



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

58 - Sarasota

Terrence "Terry" Connor, Superintendent
, Southwest Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	14
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	22
Implementation Timeline	34
Professional Development Plan to Support Goals	36
Technical Assistance Plan to Support Goals	40
Budget to Support Goals	41

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

To prepare students to achieve the highest learning standards by engaging a high quality staff, involved parents, and a supportive community.

b. District Vision Statement

The School District of Sarasota County places learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives.

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 Superintendent's Cabinet, Executive Leadership Team in cooperation with the Sarasota School Board are responsible for identifying and aligning all district resources in order to meet the needs of students. Federal, state and local funds are aligned to school needs. All academic departments to include Elementary, Middle and High School Curriculum Departments, Pupil Support Services, Integrated Instructional Services, Instructional Technology and Research, Assessment, Evaluation and School Improvement Departments work cooperatively to determine which resources will have the highest impact. The district supports a multitude of projects and committees which meet regularly to accomplish this common goal. These decisions are based on historical academic and behavioral data indicators. Sarasota has one charter school which received a School Grade of 'D'. The academic departments in cooperation with the School Choice Office have offered ongoing support to this school. Sarasota's Title 1 Office recently applied for the UniSIG Grant to further support research-based instructional activities at this school.

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 Superintendent's cabinet, the Executive Leadership Team, in cooperation with the School Board are responsible for identifying and aligning resources to schools based on student population and need according to state and federal guidelines. Federal, state, and local funds are aligned to meet school needs. Each district department is responsible for preparing regular data reports that are shared with all stakeholders so the best instructional decisions are made, reviewed, and applied in a continuous model of improvement.

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 district is involved in several initiatives to support school-based leadership teams to implement systemic interventions. These were strategically chosen so school-based leadership teams are informed and ready to meet challenging state standards and assessments. These initiatives included department and personnel responsibility changes, expanded professional development and targeted interventions designed to support all students.

In school year 2017-2018, several district and school-based personnel changes were made to provide better support for schools. The district structure of the Curriculum and Instruction and Professional Development Departments were modified from two offices into three teams with subject matter expertise, one for the elementary, middle and high school levels. This design was developed to provide more focused support and resources to schools. In addition, Sarasota schools restructured the roles of assistant principals at all levels. The high schools have specified roles for an Assistant Principal of Curriculum and an Assistant Principal of Administration. Middle schools now have a Professional Development Assistant Principal (PDAP). Each elementary school now has an Assistant Principal. The decision to add additional administrative positions was a strategic effort to strengthen school leadership teams focused on improving teaching and learning.

In addition, the district has created an integrated professional development plan synthesizing components of several research-based models. The district is in its second year of providing professional development and practice in implementing the Harvard Model of Instructional Rounds and observational/data collection protocols at select schools. Schools are identifying instructional problems of practice and developing theories of action based on academic and observational data. The academic departments are simultaneously implementing extensive professional development based on the practices of Visible Learning, Growth Mindset, and High Expectations Teaching. All professional development has been carefully designed to permit the school-based leadership teams to strategically implement change as needed at their schools.

The district is also expanding positive behavior instructional support (PBIS) training and incorporating a new digital MTSS system to assist with student interventions.

The district instructional offices will work with the schools to support and strengthen these systemic changes and interventions through workshops, videos, guest speakers, online learning and hands-on practical training. Every attempt will be made to integrate these large projects to facilitate a seamless vision for school-based leadership teams to follow.

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.

This is not applicable.

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.

This is not applicable.

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.

Several mechanisms are utilized to engage families and the community in school improvement efforts. Please note that Sarasota has submitted 2017-2018 Title I PFEP and we are awaiting approval from the DOE. Once approved it will be attached to this DIAP.

The DIAP is publicized to other stakeholder groups including parents and community members. In addition, each year district staff conduct an orientation and training at the beginning of the school year to help parents understand how they can fully participate as School Advisory Council (SAC) members. The district-based leadership team will continue to work with school SACs as they complete and review their school improvement plans.

The district sponsors several committees to receive feedback from community groups. The Financial Advisory Committee is comprised of community and business members which meets quarterly to provide a business/financial perspective on district funds and spending on school initiatives.

The district Volunteers and Partnership office supports schools by actively recruiting and training volunteers to participate at all schools providing various types of tutoring and mentoring services.

The district and schools have partnered with the Educational Foundation of Sarasota County, Community Foundation of Sarasota County, The Patterson Foundation, The Charles & Margery Barancik Foundation and Gulf Coast Community Foundation who provide funding for a variety of instructional programs, student scholarships, and 2 Generational opportunities for our families.

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.

Sarasota is not required to implement any turnaround plans currently.

However, in all school-level interventions and models of change, the district works directly with the school leadership team from the problem identification phase through implementation to the evaluation of effectiveness. These efforts are the collaborative effort of various committees to ensure the intervention is a success.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

b. Employee's Title

c. Employee's Phone Number

d. Employee's Phone Extension

e. Supervisor's Name

f. Supervisor's Title

g. Employee's Role and Responsibilities

2. District Leadership Team:

Bowden, Dr. Todd, todd.bowden@sarasotacountyschools.net

Title	Superintendent
Phone	(941) 927-9000
Supervisor's Name	School Board
Supervisor's Title	Board Member
Role and Responsibilities	District Superintendent of Schools

Kingsley, Dr. Laura, laura.kingsley@sarasotacountyschools.net

Title	Assistant Superintendent
Phone	(941) 927-9000
Supervisor's Name	Todd Bowden
Supervisor's Title	Superintendent
Role and Responsibilities	Assistant Superintendent/Chief Academic Officer

Renouf, Christopher, chris.renouf@sarasotacountyschools.net

Title	Director
Phone	(941) 927-9000
Supervisor's Name	Laura Kingsley
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director of Elementary Schools

Cantees, Steve, stephen.cantees@sarasotacountyschools.net

Title	Director
Phone	(941) 927-9000
Supervisor's Name	Laura Kingsley
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director of High Schools

Rose, Karen, karen.rose@sarasotacountyschools.net

Title	Director
Phone	(941) 927-9000
Supervisor's Name	Laura Kingsley
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director of Middle Schools

Roca, Dr. Natalie, natalie.roca@sarasotacountyschools.net

Title	Director
Phone	(941) 927-9000
Supervisor's Name	Laura Kingsley
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director of Integrated Instructional Services

Figaredo-Alberts, Sonia, sonia.figaredo-alberts@sarasotacountyschools.net

Title	Director
Phone	(941) 927-9000
Supervisor's Name	Laura Kingsley
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director of Pupil Support Services

Ellington, Kelly, kelly.ellington@sarasotacountyschools.net

Title	Director
Phone	(941) 927-9000
Supervisor's Name	Chris Renouf
Supervisor's Title	Director
Role and Responsibilities	Director of Curriculum and Instruction for Elementary Schools

Cocozza, Catherine, catherine.cocozza@sarasotacountyschools.net

Title	Director
Phone	(941) 927-9000
Supervisor's Name	Steve Cantees
Supervisor's Title	Director
Role and Responsibilities	Director of Curriculum and Instruction for High Schools

Meckler, Sue, sue.meckler@sarasotacountyschools.net

Title	Director
Phone	(941) 927-9000
Supervisor's Name	Karen Rose
Supervisor's Title	Director
Role and Responsibilities	Director of Curriculum and Instruction for Middle Schools

Cantalupo, Denise, denise.cantalupo@sarasotacountyschools.net

Title	Director
Phone	(941) 927-9000
Supervisor's Name	Natalie Roca
Supervisor's Title	Director
Role and Responsibilities	Director of Research, Assessment, Evaluation and School Improvement

Binswanger, Joseph, joe.binswanger@sarasotacountyschools.net

Title	Director
Phone	(941) 927-9000
Supervisor's Name	Natalie Roca
Supervisor's Title	Director
Role and Responsibilities	Director of Information Technology

Lempe , Scott, scott.lempe@sarasotacountyschools.net

Title	Assistant Superintendent
Phone	9419279000
Supervisor's Name	Todd Bowden
Supervisor's Title	Superintendent
Role and Responsibilities	Assistant Superintendent/Chief Operations Officer

Corcoran , Mitsi, mitsi.corcoran@sarasotacountyschools.net

Title	Assistant Superintendent
Phone	9419279000
Supervisor's Name	Todd Bowden
Supervisor's Title	Superintendent
Role and Responsibilities	Assistant Superintendent/Chief Financial Officer

Dipillo, Ron , ron.dipillo@sarasotacountyschools.net

Title	Director
Phone	9419279000
Supervisor's Name	Laura Kingsley
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Career, Technical and Adult Education

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.

Sarasota County does not have any traditional schools categorized as Focus or Priority schools.

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.

Sarasota County does not have any traditional schools categorized as Focus or Priority schools.

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.

Sarasota County does not have any traditional schools categorized as Focus or Priority schools.

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.

Sarasota County does not have any traditional schools categorized as Focus or Priority 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/sarasota?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:

Collections (Houghton, Mifflin, Harcourt)

Program Type Core

School Type Middle School, High School

Description Collections helps students develop abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully through speaking and written communication.

Springboard (Collegeboard)

Program Type Core

School Type Middle School, High School

Description Springboard helps students develop abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully through speaking and written communication.

Reading Wonders

Program Type Core

School Type Elementary School

Description Reading Wonders provides integrated instruction, practice, and assessment of the ELA strands: reading, writing, speaking and listening, and language. Texts include grade level texts, instructional level texts, and “stretch texts” and describe the support needed using the gradual release of responsibility framework. Students are guided to respond to texts read and engage in the writing process to extend their thinking.

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:

Elementary: Florida Standards.Houghton Mifflin Harcourt Go Math! K-5 Journal prompts and open tasks.

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School

Supplementals:

1. Houghton Mifflin Harcourt Go Math!
2. iReady Diagnostic and Instruction
3. MFSA Formative Assessments-Instructional Focus Guides
4. K-5 Teaching Resource Journal Prompts and open tasks
5. Professional Development/Support Programs

Description

1. Implementation of the standards utilizing the textbook resource including the digital components
2. Understanding Math Florida Standards
3. Implementing the Florida Math Standards utilizing the District Instructional Focus Guides
4. Differentiated Instruction in Math

MIDDLE SCHOOL:

Big Ideas Math: Course 1 and Advanced 1 (6th Grade), Course 2 and Advanced 2 (7th Grade), Pre-Algebra (8th Grade).

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School

Description SUPPLEMENTALS: 1. iReady diagnostic and Instruction for grades 6-8 including iReady Toolbox for targeted instruction; 2. iEngage Learning (a) Classrooms and community (b) 21st Century Skills 3. TechActive Classrooms 4. Apex Learning 5. Instructional Focus Guides

High School: Big Ideas Math: Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors Glencoe/McGraw-Hill: Florida Geometry Concepts and Applications (Informal Geometry) Math Matters 2:An Integrated Program, 2009(Liberal Arts Math)

Pearson / Prentice Hall: 1. Pre-Calculus: Graphical, Numerical, Algebraic Florida Edition (Pre-Calculus) 2. Algebra and Trigonometry, Blitzer (Advanced Topics) 3. Calculus; Graphical, Numerical, Algebraic, Media Update (Advanced Placement Calculus AB and Calculus Honors) 7. Elementary Statistics: Picturing the World (Probability and Statistics with Applications). Holt/McDougal: 1. Trigonometry, Larson (Trigonometry) 2. Pre-Calculus with Limits: A Graphicg Approach (Math Analysis) 3. Calculus, Larson (Advanced Placement Calculus BC). Bedford/Freeman/Worth: 1. The Practice of Statistics (Advanced Placement Statistics).

Program Type Core, Supplemental, Intensive Intervention

School Type High School

Description SUPPLEMENTALS:
1. District Formative Assessment for Algebra 1, Geometry and Algebra 2.
2. Apex Learning

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:

Elementary Schools:

Houghton Mifflin/Harcourt - Fusion Series

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School

Description Supplementals: Formative Assessments; AIMS; Think Central; floridastudents.org

Middle Schools:

McGraw-Hill

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School

Description Supplementals: Connect Ed.; Formative Assessments: floridastudents.org

High Schools: Biology 1 - Pearson; Biology 2 - Glencoe; AP Biology - PH Pearson Biology; Anatomy & Physiology - PH; Essentials of Human Anatomy & Physiology; Zoology - Glencoe Zoology; Earth-Space Science-Glencoe Earth Science; Environmental Science- Florida Holt Environmental Science; Astronomy - PH Astronomy Today; Integrated Science - Glencoe Physical science w/Earth Science; Marine Science-Current Publishing Life on an Ocean Planet; Physical Science 1-Glencoe Physical Science Honors; Chemistry 1-McDougal Littell World of Chemistry; Chemistry II-PH General Chemistry; AP Chemistry-McDougal Littell Chemistry; Physics I - Holt Physics; Physics II – Physics for Scientists and Engineers; AP Physics B - PH Physics; AP Physics C - Thomson Learning Physics for Scientists & Engineers.

Program Type	Core, Supplemental, Intensive Intervention
School Type	High School
Description	Supplementals: 1. Connect Ed.; Formative Assessments. 2. Apex Learning

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's Instructional Focus Guides (IFG's) are aligned to the Florida Standards or Next Generation Sunshine State Standards for reading, writing, mathematics, science and social studies. The IFG's are available digitally and comprise an important component of the district's Instructional Improvement System. In addition, a series of formative and interim assessments are available throughout the year. The results are used to monitor student progress as evidence of standards implementation. i-Ready is used for mathematics and English Language Arts in Grades KG through 8. Intensive English Language Arts classes use Achieve 3000 and USATestprep data to monitor students progress and share data with other content area teachers for ongoing literacy support. Benchmark assessments are implemented in science at all levels and for high school mathematics courses. All assessment platforms generate reports which indicate the strengths and weaknesses of classes, students and schools in reference to specific standards. In addition the district has developed a observational tool for use by administrators when observing teachers and learning in classrooms. Observations are recorded digitally and made available for immediate review by the teacher. In school year 2017-2018, the district created a data dashboard to monitor key academic and behavioral indicators in real time. Data generated from the assessment platforms, instructional rounding and observation protocols and the data dashboard has led to very productive discussions about the implementation of core instructional and intervention programs. Through these monitoring systems, the district is able to identify program implementation issues and respond in a timely manner. As a result of these progress monitoring efforts, the district has identified the need to respond to the Achievement Gap between white and minority students and between ESE and non-ESE students. Sarasota has instituted an Achievement Gap task force comprised of several subcommittees to investigate various programs to address these concerns.

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://sarasotacountychools.net/departments/curriculum/default.aspx?id=10092>

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

Sarasota does not have any Focus or Priority schools.

The district does not have any Focus and Priority schools.

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.

The district has been an 'A' district since the implementation of the Florida District Grading Model.

A thorough analysis of Sarasota County's district level data has revealed a number of strengths to include:

The district has increased from 2015-2016 to 2016-2017 in the areas noted below:
English Language Arts (ELA) achievement has increased one percentage point from 66% to 67%.
ELA Learning Gains have increased four percentage points from 55% to 59%.
ELA Learning Gains lowest 25% has increased two percentage points from 43% to 45%.
Mathematics achievement have increased two percentage points from 69% to 71%.
Mathematics Learning Gains has increased one percentage point from 62% to 63%.
Mathematics Learning Gains lowest 25% has increased five percentage points from 44% to 49%.
Social Studies has remained consistent over the past two years at 78%.
Middle school acceleration increased three percentage points from 55% to 58%.
Graduation rate has increased six percentage points from 79% 85%.

Areas of Need:

The district has decreased from 2015-2016 to 2016-2017 in the areas noted below:
Science achievement decreased one point from 66% to 65%.
College and Career Acceleration decreased three points from 60% to 57%.

Overall, the district has demonstrated success in many areas. Further disaggregation of the data has indicated an achievement gap most significantly between white and African-American students and ESE and non-ESE students.

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.

District and school leaders have analyzed both district and school data to identify the root causes of areas of need. Several possible causes have been identified to include:

1. Students with lower literacy skills have difficulty with the complex language of science.
 2. Some lower performing students demonstrate decreased motivation due to a lack of past success and a fixed mindset.
 3. Lower performing students, to include ESE students, lack basic skills which limits learning more advanced material.
 3. Some teachers may not set high expectations for all students.
 4. Teachers and administrators need additional professional development in standards-based, differentiated instruction and culturally responsive teaching.
 5. Teachers and administrators lack full understanding of high impact learning strategies.
 6. Students have family circumstances that prevent them from attending school regularly.
 7. Students and parents do not relate chronic absenteeism issues with poor academic performance.
-

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.** Science - By the year 2018, there will be a minimum of a two percentage point increase for the district from 65% to 67%. Specific goals for elementary and middle school science and biology are included below.
- G2.** Mathematics Achievement - By the year 2018, there will be a minimum of a two percentage point increase for the district from 71% to 73%. Mathematics Learning Gain - By the year 2018, there will be a minimum of a four percentage point increase for the district from 63% to 67%. Mathematics Learning Gain Lowest Quartile - By the year 2018, there will be a minimum of a four percentage point increase for the district from 49% to 53%.
- G3.** English Language Arts Achievement - By the year 2018, there will be a minimum of a two percentage point increase for the district from 67% to 69%. English Language Arts Learning Gain - By the year 2018, there will be a minimum of a two percentage point increase for the district from 59% to 61%. English Language Arts Lowest Quartile Learning Gain - By the year 2018, there will be a minimum of a two percentage point increase for the district from 45% to 47%.
- G4.** Attendance- By the year 2018, there will be a minimum of 2% decrease in the number of students who are chronically absent from 19% to 17% percent across all grade levels.

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. Science - By the year 2018, there will be a minimum of a two percentage point increase for the district from 65% to 67%. Specific goals for elementary and middle school science and biology are included below.

1a

G045662

Targets Supported 1b

Focus	Indicator	Year	Target
All High Schools	Bio I EOC Pass	2017-18	72.0
All Elementary Schools	Statewide Science Assessment Achievement	2017-18	66.0
All Middle Schools	Statewide Science Assessment Achievement	2017-18	69.0

Targeted Barriers to Achieving the Goal 3

- Students with lower literacy skills have difficulty with the complex language in this content area.
- Students have decreased motivation due to lack of past success.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Schools have a wide variety of instructional resources that are aligned with the Florida Science Standards.
- Instructional Focus Guides with associated resources have been developed and are widely used.
- The district uses a digital platform (MyIIS) where all resources are housed for increased accessibility at school and home.
- i-Ready is used from grades KG-8 to monitor literacy skill development and progress.
- The district added two science specialists to provide support at each level (elementary school, middle school and high school).

Plan to Monitor Progress Toward G1. 8

The district and school-based staff will use benchmark assessments and school formative assessments. District leaders will conduct instructional rounds and observations to monitor implementation of visible learning strategies and the use of formative assessment to modify and differentiate instruction. School-based administrators will monitor the school culture shift toward a growth mindset for all students.

Person Responsible

Dr. Laura Kingsley

Schedule

Quarterly, from 10/23/2017 to 5/24/2018

Evidence of Completion

District and instructional staff will run reports from MyIIS on the Science Benchmark Assessment results. District and school-based leaders and specialists will monitor department the chairs and the teachers use of the data to drive instruction.

G2. Mathematics Achievement - By the year 2018, there will be a minimum of a two percentage point increase for the district from 71% to 73%. **Mathematics Learning Gain** - By the year 2018, there will be a minimum of a four percentage point increase for the district from 63% to 67%. **Mathematics Learning Gain Lowest Quartile** - By the year 2018, there will be a minimum of a four percentage point increase for the district from 49% to 53%. 1a

G045637

Targets Supported 1b

Focus	Indicator	Year	Target
All Elementary Schools	FSA Mathematics Achievement	2017-18	74.0
All Middle Schools	FSA Mathematics Achievement	2017-18	73.0
All Elementary Schools	Math Gains	2017-18	70.0
All High Schools	Algebra I EOC Pass Rate	2017-18	70.0
All Elementary Schools	Math Lowest 25% Gains	2017-18	55.0
All Middle Schools	Math Gains	2017-18	67.0
All Middle Schools	Math Lowest 25% Gains	2017-18	53.0
All High Schools	Math Gains	2017-18	54.0
All High Schools	Math Lowest 25% Gains	2017-18	41.0

Targeted Barriers to Achieving the Goal 3

- Lower performing students to include ESE students lack basic skills which limits learning more advanced material.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The district-wide development of the mathematics Instructional Focus Guides align to the Florida Standards, include pacing information, and other resources for instruction. Funding from foundations has been available to support professional development at all elementary and middle schools. i-Ready has been purchased to progress monitor mathematics skill development and progress in Grades KG - 8. High School professional development has been provided by the Center for College and Career Readiness. Our local high school curriculum specialists have provided the "Design to Align" mathematics training to targeted schools.

Plan to Monitor Progress Toward G2. 8

The district will use i-Ready, district mathematics benchmark assessments and school formative assessments. District and school leaders will conduct instructional rounds and observations to monitor the implementation of differentiated lesson plans.

Person Responsible

Dr. Laura Kingsley

Schedule

Weekly, from 10/23/2017 to 5/24/2018

Evidence of Completion

The Research, Assessment and Evaluation (RAE) Department and all academic departments will use i-Ready and benchmark data to check the progress made by students who scored at all FSA Levels. Data will further be disaggregated by student groups.

G3. English Language Arts Achievement - By the year 2018, there will be a minimum of a two percentage point increase for the district from 67% to 69%. **English Language Arts Learning Gain** - By the year 2018, there will be a minimum of a two percentage point increase for the district from 59% to 61%. **English Language Arts Lowest Quartile Learning Gain** - By the year 2018, there will be a minimum of a two percentage point increase for the district from 45% to 47%. **1a**

G045421

Targets Supported **1b**

Focus	Indicator	Year	Target
All Elementary Schools	FSA ELA Achievement	2017-18	71.0
All Middle Schools	FSA ELA Achievement	2017-18	71.0
All High Schools	FSA ELA Achievement	2017-18	68.0
All Elementary Schools	ELA/Reading Gains	2017-18	66.0
All Elementary Schools	ELA/Reading Lowest 25% Gains	2017-18	55.0
All Middle Schools	ELA/Reading Gains	2017-18	63.0
All Middle Schools	ELA/Reading Lowest 25% Gains	2017-18	49.0
All High Schools	ELA/Reading Gains	2017-18	58.0
All High Schools	ELA/Reading Lowest 25% Gains	2017-18	43.0

Targeted Barriers to Achieving the Goal **3**

- Teachers lack fluency in standards based, differentiated instruction and culturally responsive teaching.
- Low performing students have lower expectations for themselves and a fixed mindset.
- Teachers and administrators lack full understanding of high impact learning strategies.

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

- The Instructional Focus Guides include access to deconstructed standards, lesson resources, FSA information, and formative assessments aligned to FSA specifications (i.e., writing and editing tasks).
- The district created a toolkit aligned to FSA specifications for areas of writing and editing to prepare students for the change in the assessment format as well as to monitor student progress toward mastery.
- Professional development opportunities are currently provided due to foundation and community alliances.
- i-Ready is implemented in Grades KG - 8. Achieve 3000 and USATestprep is used in HS Intensive Language Arts classes.

Plan to Monitor Progress Toward G3. 8

The district will review i-Ready, Achieve 3000 and U.S.A. Test Prep results.

Person Responsible

Dr. Laura Kingsley

Schedule

Quarterly, from 10/23/2017 to 5/24/2018

Evidence of Completion

The Office of Research, Assessment, Evaluation department will use district i-Ready, Achieve 3000 and USATestprep data to check the progress of all students. Data will be further disaggregated by student groups.

Plan to Monitor Progress Toward G3. 8

Data reports produced by the IIS and other learning platforms will be used to progress monitor all students.

Person Responsible

Dr. Laura Kingsley

Schedule

Quarterly, from 10/23/2017 to 5/24/2018

Evidence of Completion

Principals will work with Executive Directors and the Office of Research, Assessment, Evaluation to track and monitor progress made by individual schools and students.

G4. Attendance- By the year 2018, there will be a minimum of 2% decrease in the number of students who are chronically absent from 19% to 17% percent across all grade levels. 1a

 G069704

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Chronic Absenteeism	2017-18	17.0

Targeted Barriers to Achieving the Goal 3

- Students have family circumstances that prevent them from attending school regularly.
- Students and parents do not relate chronic absenteeism issues with poor academic performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The district employs social workers who are sent to the homes of students who have extreme attendance issues.
- An achievement GAP task force has been created and is studying this issue strategically.
- The district has implemented Attendance Works and an attendance dashboard to monitor school and student attendance and chronic absenteeism.

Plan to Monitor Progress Toward G4. 8

Attendance data by school will be analyzed and monitored with Attendance Works and the district attendance dashboard.

Person Responsible

Dr. Laura Kingsley

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Average Daily Attendance (ADA) and chronic absenteeism rates will be collected on schools and students.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Science - By the year 2018, there will be a minimum of a two percentage point increase for the district from 65% to 67%. Specific goals for elementary and middle school science and biology are included below. **1**

 G045662

G1.B1 Students with lower literacy skills have difficulty with the complex language in this content area. **2**

 B112785

G1.B1.S1 The district will implement effective professional development to include Visible Learning workshops, online Visible Learning for Literacy Modules and the use of progress monitoring. **4**

 S124153

Strategy Rationale

Both visible learning strategies and progress monitoring are research driven strategies demonstrated to increase student performance.

Action Step 1 **5**

Professional development and technical assistance will be provided by Sue Meckler, Catherine Coccozza, Kelly Ellington and curriculum staff specialists. Formative assessment results will be shared with teachers and department heads.

Person Responsible

Dr. Laura Kingsley

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Professional development and technical assistance is an ongoing process. The results of benchmark assessments and summative assessments will be analyzed in both Science and English Language Arts.

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

Observation records of teacher implementation will be housed digitally in the new IIS. Facilitators and teacher leaders will lead the small group online training and collect evidence as required.

Person Responsible

Dr. Laura Kingsley

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

District and school-based leadership will observe instructional approaches to ensure fidelity of implementation. All stakeholders can monitor literacy and vocabulary achievement utilizing the district progress monitoring dashboard.

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

Progress monitoring will be conducted with local assessments and classroom observations.

Person Responsible

Dr. Laura Kingsley

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

District administration, school-based leaders and teachers will review assessment data and revise instruction accordingly.

G1.B2 Students have decreased motivation due to lack of past success. 2

B257934

G1.B2.S1 Teachers will implement techniques to foster a growth mindset, increase re-teaching opportunities and set high expectations for all students. 4

S273093

Strategy Rationale

Fostering a growth mindset with high expectations are practices associated with increased student achievement and high expectations teaching.

Action Step 1 5

The district will foster a culture of growth mindset and support professional development activities in growth mindset and high expectations teaching.

Person Responsible

Dr. Laura Kingsley

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

District and school leaders will observe and facilitate a culture of growth mindset.

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

Progress monitoring will be conducted through the use of book studies and a student climate survey.

Person Responsible

Dr. Laura Kingsley

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Evidence will include the participation in school and district book studies (e.g. Visible Learning for Literacy, High Expectations Teaching, Visible Learning for Teachers) and the use of a student climate survey.

G2. Mathematics Achievement - By the year 2018, there will be a minimum of a two percentage point increase for the district from 71% to 73%. Mathematics Learning Gain - By the year 2018, there will be a minimum of a four percentage point increase for the district from 63% to 67%. Mathematics Learning Gain Lowest Quartile - By the year 2018, there will be a minimum of a four percentage point increase for the district from 49% to 53%.

1

G045637

G2.B1 Lower performing students to include ESE students lack basic skills which limits learning more advanced material. 2

B112907

G2.B1.S1 The district is providing professional development on visible learning, growth mindset, and setting high expectations. Elementary and middle school specialists are providing extensive professional development in mathematics and teachers are critically analyzing lessons collaboratively. 4

S124254

Strategy Rationale

Visible learning, growth mindset, Instructional Rounds and collaborative lesson development are research-based strategies linked to student improvement at every level.

Action Step 1 5

The district is providing professional development opportunities, technical assistance and follow-up at the school. .

Person Responsible

Dr. Laura Kingsley

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Professional Development Calendar record one or all of scheduled professional development activities.

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

The district will monitor results of formative and summative assessments. School leadership will conduct classroom observations.

Person Responsible

Dr. Laura Kingsley

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

District reports on formative and summative results and records of ongoing observations are collected. All stakeholders can monitor mathematics achievement utilizing the district progress monitoring dashboard.

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

The district will monitor the results of formative and summative classrooms assessments. School leadership will conduct classroom observations.

Person Responsible

Dr. Laura Kingsley

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

District reports on formative and summative results and records of ongoing observations are collected.

G3. English Language Arts Achievement - By the year 2018, there will be a minimum of a two percentage point increase for the district from 67% to 69%. English Language Arts Learning Gain - By the year 2018, there will be a minimum of a two percentage point increase for the district from 59% to 61%. English Language Arts Lowest Quartile Learning Gain - By the year 2018, there will be a minimum of a two percentage point increase for the district from 45% to 47%. **1**

 G045421

G3.B1 Teachers lack fluency in standards based, differentiated instruction and culturally responsive teaching. **2**

 B121410

G3.B1.S1 Curriculum specialists and outside experts will provide professional development on standards-based, differentiated instruction and culturally responsive teaching. **4**

 S273078

Strategy Rationale

Differentiated and standards-based instruction are research-based strategies shown to improve student achievement.

Action Step 1 **5**

The district will provide professional development opportunities in standards-based, differentiated, and culturally responsive instruction.

Person Responsible

Dr. Laura Kingsley

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student achievement data as demonstrated on i-Ready, Achieve3000 and USATestprep will be monitored.

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

Progress monitoring will be conducted through the use of book studies.

Person Responsible

Dr. Laura Kingsley

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Evidence will include the participation in school and district book studies (e.g. Visible Learning for Literacy, High Expectations Teaching, Visible Learning for Teachers).

G3.B2 Low performing students have lower expectations for themselves and a fixed mindset. 2

 B121420

G3.B2.S1 Teachers will implement techniques to foster a growth mindset and set high expectations for all students. 4

 S273080

Strategy Rationale

Fostering a growth mindset is a research-based strategy demonstrated to increase student confidence and performance.

Action Step 1 5

The district will provide ongoing professional development and foster a culture of a growth mindset.

Person Responsible

Dr. Laura Kingsley

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrators will observe classroom practice and school culture.

G3.B3 Teachers and administrators lack full understanding of high impact learning strategies. 2

B258002

G3.B3.S1 Provide professional development in visible learning and teaching strategies. 4

S273091

Strategy Rationale

Visible learning strategies are associated with increased student learning.

Action Step 1 5

Visible learning professional development will be implemented in Sarasota County.

Person Responsible

Dr. Laura Kingsley

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Training will be scheduled and administrators will observe visible instructional practices in their classrooms.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Participation in school and district book studies (eg. Visible Learning for Literacy, High Expectations Teaching, Visible Learning for Teachers)

Person Responsible

Dr. Laura Kingsley

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Evidence will include the participation in school and district book studies (e.g. Visible Learning for Literacy, High Expectations Teaching, Visible Learning for Teachers). All stakeholders can monitor English Language Arts achievement utilizing the district progress monitoring dashboard.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

G4. Attendance- By the year 2018, there will be a minimum of 2% decrease in the number of students who are chronically absent from 19% to 17% percent across all grade levels. 1

 G069704

G4.B1 Students have family circumstances that prevent them from attending school regularly. 2

 B181317

G4.B1.S1 District and School leaders are initiating collaborative partnerships with local foundations to increase community awareness and implement attendance programs (ie poster contests). 4

 S273092

Strategy Rationale

Programs targeting increased community awareness has a positive influence on increased attendance.

Action Step 1 5

The district is working with foundations and schools to create strategies and programs for decreasing chronic absenteeism: identify and create plans to mitigate the actual reasons why children are chronically absent (i.e. Attendance Works.org); participate in a district wide attendance contest sponsored by Suncoast Campaign for Grade Level Reading.

Person Responsible

Dr. Laura Kingsley

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

The district and school staff will monitor attendance and absenteeism with Attendance Works and the district attendance dashboard.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Progress monitoring will be conducted with Attendance Works and the District Attendance Dashboard.

Person Responsible

Sonia Figaredo-Alberts

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Social Workers and truancy workers meet with schools' MTSS teams to strategize improvement for chronically absent children.

G4.B2 Students and parents do not relate chronic absenteeism issues with poor academic performance. 2

 B181318

G4.B2.S1 At the school level, continue to review student attendance data. Increase communication with parents of students with chronic absenteeism. 4

 S192805

Strategy Rationale

High absenteeism has a direct negative impact on student achievement.

Action Step 1 5

The use of the Attendance Works, the district attendance dashboard and the MTSS process for identifying students with academic and attendance issues is ongoing at each school. School leaders are being trained on Attendance Works and the district attendance dashboard to monitor students daily, weekly, and monthly attendance.

Person Responsible

Sonia Figaredo-Alberts

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

The schools' records of MTSS meetings where students are being identified with attendance issues are collected. Data depicted on Attendance Works and the district attendance dashboard are reviewed.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

District-wide meetings of social workers, truancy workers, principals, assistant principals and others to collaborate on issues and progress of students with attendance issues are scheduled.

Person Responsible

Sonia Figaredo-Alberts

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Meeting agendas and meeting notes are kept from all MTSS meetings. Attendance Works reports are generated.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Pupil Support Services is working with school staff involved with MTSS and attendance monitoring to ensure they have all the tools the district can provide to impact students with attendance concerns.

Person Responsible

Sonia Figaredo-Alberts

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

MTSS notes and logs of the different workers assigned to address attendance issues are collected. Attendance reports are evaluated at the district, school, and student levels.

G4.B2.S2 The district created the attendance district dashboard to make attendance and absenteeism data visible to all stakeholders. 4

 S273027

Strategy Rationale

Raising awareness will increase community support for interventions to improve attendance.

Action Step 1 5

RAE staff will continue to refine the attendance dashboard and provide professional development in its use.

Person Responsible

Denise Cantalupo

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Chronic absentee data and average daily attendance rates are monitored for students, schools, and district-wide.

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					
G3.B3.S1.MA1  M393158	[no content entered]		No Start Date		No End Date one-time
G1.MA1  M065490	The district and school-based staff will use benchmark assessments and school formative...	Kingsley, Dr. Laura	10/23/2017	District and instructional staff will run reports from MyIIS on the Science Benchmark Assessment results. District and school-based leaders and specialists will monitor department the chairs and the teachers use of the data to drive instruction.	5/24/2018 quarterly
G2.MA1  M092839	The district will use i-Ready, district mathematics benchmark assessments and school formative...	Kingsley, Dr. Laura	10/23/2017	The Research, Assessment and Evaluation (RAE) Department and all academic departments will use i-Ready and benchmark data to check the progress made by students who scored at all FSA Levels. Data will further be disaggregated by student groups.	5/24/2018 weekly
G3.MA1  M092789	The district will review i-Ready, Achieve 3000 and U.S.A. Test Prep results.	Kingsley, Dr. Laura	10/23/2017	The Office of Research, Assessment, Evaluation department will use district i-Ready, Achieve 3000 and USATestprep data to check the progress of all students. Data will be further disaggregated by student groups.	5/24/2018 quarterly
G3.MA2  M092790	Data reports produced by the IIS and other learning platforms will be used to progress monitor all...	Kingsley, Dr. Laura	10/23/2017	Principals will work with Executive Directors and the Office of Research, Assessment, Evaluation to track and monitor progress made by individual schools and students.	5/24/2018 quarterly
G4.MA1  M214744	Attendance data by school will be analyzed and monitored with Attendance Works and the district...	Kingsley, Dr. Laura	8/14/2017	Average Daily Attendance (ADA) and chronic absenteeism rates will be collected on schools and students.	5/24/2018 daily
G1.B1.S1.MA1  M085754	Progress monitoring will be conducted with local assessments and classroom observations.	Kingsley, Dr. Laura	8/14/2017	District administration, school-based leaders and teachers will review assessment data and revise instruction accordingly.	5/24/2018 weekly
G1.B1.S1.MA1  M085752	Observation records of teacher implementation will be housed digitally in the new IIS...	Kingsley, Dr. Laura	8/14/2017	District and school-based leadership will observe instructional approaches to ensure fidelity of implementation. All stakeholders can monitor literacy and vocabulary achievement utilizing the district progress monitoring dashboard.	5/24/2018 weekly
G1.B1.S1.A1  A147453	Professional development and technical assistance will be provided by Sue Meckler, Catherine...	Kingsley, Dr. Laura	8/14/2017	Professional development and technical assistance is an ongoing process. The results of benchmark assessments and summative assessments will be analyzed in both Science and English Language Arts.	5/24/2018 daily
G2.B1.S1.MA1  M109488	The district will monitor the results of formative and summative classrooms assessments. School...	Kingsley, Dr. Laura	8/14/2017	District reports on formative and summative results and records of ongoing observations are collected.	5/24/2018 monthly
G2.B1.S1.MA1  M109487	The district will monitor results of formative and summative assessments. School leadership will...	Kingsley, Dr. Laura	8/14/2017	District reports on formative and summative results and records of ongoing observations are collected. All stakeholders can monitor mathematics achievement utilizing the district progress monitoring dashboard.	5/24/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 A165783	The district is providing professional development opportunities, technical assistance and...	Kingsley, Dr. Laura	8/14/2017	Professional Development Calendar record one or all of scheduled professional development activities.	5/24/2018 daily
G4.B2.S1.MA1 M214743	Pupil Support Services is working with school staff involved with MTSS and attendance monitoring to...	Figaredo-Alberts, Sonia	8/14/2017	MTSS notes and logs of the different workers assigned to address attendance issues are collected. Attendance reports are evaluated at the district, school, and student levels.	5/24/2018 monthly
G4.B2.S1.MA1 M214734	District-wide meetings of social workers, truancy workers, principals, assistant principals and...	Figaredo-Alberts, Sonia	8/14/2017	Meeting agendas and meeting notes are kept from all MTSS meetings. Attendance Works reports are generated.	5/24/2018 weekly
G4.B2.S1.A1 A235191	The use of the Attendance Works, the district attendance dashboard and the MTSS process for...	Figaredo-Alberts, Sonia	8/14/2017	The schools' records of MTSS meetings where students are being identified with attendance issues are collected. Data depicted on Attendance Works and the district attendance dashboard are reviewed.	5/24/2018 weekly
G3.B1.S1.MA1 M393156	Progress monitoring will be conducted through the use of book studies.	Kingsley, Dr. Laura	8/14/2017	Evidence will include the participation in school and district book studies (e.g. Visible Learning for Literacy, High Expectations Teaching, Visible Learning for Teachers).	5/24/2018 monthly
G3.B1.S1.A1 A366478	The district will provide professional development opportunities in standards-based,...	Kingsley, Dr. Laura	8/14/2017	Student achievement data as demonstrated on i-Ready, Achieve3000 and USATestprep will be monitored.	5/24/2018 daily
G3.B2.S1.A1 A366493	The district will provide ongoing professional development and foster a culture of a growth mindset.	Kingsley, Dr. Laura	8/14/2017	Administrators will observe classroom practice and school culture.	5/24/2018 daily
G3.B3.S1.MA1 M393157	Participation in school and district book studies (eg. Visible Learning for Literacy, High...	Kingsley, Dr. Laura	8/14/2017	Evidence will include the participation in school and district book studies (e.g. Visible Learning for Literacy, High Expectations Teaching, Visible Learning for Teachers). All stakeholders can monitor English Language Arts achievement utilizing the district progress monitoring dashboard.	5/24/2018 monthly
G3.B3.S1.A1 A366494	Visible learning professional development will be implemented in Sarasota County.	Kingsley, Dr. Laura	8/14/2017	Training will be scheduled and administrators will observe visible instructional practices in their classrooms.	5/24/2018 monthly
G4.B1.S1.MA1 M393159	Progress monitoring will be conducted with Attendance Works and the District Attendance Dashboard.	Figaredo-Alberts, Sonia	8/14/2017	Social Workers and truancy workers meet with schools' MTSS teams to strategize improvement for chronically absent children.	5/24/2018 daily
G4.B1.S1.A1 A366495	The district is working with foundations and schools to create strategies and programs for...	Kingsley, Dr. Laura	8/14/2017	The district and school staff will monitor attendance and absenteeism with Attendance Works and the district attendance dashboard.	5/24/2018 daily
G1.B2.S1.MA1 M393160	Progress monitoring will be conducted through the use of book studies and a student climate survey.	Kingsley, Dr. Laura	8/14/2017	Evidence will include the participation in school and district book studies (e.g. Visible Learning for Literacy, High Expectations Teaching, Visible Learning for Teachers) and the use of a student climate survey.	5/24/2018 monthly
G1.B2.S1.A1 A366497	The district will foster a culture of growth mindset and support professional development...	Kingsley, Dr. Laura	8/14/2017	District and school leaders will observe and facilitate a culture of growth mindset.	5/24/2018 daily
G4.B2.S2.A1 A366389	RAE staff will continue to refine the attendance dashboard and provide professional development in...	Cantalupo, Denise	8/14/2017	Chronic absentee data and average daily attendance rates are monitored for students, schools, and district-wide.	5/24/2018 daily

V. Professional Development Opportunities

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

G1. Science - By the year 2018, there will be a minimum of a two percentage point increase for the district from 65% to 67%. Specific goals for elementary and middle school science and biology are included below.

G1.B1 Students with lower literacy skills have difficulty with the complex language in this content area.

G1.B1.S1 The district will implement effective professional development to include Visible Learning workshops, online Visible Learning for Literacy Modules and the use of progress monitoring.

PD Opportunity 1

Professional development and technical assistance will be provided by Sue Meckler, Catherine Coccozza, Kelly Ellington and curriculum staff specialists. Formative assessment results will be shared with teachers and department heads.

Facilitator

Curriculum and Professional Development Departments at the elementary, middle, and high school levels.

Participants

Teachers

Schedule

Daily, from 8/14/2017 to 5/24/2018

G1.B2 Students have decreased motivation due to lack of past success.

G1.B2.S1 Teachers will implement techniques to foster a growth mindset, increase re-teaching opportunities and set high expectations for all students.

PD Opportunity 1

The district will foster a culture of growth mindset and support professional development activities in growth mindset and high expectations teaching.

Facilitator

All instructional staff

Participants

All instructional staff

Schedule

Daily, from 8/14/2017 to 5/24/2018

G2. Mathematics Achievement - By the year 2018, there will be a minimum of a two percentage point increase for the district from 71% to 73%. Mathematics Learning Gain - By the year 2018, there will be a minimum of a four percentage point increase for the district from 63% to 67%. Mathematics Learning Gain Lowest Quartile - By the year 2018, there will be a minimum of a four percentage point increase for the district from 49% to 53%.

G2.B1 Lower performing students to include ESE students lack basic skills which limits learning more advanced material.

G2.B1.S1 The district is providing professional development on visible learning, growth mindset, and setting high expectations. Elementary and middle school specialists are providing extensive professional development in mathematics and teachers are critically analyzing lessons collaboratively.

PD Opportunity 1

The district is providing professional development opportunities, technical assistance and follow-up at the school. .

Facilitator

District specialists, Sue D'Angelo, Catherine Coccozza, Sue Meckler, Kelly Ellington, Alicia Charbaneau, and Luke Stultz

Participants

Math teachers at all levels

Schedule

Daily, from 8/14/2017 to 5/24/2018

G3. English Language Arts Achievement - By the year 2018, there will be a minimum of a two percentage point increase for the district from 67% to 69%. English Language Arts Learning Gain - By the year 2018, there will be a minimum of a two percentage point increase for the district from 59% to 61%. English Language Arts Lowest Quartile Learning Gain - By the year 2018, there will be a minimum of a two percentage point increase for the district from 45% to 47%.

G3.B1 Teachers lack fluency in standards based, differentiated instruction and culturally responsive teaching.

G3.B1.S1 Curriculum specialists and outside experts will provide professional development on standards-based, differentiated instruction and culturally responsive teaching.

PD Opportunity 1

The district will provide professional development opportunities in standards-based, differentiated, and culturally responsive instruction.

Facilitator

Curriculum Specialists, Executive Directors

Participants

Teachers

Schedule

Daily, from 8/14/2017 to 5/24/2018

G3.B2 Low performing students have lower expectations for themselves and a fixed mindset.

G3.B2.S1 Teachers will implement techniques to foster a growth mindset and set high expectations for all students.

PD Opportunity 1

The district will provide ongoing professional development and foster a culture of a growth mindset.

Facilitator

All instructional staff

Participants

All instructional staff

Schedule

Daily, from 8/14/2017 to 5/24/2018

G3.B3 Teachers and administrators lack full understanding of high impact learning strategies.

G3.B3.S1 Provide professional development in visible learning and teaching strategies.

PD Opportunity 1

Visible learning professional development will be implemented in Sarasota County.

Facilitator

Curriculum administrators and specialists and outside experts

Participants

Teachers and administrators

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G4. Attendance- By the year 2018, there will be a minimum of 2% decrease in the number of students who are chronically absent from 19% to 17% percent across all grade levels.

G4.B2 Students and parents do not relate chronic absenteeism issues with poor academic performance.

G4.B2.S2 The district created the attendance district dashboard to make attendance and absenteeism data visible to all stakeholders.

PD Opportunity 1

RAE staff will continue to refine the attendance dashboard and provide professional development in its use.

Facilitator

RAE and district staff

Participants

All administrative and instructional staff

Schedule

Daily, from 8/14/2017 to 5/24/2018

VI. Technical Assistance Items

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

G4. Attendance- By the year 2018, there will be a minimum of 2% decrease in the number of students who are chronically absent from 19% to 17% percent across all grade levels.

G4.B1 Students have family circumstances that prevent them from attending school regularly.

G4.B1.S1 District and School leaders are initiating collaborative partnerships with local foundations to increase community awareness and implement attendance programs (ie poster contests).

TA Opportunity 1

The district is working with foundations and schools to create strategies and programs for decreasing chronic absenteeism: identify and create plans to mitigate the actual reasons why children are chronically absent (i.e. Attendance Works.org); participate in a district wide attendance contest sponsored by Suncoast Campaign for Grade Level Reading.

Facilitator

District and school leadership

Participants

All staff, community members and parents

Schedule

Daily, from 8/14/2017 to 5/24/2018

G4.B2 Students and parents do not relate chronic absenteeism issues with poor academic performance.

G4.B2.S1 At the school level, continue to review student attendance data. Increase communication with parents of students with chronic absenteeism.

TA Opportunity 1

The use of the Attendance Works, the district attendance dashboard and the MTSS process for identifying students with academic and attendance issues is ongoing at each school. School leaders are being trained on Attendance Works and the district attendance dashboard to monitor students daily, weekly, and monthly attendance.

Facilitator

Pupil Support Services staff works with the social workers on applicable laws and board policies on attendance.

Participants

Social workers, school psychologists, and truancy workers

Schedule

Weekly, from 8/14/2017 to 5/24/2018

VII. Budget

1	G1.B1.S1.A1	Professional development and technical assistance will be provided by Sue Meckler, Catherine Coccozza, Kelly Ellington and curriculum staff specialists. Formative assessment results will be shared with teachers and department heads.	\$0.00
2	G1.B2.S1.A1	The district will foster a culture of growth mindset and support professional development activities in growth mindset and high expectations teaching.	\$0.00
3	G2.B1.S1.A1	The district is providing professional development opportunities, technical assistance and follow-up at the school. .	\$0.00
4	G3.B1.S1.A1	The district will provide professional development opportunities in standards-based, differentiated, and culturally responsive instruction.	\$0.00
5	G3.B2.S1.A1	The district will provide ongoing professional development and foster a culture of a growth mindset.	\$0.00
6	G3.B3.S1.A1	Visible learning professional development will be implemented in Sarasota County.	\$0.00
7	G4.B1.S1.A1	The district is working with foundations and schools to create strategies and programs for decreasing chronic absenteeism: identify and create plans to mitigate the actual reasons why children are chronically absent (i.e. Attendance Works.org); participate in a district wide attendance contest sponsored by Suncoast Campaign for Grade Level Reading.	\$0.00
8	G4.B2.S1.A1	The use of the Attendance Works, the district attendance dashboard and the MTSS process for identifying students with academic and attendance issues is ongoing at each school. School leaders are being trained on Attendance Works and the district attendance dashboard to monitor students daily, weekly, and monthly attendance.	\$0.00
9	G4.B2.S2.A1	RAE staff will continue to refine the attendance dashboard and provide professional development in its use.	\$0.00

	Total: \$0.00
--	----------------------