	8/3/2017	ESE coaches will work with teachers on instructional strategies supporting SWD. Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.	5/25/2018 daily
G1.B2.S1.A1  A343130	Identify which middle schools and high school Learning Strategies teachers need professional...	Steinke, Kimberly	8/10/2017	School List	5/25/2018 one-time
G1.B2.S1.A2  A343131	Develop targeted professional development schedule for identified Learning Strategies teachers...	Steinke, Kimberly	8/3/2017	SIM PD schedule and sample teacher/ principal notification	5/25/2018 one-time
G1.B7.S1.MA1  M363786	Curriculum specialist and district coaches work with school-based coaches and teachers to analyze...	Akes, Michael	8/10/2017	Agenda and Support Tracker electronic form	5/25/2018 quarterly
G1.B7.S1.MA1  M363742	Monitor formative assessment data		8/10/2017	Formative assessment data on Performance Matters	5/25/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.A2 A342995	Implement a schedule of formative assessments to provide data related to student achievement...	Akes, Michael	8/10/2017	Data from Performance Matters (percent and number of students assessed, assessment results)	5/25/2018 monthly
G1.B5.S1.MA1 M364994	District Support Tracker	Akes, Michael	8/3/2017	Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.	5/25/2018 daily
G1.B5.S1.MA2 M364995	Instructional Reviews	Seda, Juan	8/10/2017	During instructional reviews, ESOL staff will monitor implementation of best practices of instructing English Learners.	5/25/2018 semiannually
G1.B5.S1.A1 A344037	PD of analysis of data to guide instruction	Seda, Juan	8/3/2017	sign-in sheets and agenda	5/25/2018 triannually
G1.B5.S1.A2 A344038	PD on instructional strategies and ESOL delivery models.	Seda, Juan	8/3/2017	sign-in sheets and agenda	5/25/2018 triannually
G1.B5.S1.A3 A344042	District-based ESOL TRSTs work with teachers and paras in their classrooms.	Seda, Juan	8/3/2017	School Support Tracker	5/25/2018 weekly
G1.B7.S2.A1 A349697	STAR Reading and Math programs made available to all schools	Akes, Michael	8/14/2017	progress monitoring data reports	5/31/2018 weekly
G1.B1.S2.MA1 M372127	Instructional Reviews and classroom walkthroughs	Akes, Michael	8/1/2017	Feedback and notes from Instructional Reviews	5/31/2018 one-time
G1.B1.S3.MA1 M375807	Coordination and consultation with school principals	Dort, Alyson	10/2/2017	classroom observations and instructional reviews	5/31/2018 monthly
G1.B1.S3.MA1 M372137	Records and budgets will demonstrate that teachers spent extra time on curriculum planning	Dort, Alyson	10/2/2017	special activity payroll forms and curriculum planning forms	5/31/2018 monthly
G1.B1.S3.A1 A349747	Schools will submit requests for subs to allow teachers to participate in collaborative curriculum...	Dort, Alyson	9/4/2017	special activity payroll documentation	5/31/2018 quarterly
G1.B1.S1.A2 A342787	Provide professional development and conduct IR type walk through models for principals and...	Akes, Michael	8/1/2017	Walkthrough data sheets, debriefing summary sheet, principal's evaluation	6/1/2018 monthly
G1.B7.S2.MA1 M372085	School level reports of STAR progress monitoring data	Akes, Michael	8/31/2017	STAR progress reports	6/1/2018 monthly
G1.B1.S1.A4 A351210	Hire on-site fully released coaches to support teachers at DA Comprehensive and Targeted Support...	Akes, Michael	10/2/2017	Classroom walk through and student performance	6/15/2018 one-time
G1.B1.S2.A1 A349733	Professional Development Opportunities will be provided to all School Leaders on the Marzano...	Akes, Michael	7/24/2017	Agenda and Registration records	6/29/2018 one-time
G1.B1.S1.A1 A341668	Train teachers, school administrators and support staff on utilization of district curriculum...	Akes, Michael	7/1/2017	Training schedules and agendas	6/30/2018 monthly
G1.B2.S1.MA1 M364904	Reviewing GAP data for SWD	Steinke, Kimberly	5/28/2018	FSA ELA and FSA/EOC Mathematics data	6/30/2018 biweekly
G1.B7.S1.A1 A342965	Provide professional development to teachers, school administrators and support staff, and district...	Akes, Michael	8/3/2017	Agenda and sign in sheets	6/30/2018 monthly
G1.B5.S1.MA1 M365001	State assessment data	Seda, Juan	5/28/2018	Increasing the percent of English Learners state assessment scores in all content areas.	7/27/2018 one-time
G1.B7.S2.A2 A349710	Performance Matters database implementation to have access to formative assessment data for...	Akes, Michael	7/10/2017	Implementation of Performance Matters	7/27/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1  M372114	Regional Superintendents will ensure school principals' attendance and follow up	Akes, Michael	8/1/2017	Attendance records of principals	7/30/2018 quarterly
G1.MA1  M367246	achievement gap of SWD and ELL students will be monitored and reduced	Longa, Maria	1/31/2018	FSA and summative data on student performance	7/31/2018 quarterly
G1.B1.S2.A2  A349900	Professional Development provided to teachers focused on needs of the school to include Rigorous...	Akes, Michael	10/2/2017	Attendance records	7/31/2018 quarterly

V. Professional Development Opportunities

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

G1. If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students.

G1.B1 Inconsistent delivery of core instruction

G1.B1.S1 PD on standards based Core instruction, that includes utilization of our core Curriculum, district curriculum maps, differentiated instruction, and checking for understanding through formative assessment.

PD Opportunity 1

Train teachers, school administrators and support staff on utilization of district curriculum materials.

Facilitator

Curriculum Specialists, Senior Directors for Curriculum

Participants

Teachers, school administrators and support staff

Schedule

Monthly, from 7/1/2017 to 6/30/2018

PD Opportunity 2

Provide professional development and conduct IR type walk through models for principals and assistant principals to ensure consistency in “look-fors” related to standards and expected outcomes.

Facilitator

Regional Superintendents, Curriculum Specialists, Senior Directors for Curriculum

Participants

School administrators

Schedule

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

PD Opportunity 3

School-based Instructional Coach Academy

Facilitator

Curriculum Specialists, Senior Directors for Curriculum

Participants

School-based instructional coaches

Schedule

Monthly, from 8/23/2017 to 5/25/2018

PD Opportunity 4

Hire on-site fully released coaches to support teachers at DA Comprehensive and Targeted Support schools

Facilitator

Senior Directors in ELA, Math, Science

Participants

Teachers at DA schools will receive support from on-site fully released coaches at the DA schools

Schedule

On 6/15/2018

G1.B1.S2 Learning Science International Leadership Training on the Marzano Teacher Framework

PD Opportunity 1

Professional Development Opportunities will be provided to all School Leaders on the Marzano Teacher Framework

Facilitator

Learning Sciences International

Participants

School Principals

Schedule

On 6/29/2018

PD Opportunity 2

Professional Development provided to teachers focused on needs of the school to include Rigorous Instruction, AVID, Kagan

Facilitator

Learning Sciences International, AVID, Kagan

Participants

Comprehensive or Targeted Support DA Schools

Schedule

Quarterly, from 10/2/2017 to 7/31/2018

G1.B2 Teachers are unsure how to best meet the needs of SWD

G1.B2.S1 PD on working with teachers who instruct SWD and the Strategic Instructional Model (SIM).

PD Opportunity 1

Develop targeted professional development schedule for identified Learning Strategies teachers including notification to teacher and principal.

Facilitator

ESE Director, ESE Senior Manager, FDLRS

Participants

Learning Strategies teachers

Schedule

On 5/25/2018

G1.B5 Schools are unsure how to meet the needs ESOL students

G1.B5.S1 PD on working with teachers who instruct English Learners.

PD Opportunity 1

PD of analysis of data to guide instruction

Facilitator

ESOL Department

Participants

School-based instructional staff

Schedule

Triannually, from 8/3/2017 to 5/25/2018

PD Opportunity 2

PD on instructional strategies and ESOL delivery models.

Facilitator

ESOL Department

Participants

School-based instructional staff

Schedule

Triannually, from 8/3/2017 to 5/25/2018

G1.B7 Schools are unsure how to formatively assess student mastery of standards

G1.B7.S1 PD on standards based Core instruction, that includes utilization of our core Curriculum, district curriculum maps, differentiated instruction, and checking for understanding through formative assessment.

PD Opportunity 1

Provide professional development to teachers, school administrators and support staff, and district staff on the use of formative assessments.

Facilitator

Curriculum specialists and district coaches

Participants

School-based coaches and teachers

Schedule

Monthly, from 8/3/2017 to 6/30/2018

VI. Technical Assistance Items

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

G1. If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students.

G1.B1 Inconsistent delivery of core instruction

G1.B1.S3 Schools will provide teachers with additional time for curriculum planning

TA Opportunity 1

Schools will submit requests for subs to allow teachers to participate in collaborative curriculum planning

Facilitator

Ann Everett, Joe McNaughton, Jackie Speake)Sr. Directors of Curriculum in ELA, Math, Science

Participants

coaches and teachers

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

G1.B5 Schools are unsure how to meet the needs ESOL students

G1.B5.S1 PD on working with teachers who instruct English Learners.

TA Opportunity 1

District-based ESOL TRSTs work with teachers and paras in their classrooms.

Facilitator

ESOL Department - Juan Seda

Participants

Teachers and Paras

Schedule

Weekly, from 8/3/2017 to 5/25/2018

VII. Budget

1	G1.B1.S1.A1	Train teachers, school administrators and support staff on utilization of district curriculum materials.	\$0.00
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2	G1.B1.S1.A2	Provide professional development and conduct IR type walk through models for principals and assistant principals to ensure consistency in “look-fors” related to standards and expected outcomes.	\$0.00
3	G1.B1.S1.A3	School-based Instructional Coach Academy	\$0.00
4	G1.B1.S1.A4	Hire on-site fully released coaches to support teachers at DA Comprehensive and Targeted Support schools	\$0.00
5	G1.B1.S2.A1	Professional Development Opportunities will be provided to all School Leaders on the Marzano Teacher Framework	\$0.00
6	G1.B1.S2.A2	Professional Development provided to teachers focused on needs of the school to include Rigorous Instruction, AVID, Kagan	\$0.00
7	G1.B1.S3.A1	Schools will submit requests for subs to allow teachers to participate in collaborative curriculum planning	\$0.00
8	G1.B2.S1.A1	Identify which middle schools and high school Learning Strategies teachers need professional development with SIM.	\$0.00
9	G1.B2.S1.A2	Develop targeted professional development schedule for identified Learning Strategies teachers including notification to teacher and principal.	\$0.00
10	G1.B5.S1.A1	PD of analysis of data to guide instruction	\$0.00
11	G1.B5.S1.A2	PD on instructional strategies and ESOL delivery models.	\$0.00
12	G1.B5.S1.A3	District-based ESOL TRSTs work with teachers and paras in their classrooms.	\$0.00
13	G1.B7.S1.A1	Provide professional development to teachers, school administrators and support staff, and district staff on the use of formative assessments.	\$0.00
14	G1.B7.S1.A2	Implement a schedule of formative assessments to provide data related to student achievement relative to standards.	\$0.00
15	G1.B7.S2.A1	STAR Reading and Math programs made available to all schools	\$0.00
16	G1.B7.S2.A2	Performance Matters database implementation to have access to formative assessment data for data-based decision making	\$0.00
Total:			\$0.00