



**Pam Stewart, Commissioner**

## 2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

---

---

### 17 - Escambia

Mr. Malcolm Thomas, Superintendent  
Sam Foerster, Region 1 Executive Director

---

**Table of Contents**

---

<b>Part I: Current District Status</b>	<b>0</b>
<b>Part II: Expected Improvements</b>	<b>0</b>
<b>Goals Summary</b>	<b>18</b>
<b>Goals Detail</b>	<b>18</b>
<b>Action Plan for Improvement</b>	<b>20</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>0</b>
<b>Appendix 2: Technical Assistance Plan to Support Goals</b>	<b>0</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>0</b>

## District Improvement Planning

### District Leadership Team

Provide the following contact information for each member of the district leadership team, including the position dedicated to leading the turnaround effort at the district level.:

#### Title

#### Email

#### Phone

#### Function & Responsibility

#### Steve Marcanio

**Title** Assistant Superintendent of Curriculum and Instruction

**Email** smarcanio@escambia.k12.fl.us

**Phone** 850-4292918

**Function & Responsibility** To oversee all departments in support of DA schools

#### Linda Maletsidis

**Title** Director of Elementary Schools

**Email** lmaletsidis@escambia.k12.fl.us

**Phone** 850-469-5494

**Function & Responsibility** To work with DA elementary schools

#### Vickie Gibowski

**Title** Director of Middle School Education

**Email** vgibowski@escambia.k12.fl.us

**Phone** 850-469-9495

**Function & Responsibility** To support the DA middle schools

#### Linda Harageones

**Title** Coordinator of School Improvement

**Email** lharageones@escambia.k12.fl.us

**Phone** 850-469-5461

**Function & Responsibility** To provide support to DA and Title I schools

**Marcia Nowlin****Title** Director of Title I and Related Services**Email** mnowlin@escambia.k12.fl.us**Phone** 850-595-6915**Function & Responsibility** To provide support to DA schools and monitor the use of Title I funds**Sandy Edwards****Title** Director of Continuous Improvement**Email** sedwards@escambia.k12.fl.us**Phone** 850-469-5327**Function & Responsibility** To provide support and accountability to DA schools**Joel Hollon****Title** Specialist for School Choice and School Improvement**Email** jhollon@escambia.k12.fl.us**Phone** 850-469-5461**Function & Responsibility** To provide support and training for the School Improvement process and School Advisory Councils**Teri Szafran****Title** Director of Exceptional Student Services**Email** tszafran@escambia.k12.fl.us**Phone** 850-469-5518**Function & Responsibility** To provide support to all ESE teachers, students, and families**KK Owen****Title** Director of Professional Learning**Email** kowen@escambia.k12.fl.us**Phone** 850-4695341**Function & Responsibility** To provide professional learning as needed in all DA schools**Raymond Bell****Title** Director of Evaluation Services**Email** rbell@escambia.k12.fl.us**Phone** 850-469-5386**Function & Responsibility** To assist with data collection and data warehouse processes

**Lisa Joyner**

**Title** Coordinator of Student Services

**Email** ljoyner@escambia.k12.fl.us

**Phone** 850-469-5451

**Function & Responsibility** To provide support through the work of social workers, school psychologists, school health, and guidance counselors to the DA schools.

## Plan Development

**Summarize the process used to write this plan including how parents, school staff, and others were involved. If applicable, describe the Community Assessment Team's (CAT) role in the development of this plan, pursuant to Section 1008.345(6)(d)**

At the release of student scores last June, a sense of urgency was clear across the District. All scores in FCAT 2.0 in every grade level in all subjects were below the state average, except for fifth grade science. The state of student achievement is unacceptable to all stakeholders. The Curriculum and Instruction Division began meeting to review data by schools, initiatives that had shown promise, and debate next steps. Over the course of the summer, a plan was developed and presented to the District Leadership Team. Revisions were made and the plan was implemented. Curriculum leaders, school administrators and their leadership teams, and professional learning trainers began to develop specific action plans for each school. Through the School Advisory Councils, parents have provided input. Communication has been an expectation as school began through Open House, PTA, and parental activities and parents have been provided information through written and verbal communication. The Superintendent has led by example as he has worked with the media to provide information to the community and parents. His message has been to have a sense of urgency with a clear focus and a mandate to reduce school and district initiatives to a few that have been proven to be effective. No new programs or software will be approved and accountability will continue to be transparent.

**MTSS/RtI****Describe your district's data-based problem-solving processes for the implementation and monitoring of your DIAP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The District's Multi-Tiered System of Supports (MTSS) Model is aligned with the State's Multi-Tiered System of Supports and locally referred to as MTSS. The MTSS Model is comprised of three tiers as defined below. It includes scientifically-based and research proven academic interventions embedded in, or supplementary to the district-adopted curriculum. Additionally, behavioral concerns are addressed either through Positive Behavioral Support for schools (PBS model) or via the District discipline template for all other schools. A Problem-Solving Model is used extensively ensuring that all avenues of academic and behavioral support are provided.

The Problem-Solving Model is a four-step process or framework used by the District and school-based teams for educational decision making. The four steps are as follows:

1. Identify the problem(s)
2. Analyze the problem(s)
3. Design a plan to address the problem(s)
4. Evaluate the plan

The three tiers of support are defined as follows:

Tier I - School-level data analysis is conducted to determine patterns which may suggest instructional strengths and weaknesses.

Tier II - Student-level data analysis (Discovery Education, EOC, FCAT, curriculum-based measurements, discipline data, etc) and observations at the classroom level may suggest students at risk for poor academic and/or behavior performance. Tier II aligns with the State's Progress Monitoring Plan (PMP).

Tier III - Should a student not demonstrate sufficient progress to suggest the achievement or behavior performance gap between him/her and his/her grade-level peers is likely to close or if the Tier II interventions are working but very intensive in nature, teachers will request a Tier III meeting with the school's MTSS team. At Tier III, the school-based team includes the parent, student (if appropriate), teacher(s), MTSS facilitator, principal or designee, school psychologist and any other pertinent staff member such as reading/math coach, school nurse, speech pathologist, dean, etc. The MTSS team may determine that diagnostic assessment is appropriate to assist in formulating more appropriate interventions specific to the student's needs. As requested, School Psychologists assist in the MTSS Leadership Teams upon request for any concern in the MTSS process.

**Describe the function and responsibility of each member of the district leadership team as it relates to MTSS and DIAP.**

The Curriculum and Instruction division for the DA schools functions as the district leadership team for review and monitoring of school progress toward identified goals. Weekly meetings are held to discuss progress and concerns, problem solve barriers, and assure that schools are able to increase student achievement. Daily updates on Vibe provide a clear picture of classroom instruction. This platform allows for each team member to record classroom observation data, highlight bright spots and areas of concern and post for all team members to review. Weekly contact with principals in DA schools allows district support and encouragement to school staff. The Superintendent has met with each leadership team to review plans for the year and has addressed the faculties at each DA school to discuss the current status of student achievement and the target for 2014. He will return at least twice more during the school year. All team members have access to Discovery Education scores in order to follow student progress. All C and I district members regularly visit the classrooms and provide feedback to teachers and principals.

The Coordinator of Student Services monitors the MTSS process at each school through contact with the Guidance Counselor and attendance at MTSS meetings throughout the school year.

**Describe the systems in place the leadership team uses to monitor the district's MTSS and DIAP**

1. The C & I team meets each week to discuss and develop plans to support schools.
2. Vibe (a locally developed online system to share classroom observations) is used to document the work of the instructional coaches in the DA schools.
3. Once a month the District Leadership Team, led by Mr. Thomas, Superintendent, meets to review and discuss school progress.
4. All district administrators have access to Discovery Education information.
5. Reports are filed quarterly with level directors regarding attendance, discipline, Positive Behavior Systems, and first grade retention students.
6. Expectations are that the coaching team is providing feedback and modeling recommended instructional strategies. District staff will follow up on all recommendations for adjustments to instruction to observe the implementation of the recommended strategies.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

The District uses Discovery Education, textbook assessments, exam-view assessments, and teacher made tests to collect data. A robust training plan was developed for this year to implement the use of DE assessment and the correlated instructional supports generated through the program including the use of video streaming with fidelity. The District uses the FOCUS software program to track grades, attendance, and discipline for each student. Compass Learning and Escambia Virtual Academy also provide complete data to monitor student achievement.

**Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving**

The District Coordinator for Student Services develops and oversees training for guidance counselors in the schools to support the staff's understanding of MTSS at the beginning of school and also during the school year. She visits each school and meets with the MTSS team at least once during the year. School psychologists work closely with the school teams to use data-based problem solving for students in the process.

**Describe the plan for "increased learning time" or "extended day" as defined in paragraph (2)(m) of Rule 6A-1.099811, F.A.C., in your district's Priority schools. Include a description of the specific activities and number of total minutes each will contribute**

In six elementary schools, an additional hour of reading instruction is offered. The schools have developed specific plans to document student literacy instruction for the additional 60 minutes. The implementation of school plans is monitored by the district team assigned to each school.

## Alignment of Strategies and Resources

### Strategies and Support

#### AMO Data:

**AMO Target: Reading, All Students (Target: 62, Actual: 52)**

#### **What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. Reading Wonders has been adopted for reading instruction at elementary grades. IMPACT will be implemented at middle schools using a bank of lessons developed by a district team. Struggling readers are consistently scheduled for double block reading. The District has formed an English Language Arts department to lead the move to common core standards. New materials for elementary schools have been purchased and training provided to teachers. For middle schools a new pacing guide directs the implementation of Impact for more effective instruction. The Gates Foundation Literacy Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year.

#### **Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Mathematics, All Students (Target: 58, Actual: 54)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has purchased new supplemental materials for elementary schools to implement the use of common core standards. Training has been provided to all teachers. For middle schools, a revised pacing guide supports the NGSSS for FCAT 2.0 as well as common core standards. The Gates Foundation Mathematics Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year. All schools are focused on active student engagement activities to increase student learning.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Reading, American Indian (Target: 62, Actual: 51)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has formed an English Language Arts department to lead the move to common core standards. New materials for elementary schools have been purchased and training provided to teachers. For middle schools a new pacing guide directs the implementation of Impact for more effective instruction. The Gates Foundation Literacy Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Mathematics, American Indian (Target: 57, Actual: 55)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has purchased new supplemental materials for elementary schools to implement the use of common core standards. Training has been provided to all teachers. For middle schools, a revised pacing guide supports the NGSSS for FCAT 2.0 as well as common core standards. The Gates Foundation Mathematics Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year. All schools are focused on active student engagement activities to increase student learning.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Reading, Asian (Target: 74, Actual: 69)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has formed an English Language Arts department to lead the move to common core standards. New materials for elementary schools have been purchased and training provided to teachers. For middle schools a new pacing guide directs the implementation of Impact for more effective instruction. The Gates Foundation Literacy Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Reading, Black/African American (Target: 43, Actual: 31)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has formed an English Language Arts department to lead the move to common core standards. New materials for elementary schools have been purchased and training provided to teachers. For middle schools a new pacing guide directs the implementation of Impact for more effective instruction. The Gates Foundation Literacy Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Mathematics, Black/African American (Target: 42, Actual: 33)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has purchased new supplemental materials for elementary schools to implement the use of common core standards. Training has been provided to all teachers. For middle schools, a revised pacing guide supports the NGSSS for FCAT 2.0 as well as common core standards. The Gates Foundation Mathematics Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year. All schools are focused on active student engagement activities to increase student learning.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Reading, Economically Disadvantaged (Target: 53, Actual: 42)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has formed an English Language Arts department to lead the move to common core standards. New materials for elementary schools have been purchased and training provided to teachers. For middle schools a new pacing guide directs the implementation of Impact for more effective instruction. The Gates Foundation Literacy Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Mathematics, Economically Disadvantaged (Target: 50, Actual: 44)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has purchased new supplemental materials for elementary schools to implement the use of common core standards. Training has been provided to all teachers. For middle schools, a revised pacing guide supports the NGSSS for FCAT 2.0 as well as common core standards. The Gates Foundation Mathematics Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year. All schools are focused on active student engagement activities to increase student learning.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Reading, English Language Learners (Target: 36, Actual: 29)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has formed an English Language Arts department to lead the move to common core standards. New materials for elementary schools have been purchased and training provided to teachers. For middle schools a new pacing guide directs the implementation of Impact for more effective instruction. The Gates Foundation Literacy Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year.

The ESOL department provides extensive training and support for teachers of students of other languages. Materials as well as visits from District staff assist in the use of effective teaching strategies in classrooms.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Mathematics, English Language Learners (Target: 42, Actual: 41)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has purchased new supplemental materials for elementary schools to implement the use of common core standards. Training has been provided to all teachers. For middle schools, a revised pacing guide supports the NGSSS for FCAT 2.0 as well as common core standards. The Gates Foundation Mathematics Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year. All schools are focused on active student engagement activities to increase student learning.

The ESOL department provides extensive training and support for teachers of students of other languages. Materials as well as visits from District staff assist in the use of effective teaching strategies in classrooms.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Reading, Hispanic (Target: 65, Actual: 55)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has formed an English Language Arts department to lead the move to common core standards. New materials for elementary schools have been purchased and training provided to teachers. For middle schools a new pacing guide directs the implementation of Impact for more effective instruction. The Gates Foundation Literacy Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Mathematics, Hispanic (Target: 61, Actual: 56)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has purchased new supplemental materials for elementary schools to implement the use of common core standards. Training has been provided to all teachers. For middle schools, a revised pacing guide supports the NGSSS for FCAT 2.0 as well as common core standards. The Gates Foundation Mathematics Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year. All schools are focused on active student engagement activities to increase student learning.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Reading, Students With Disabilities (Target: 37, Actual: 24)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has formed an English Language Arts department to lead the move to common core standards. New materials for elementary schools have been purchased and training provided to teachers. For middle schools a new pacing guide directs the implementation of Impact for more effective instruction. The Gates Foundation Literacy Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year. The ESE department is strongly supporting the inclusion model in all schools. Students in need of self-contained classes have been assigned to cluster schools which serve these students pre-k to 5th or 6th - 8th grades.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Mathematics, Students With Disabilities (Target: 38, Actual: 28)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has purchased new supplemental materials for elementary schools to implement the use of common core standards. Training has been provided to all teachers. For middle schools, a revised pacing guide supports the NGSSS for FCAT 2.0 as well as common core standards. The Gates Foundation Mathematics Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year. All schools are focused on active student engagement activities to increase student learning.

The ESE department is strongly supporting the inclusion model in all schools. Students in need of self-contained classes have been assigned to cluster schools which serve these students pre-k to 5th or 6th - 8th grades.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Reading, White (Target: 73, Actual: 65)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has formed an English Language Arts department to lead the move to common core standards. New materials for elementary schools have been purchased and training provided to teachers. For middle schools a new pacing guide directs the implementation of Impact for more effective instruction. The Gates Foundation Literacy Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

**AMO Target: Mathematics, White (Target: 69, Actual: 67)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Student engagement has been shown by research to be one of the most important strategies for student achievement. Last year some progress was made to increase teacher effectiveness in this area through professional development in Kagan, whole brain, student discourse, and other strategies. The District has purchased new supplemental materials for elementary schools to implement the use of common core standards. Training has been provided to all teachers. For middle schools, a revised pacing guide supports the NGSSS for FCAT 2.0 as well as common core standards. The Gates Foundation Mathematics Design Collaborative has been introduced in all middle schools. Training is ongoing throughout the year. All schools are focused on active student engagement activities to increase student learning.

**Why did the previous plan not sufficiently meet these needs?**

Some teachers participated and used these strategies effectively. In those classrooms, student progress was present. This year, each school has selected at least one strategy to implement with fidelity in their classroom and progress will be monitored through the observations by district curriculum specialists, instructional coaches, district administration, and school administrators. Accountability will be reported through the use of VIBE.

## Goals Summary

- G1.** Use data to inform instructional decisions in order to increase student achievement
- G2.** Increase engagement in classrooms to increase student ownership of learning

## Goals Detail

### G1. Use data to inform instructional decisions in order to increase student achievement

#### Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

#### Resources Available to Support the Goal

- The District purchased Discovery Education assessment and monitoring systems for all elementary and middle schools, including professional development for all teachers. All elementary and middle schools will use DE for reading, mathematics, and science progress.

#### Targeted Barriers to Achieving the Goal

- The District did not have common assessments for all elementary and middle schools.

### Plan to Monitor Progress Toward the Goal

Use of DE by school

#### Person or Persons Responsible

Ryan Hess, specialist

#### Target Dates or Schedule:

Assessments will be conducted three times a year. Progress monitoring assessments will be through the use of probes as appropriate.

#### Evidence of Completion:

Data from system Discussions at monthly principal meetings about DE data Improvement on student level from AP1, AP2, and AP3.

## G2. Increase engagement in classrooms to increase student ownership of learning

### Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

### Resources Available to Support the Goal

- 1. Each school has at least one instructional coach who will work directly in classrooms with teachers. 2. Curriculum specialists will provide content professional learning in schools and district-wide. 3. New materials for common core for elementary schools have been purchased and training is being provided. 4. Step up to Writing for literacy as well as content areas and training is being provided. 5. Whole brain, Kagan, and other engaging strategies are supported through professional learning and PLCs.

### Targeted Barriers to Achieving the Goal

- 1. Teacher implementation of Kagan and Whole Brain strategies 2. Limited understanding of what high level of engagement looks like 3. Low expectations for teacher/student engagement
- Insufficient time for district support at all schools with high needs

### Plan to Monitor Progress Toward the Goal

CWT Number of PD or PLC's which are targeting student engagement School visits from DA leadership team

### Person or Persons Responsible

Instructional Coaches, District staff, and administrators in schools

### Target Dates or Schedule:

A date certain will be selected and a count taken.

### Evidence of Completion:

From the baseline, goals will be set to increase participation in classrooms. Student scores on FCAT 2.0 will improve.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Use data to inform instructional decisions in order to increase student achievement

#### G1.B1 The District did not have common assessments for all elementary and middle schools.

**G1.B1.S1** A cadre of five (5) teachers in each school will be trained in the implementation of Discovery Education. A detailed plan has been developed in order to train all teachers in the administration of assessments, use of progress monitoring using probes, and teaching resources within the program, including streaming videos, etc.

#### Action Step 1

Training for Discovery Education

#### Person or Persons Responsible

Ryan Hess

#### Target Dates or Schedule

Detailed plan beginning in August - March

#### Evidence of Completion

Sign in sheets Monitoring of data by District staff and school administrators

#### Facilitator:

Ryan Hess

#### Participants:

Teachers, administrators, and District staff

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

The Discovery Education reports will be reviewed. By analyzing the data from a variety of viewpoints, teachers will be able to more clearly plan and teach students to their needs.

#### **Person or Persons Responsible**

District and school administrative staff

#### **Target Dates or Schedule**

There will be three assessments during the school year. There will also be a variety of progress monitoring assessments using DE probes.

#### **Evidence of Completion**

Reports Discussion of data analysis Evidence of use of data in teacher lesson plans Accountability of use of DE by Principals

### **Plan to Monitor Effectiveness of G1.B1.S1**

It is the District's expectation that DE data will be used to inform instruction in all schools K-8. The use will be observed through teacher lesson plans, minutes of common planning time, data chat meetings with grade levels and with administration.

#### **Person or Persons Responsible**

Principals District leaders

#### **Target Dates or Schedule**

At least three (3) times during the year

#### **Evidence of Completion**

Increase in student scores on FCAT 2.0

**G2. Increase engagement in classrooms to increase student ownership of learning**

**G2.B1** 1. Teacher implementation of Kagan and Whole Brain strategies 2. Limited understanding of what high level of engagement looks like 3. Low expectations for teacher/student engagement

**G2.B1.S1** The coaching staff assigned to struggling schools has increased to assure that all DA schools have sufficient support for improving the pedagogical skills of the instructional staff, allowing subject area specialists to focus on content knowledge. Coaches, administrators and subject area specialists are attending grade level/departmental meetings to discuss observation results and to plan for implementation of the identified strategies. Modeling, co-teaching and gradual release of the new strategies allow for teachers to have support for the change in instruction. Learning targets have been set to increase the percentage of students meeting proficiency levels. The district expectation is that while providing support for students at their instructional level, grade level activities will be provided for every student, exposing all children to materials aligned to the assessment targets. Review of prior year material and/or remedial activities will be presented as bell ringers with the focus of the class on grade level expectations. Professional development activities will be restricted to the initiatives that have been identified to address student engagement and increased rigor. New initiatives will be to deepen the understanding of the currently selected strategies.

**Action Step 1**

Classroom observations will be conducted with data recorded in the VIBE system and published for the school principal and/or all members of the district leadership team to review. Feedback will be provided to the classroom teachers and strategies identified as exemplary for continuation and those identified as less effective will be replaced, following the coaching cycle.

**Person or Persons Responsible**

Coaches, Teachers, Subject Area Specialists, District Directors, and School Administrators

**Target Dates or Schedule**

Daily, weekly

**Evidence of Completion**

Documentation in the VIBE system

**Facilitator:**

Subject Area Specialist for Reading, Discovery Education, Literacy and Instructional Coaches, Contracted Consultants

**Participants:**

Coaches, District Leadership Team, Teachers, Principals

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Increased student engagement in classrooms  
Hired highly effective classroom teachers to become coaches  
Established Vibe and trained staff  
Established calendar of training and meetings for coaches  
Trained all coaches in mentoring strategies

#### **Person or Persons Responsible**

Coaches, Subject Area Specialists, District Leadership Team

#### **Target Dates or Schedule**

Weekly with a date certain count

#### **Evidence of Completion**

Vibe data entries, Discovery Education Assessments, Date Certain Reports

### **Plan to Monitor Effectiveness of G2.B1.S1**

Monitor Vibe entries by school by teacher  
Observe use of engagement strategies in classrooms  
School PD and PLC's which facilitate use of engaging strategies

#### **Person or Persons Responsible**

District level directors and DA team  
Principals  
Professional Learning department

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Increase in number of engaged classrooms during visits/observations

**G2.B2** Insufficient time for district support at all schools with high needs

**G2.B2.S1** A cadre of instructional coaches will be hired to support the DA schools through interaction with classroom teachers and administrators. The coaches will meet on a regular basis for mentor training, content development, and other identified needs.

**Action Step 1**

Implementation of coaching support in DA schools

**Person or Persons Responsible**

Oversight by Marcia Nowlin, Sandy Edwards, and Kelly Aeppli-Campbell

**Target Dates or Schedule**

August, 2013 - June, 2014

**Evidence of Completion**

1. Attendance at training 2. Entreaties into Vibe 3. Feedback from administrators Andean curriculum specialists 4. Increase in student achievement scores in DE and on FCAT 2.0

**Facilitator:**

Marcia Nowlin and Sandy Edwards

**Participants:**

Instructional coaches and curriculum specialists DA leadership team

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

Regular meeting of DA leadership team

**Person or Persons Responsible**

Marcia Nowlin and Sandy Edwards

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

E3 evaluations

## Plan to Monitor Effectiveness of G2.B2.S1

Monthly meetings

**Person or Persons Responsible**

Marcia Nowlin and Sandy Edwards

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Minutes of meetings E3 evaluations School visits Conversations with administrators

## Alignment of Needs and Resources

**Based on school and student performance data at your Focus and Priority schools, describe the process the district will use to align strategies, initiatives, and resources to ensure schools demonstrating the greatest need receive the highest percentage of resources**

In June, when FCAT 2.0 scores were released, the District was very disappointed in student achievement. Before school grades were issued, discussions had begun to find strategies and focus for the 2013-14 school year. Mr. Thomas, School Superintendent, approved several initiatives.

1. Discovery Education was selected as the assessment platform for elementary and middle schools along with the professional development needed to implement the use of the data to drive instruction. A complete plan has been developed using the train the trainer model of five (5) trainers for each school.
2. As data are analyzed, a pattern of success was noticed when an instructional coach or consulting teacher were directly working with classroom teachers. A plan to merge district instructional coaches and literacy coaches was developed and teachers with high student learning gains were hired. Training for these teachers was developed and the plan is being implemented. All DA schools have at least one instructional coach, most have two.
3. Lack of student engagement was evident during classroom walkthroughs last year. Several models have been presented, including whole brain, Kagan, and formative assessment strategies. For 2013-14, each school will implement at least one of these models through professional development, PLC book studies, and/or modeling by instructional coaches.
4. In the elementary schools, a new literacy series, Reading Wonders, was adopted and training was offered to all teachers. The series is based on common core standards, and will be used for reading, writing, listening, speaking, and language arts instruction. Along with this program will be the use of Step Up to Writing tools. The pacing guide was revised to reflect the new literacy approach.
5. In elementary schools, a supplement to Go Math! was purchased in order to provide common core standards within the previous adoption. Teachers have been offered training to implement the new sections as well as a new pacing guide to reflect the changes.
6. For middle schools, the open source program, Impact, will be used to provide literacy lessons. Teachers have been trained to use this resource effectively to provide a variety of reading sources along with writing, fluency, and language arts lessons. Teachers will be trained to use Step Up to Writing tools in all content areas. The District pacing guide was revised to reflect the new literacy approach.
7. All middle schools are implementing the Literacy and Mathematics Design Collaborative through the Gates Foundation. Extensive training is being offered and schools have dedicated coaches from SREB to work with teachers and leadership to implement the program with fidelity. The pacing guide for mathematics was revised to include Formative Assessment Lessons (FALs) and task activities.
8. Tutoring for the DA schools will be offered, either before school or after. It will be focused on student data using DE streaming and probes and/or Compass Learning modules.
9. Finally, the Superintendent challenged every school and district administrator, curriculum specialists, and instructional coaches to focus on the mission this year. His message is clear that student engagement is essential and the active participation in students in their own learning will be a key to improvement this year. Teachers need to have high expectations for themselves and their students. Parents need to have ownership of student products and attendance. He has met with every faculty in the DA schools to make sure they know the ramifications if improvement is not seen. He has met with each school leadership team to review their plan for improvement, and will meet with them at least two more times before the FCAT 2.0 is taken.

## Reading Resources

**The district has an approved K-12 Comprehensive Researched-Based Reading Plan**

Yes

**Web Address:**

[http://app1.fldoe.org/Reading\\_Plans/Narrative/CompleteReport1415.aspx?DID=17](http://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1415.aspx?DID=17)

## Writing Resources

**List and describe the core and supplemental writing programs the district will use at the elementary, middle, and high school levels:**

### Reading Wonders, Step up to Writing, Impact

1. In the elementary schools, a new literacy series, Reading Wonders, and training was offered to all teachers. The series is based on common core standards, and will be used for reading, writing, listening, speaking, and language arts instruction. Along with this program will be the use of Step Up to Writing tools. The pacing guide was revised to reflect the new literacy approach.
2. For middle schools, the open source program, Impact, will be used to provide literacy lessons. Teachers have been trained to use this resource effectively to provide a variety of reading sources along with writing, fluency, and language arts lessons. Teachers will be trained to use Step Up to Writing tools in all content areas. The District pacing guide was revised to reflect the new literacy approach.
3. All middle schools are participating in the Literacy Design Collaborative from the Gates Foundation. Extensive training is planned as well as regular visits from the SREB coaches.
4. All elementary and middle schools have received training in the use of the FCAT 2.0 rubric to score writing assignments. Teachers in literacy as well as all content areas are expected to use the rubric to grade student writing assignments.

**The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the writing programs listed above**

Yes

**Mathematics Resources**

**List and describe the core and supplemental mathematics programs the district will use at the elementary, middle, and high school levels:**

**Go Math!, Holt McDougal, and Glencoe Florida**

1. In elementary schools, a supplement to Go Math! was purchased in order to provide common core standards within the previous adoption. Teachers have been offered training to implement the new sections as well as a new pacing guide to reflect the changes.
2. All middle schools are implementing the Mathematics Design Collaborative through the Gates Foundation. Extensive training is being offered and schools have dedicated coaches from SREB to work with teachers and leadership to implement the program with fidelity. The pacing guide for mathematics was revised to include FALs and task activities.
3. In middle schools, state adopted textbooks are used. In 6th-8th grade mathematics, Holt McDougal Florida Math is used (MJ1, MJ2, MJ3), advanced mathematics uses Glencoe Florida Math Connects Plus, and for Algebra I, Glencoe Florida Algebra I.

**The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the mathematics programs listed above**

Yes

## Science Resources

**List and describe the core and supplemental science programs the district will use at the elementary, middle, and high school levels:**

### Harcourt Science and Holt Florida Science Fusion

1. In elementary schools the Harcourt science program is used as the basis of instruction. A complete pacing guide is followed, along with mini labs. Teachers are expected to follow the guide and complete all of the labs.
2. In middle schools, the Holt Florida Science Fusion program is used. A complete pacing guide is available and all teachers are expected to follow the pacing guide. Hands-on labs are an integral part of the pacing guide as well.
3. Most schools participate in the District Science Fair in the January-February.
4. The Roy Hyatt Environmental Studies Center is a district resource which provide hands-on experiences to students supporting the science NGSSS for second and fifth grade levels. Other grades also benefit from classroom visits from the two teachers assigned there.

**The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the science programs listed above**

Yes

## Curriculum Alignment and Pacing

**The district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics, and science. Pacing guides will be made available upon request**

Yes