



Pam Stewart, Commissioner

2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

41 - Manatee

Dr. Diana Greene, Superintendent
Jim Browder, Region 4 Executive Director

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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.:

Dr. Diana L. Greene	
Title	Deputy Superintendent Instructional Services
Email	greened@manateeschools.net
Phone	941-708-8770 x 2220
Function & Responsibility	To provide leadership, direction, and advocacy for the academic programs and the performance of Students of the District. Responsibilities include developing and monitoring accountability measures providing guidance and support for accomplishment of teaching and learning initiatives and goals.

Dr. Mary Murray	
Title	Executive Director of High Schools
Email	murraym@manateeschools.net
Phone	941-708-8770 x 2235
Function & Responsibility	To provide administrative responsibility for managing, supervising and monitoring the daily operation and implementation of district goals at all assigned schools.

Cynthia Saunders	
Title	Executive Director of Middle Schools
Email	saundersc@manateeschools.net
Phone	941-708-8770 x 2030
Function & Responsibility	To provide administrative responsibility for managing, supervising and monitoring the daily operation and implementation of district goals at all assigned schools.

Dr. Robin Thompson	
Title	Executive Director of Curriculum
Email	thomps2r@manateeschools.net
Phone	941-751-6550 x 2060
Function & Responsibility	To provide administrative responsibility for managing, supervising and monitoring the daily operation and implementation of district goals at all assigned schools.

Dr. Chuck Fradley

Title Director of Professional Learning

Email fradleyc@manateeschools.net

Phone 941-751-6550 x 2155

Function & Responsibility To provide leadership, oversight, and direction for the overall activities of planning, developing, coordinating, implementing, and evaluating all district training functions.

Dr. Verdya Bradley

Title Director of School Improvement

Email bradleyv@manateeschools.net

Phone 941-708-8770 x 2242

Function & Responsibility To provide supervisory leadership, mentoring and coaching to principals and high quality instructional teams that ensure increased student achievement, overall student success, and achievement of district wide goals.

Elena Garcia

Title Director, Federal Programs and Grants

Email garcia3e@manateeschools.net

Phone 941-751-6550 x 2347

Function & Responsibility To administer, supervise and coordinate the district's consolidated entitlement grants implementation and competitive grants writing and to directly supervise the Title I Federal grants programs, and Migrant and English for Speakers of Other Languages (ESOL) Programs.

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)

The district-based leadership team, including the Deputy Superintendent of Instructional Services, Executive Directors, directors for special education, professional development, assessment and evaluation, school improvement, and Title I developed the 2013-2014 district improvement and assistance plan. The plan is based on a careful review of school and district data. In light of a totally new district leadership team, efforts were made to define the new direction for the district. Consideration was given to the professional development needs of teachers, initiatives, and resources to support the growth and redirection for the district.

The draft DIAP was disseminated to key stakeholders to ascertain feedback and to ensure that this draft document would reflect the commitment from all departments impacted by this plan. The district leadership team will continue to monitor and make adjustments as necessary.

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 MTSS processes start with the assurance that every student should receive quality core instruction. Effort has been made to ensure that all principals are functioning as building instructional leaders and monitoring classroom instruction. In addition to core instruction, schools have been encouraged to offer a learner-focused program of supplemental instruction to support struggling learners based on student performance data. The district leadership team reviewed all student schedules to make sure that students were appropriately scheduled into courses, including students with disabilities and English language learners. Not only will scaffolding be expected in the classroom, but scaffolding will also guide the development of instructional programs. The intensity of instruction and the intensity of programming will continually be monitored as the district leadership team works to increase the capacity of the district.

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

Each member of the leadership team will contribute in the work related to school improvement in such a way that student achievement will be positively impacted. Each member of the team will review, monitor, and offer ongoing feedback with regards to instruction, staff and student performance, and professional development. Each member of the leadership team is expected to bring expert knowledge to bear on school and student performance. The district leadership team will work diligently to ensure that there are adequate resources to support the improvement and enhancement of the instructional and behavioral programs.

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

- Instructional specialists and academic coaches will be placed to strategically monitor and support the classroom teacher and school leadership.
- On-going academic formative assessments will be used to monitor improved academic performance.
- Professional development will be used to build the capacity of all staff.
- Classroom walkthroughs and site visits will provide real time feedback.

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)

Formative academic assessments will be available in reading, mathematics, science, and writing. Schools will be expected to conduct assessments as frequently as needed based on school and student performance data. The district data management system reports on early warning systems data and the information is always available for review. Other assessments include, but are not limited to FAIR, DRA, unit tests, benchmark assessments, classroom assessments, and classroom observations.

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

The district leadership team and instructional specialists will assist school leadership teams, data teams, and academic coaches during opportunities to discuss data. The district's data management system keeps data easily accessible for school and district staff. The assessment team provides support to school and district staff to explain and make data user-friendly. Training will be provided to school-based

teams. Data chats will be modeled. Training is being embedded into the fabric of monthly administrative meetings.

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

At least 30 minutes, but not more than 60 minutes of reading instruction was added for students scoring at levels 1-3 on FCAT. Before and after school programs are open to any student, but is particularly helpful for students who need additional support. The before and after school programs are linked to ongoing academic support and is a coordinated effort through the curriculum staff. Some schools offer parent training/support programs and others provide Saturday learning opportunities. Five schools have been identified in the lowest 100 and each of them have added one hour of intensive reading to support struggling learners.

Alignment of Strategies and Resources

Strategies and Support

AMO Data:

AMO Target: Reading, All Students (Target: 61, Actual: 54)

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

This response is the same for each of the targeted student subgroups and therefore will not be repeated.

The achievement gap refers to the disparity in academic performance between groups of students. Minimizing the gaps between learners requires much more than just adding new programs or increasing standards. Attention will be redirected to identify the structures within our system and schools that inhibit improved performance for all students – classroom instruction, assessments, curriculum, school leadership, teacher attitudes about learners and learning. We have to target those things that we can change.

- Focused instruction will tighten the structures between teaching and learning by providing students with appropriate models for problem solving, engagement, and high expectations for all students.
- Accountable talk will encourage conversations between adults and students and between students. This will help to support language development, literacy skills, student engagement, and critical thinking.
- Ensuring that all teachers have the age and grade appropriate pedagogical knowledge and skills necessary to provide focused instruction.
- Ensuring that all classrooms have the resources and tools to support the teaching and learning process will create positive learning environments.

Schools that have been successful are schools that have simply provided focused instruction to all groups of students and held all students equally accountable. Additionally, we will ensure that strong leadership and appropriate resources are provided to all schools. Focusing solely on student subgroups has not been identified as a successful strategy.

Why did the previous plan not sufficiently meet these needs?

It is not evident from the data that the previous plan did not adequately meet the needs of each of the groups. What the data does suggest is that the gaps still exist. The district is fairly consistent with the state's targets for Reading. The ELL learners are actually outperforming the statewide target group in Reading. By redirecting our focus as indicated, the needs of students with disabilities will be addressed. The AMO data for math paints a different picture. The district is underperforming in math, but this does not appear to be a subgroup problem, it appears to be associated with Tier 1 instruction. So, focused instruction for all students will address this issue.

AMO Target: Mathematics, All Students (Target: 58, Actual: 56)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Reading, American Indian (Target: 64, Actual: 51)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Mathematics, American Indian (Target: 58, Actual: 47)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Reading, Asian (Target: 78, Actual: 77)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Reading, Black/African American (Target: 41, Actual: 32)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Mathematics, Black/African American (Target: 39, Actual: 33)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Reading, Economically Disadvantaged (Target: 48, Actual: 40)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Mathematics, Economically Disadvantaged (Target: 48, Actual: 43)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Reading, English Language Learners (Target: 34, Actual: 20)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Mathematics, English Language Learners (Target: 38, Actual: 29)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Reading, Hispanic (Target: 47, Actual: 38)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Mathematics, Hispanic (Target: 48, Actual: 44)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Reading, Students With Disabilities (Target: 39, Actual: 26)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Mathematics, Students With Disabilities (Target: 38, Actual: 29)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Reading, White (Target: 73, Actual: 69)

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

Why did the previous plan not sufficiently meet these needs?

AMO Target: Mathematics, White (Target: 68, Actual: 67)

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

Why did the previous plan not sufficiently meet these needs?

Additional Data:

Additional Target: Mathematics, Asian

What does research suggest about the specific learning needs of this subgroup?

Why did the previous plan not sufficiently meet these needs?

Goals Summary

- G1.** Reduce the disproportionate number of students from various subgroups identified as FCAT Level 1 and/or Level 2 by ensuring that all students have access to a rigorous academic program and held to high standards.

Goals Detail

G1. Reduce the disproportionate number of students from various subgroups identified as FCAT Level 1 and/or Level 2 by ensuring that all students have access to a rigorous academic program and held to high standards.

Targets Supported

- Reading (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

- Professional development, instructional specialists, coaches, supplies, instructional material, curriculum pacing guides, content assessments

Targeted Barriers to Achieving the Goal

- Instruction is not at the level of rigor necessary for students to achieve the standards across grade levels and content areas.

Plan to Monitor Progress Toward the Goal

Student achievement for all subgroups will improve based on state and district assessments.

Person or Persons Responsible

Directors, Specialists, Coaches, School Leaders

Target Dates or Schedule:

Quarterly district assessments

Evidence of Completion:

Three week district assessments Baseline assessments Classroom walkthroughs Coaching Logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Reduce the disproportionate number of students from various subgroups identified as FCAT Level 1 and/or Level 2 by ensuring that all students have access to a rigorous academic program and held to high standards.

G1.B2 Instruction is not at the level of rigor necessary for students to achieve the standards across grade levels and content areas.

G1.B2.S1 District specialists and coaches will work with teachers to ensure that there is clear understanding and the capacity to implement standards based instruction across all grade levels and content areas.

Action Step 1

District specialists and coaches will provide daily support based on identified school need through instructional coaching and professional development to create and implement standards-based instruction across all grades and all content areas. It is expected that specialists and coaches will spend 75% of their time working with teachers at identified schools.

Person or Persons Responsible

District Specialists District Coaches

Target Dates or Schedule

Daily based on school need

Evidence of Completion

Coaching logs

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

Coaching logs will provide a description of the quantity and type of support provided related to building capacity of teachers for implementing standards based instruction. Quantity (75% of the time for coaches should be spent working with teachers in identified schools.)

Person or Persons Responsible

Director of School Improvement

Target Dates or Schedule

Monthly

Evidence of Completion

Coaching logs

Plan to Monitor Effectiveness of G1.B2.S1

Increase the number of teachers providing rigorous standard-based instruction across all grade levels in all content areas.

Person or Persons Responsible

Director of School Improvement School Leadership

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walk throughs Teacher data chats

G1.B2.S2 Site based coaches will support teachers to regularly implement standards based instruction across all grade levels and content areas.

Action Step 1

District coaches and site based coaches will support teachers to regularly implement standards based instruction across all grade levels and content areas.

Person or Persons Responsible

Site-based coaches District coaches

Target Dates or Schedule

Daily

Evidence of Completion

Coaching logs

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Coaching logs will provide a description of the quantity and type of support provided related to building capacity of teachers for implementing standards based instruction.

Person or Persons Responsible

Principals Director of School Improvement

Target Dates or Schedule

Monthly

Evidence of Completion

Coaching logs Improved instruction Improved student performance

Plan to Monitor Effectiveness of G1.B2.S2

Increase the number of teachers providing rigorous standards based instruction across all grade levels in all content areas.

Person or Persons Responsible

Director of School Improvement School Leadership

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walk through data Site visits School-based data chats

G1.B2.S3 Increase the capacity of building-level principals with appropriate knowledge and skills to function as effective instructional leaders.

Action Step 1

District leadership and district staff will support building level principals by providing opportunities for them to develop the knowledge and skills for effective leadership.

Person or Persons Responsible

District leadership Executive Directors Deputy Superintendent

Target Dates or Schedule

Monthly leadership meetings

Evidence of Completion

Attendance rosters Meeting agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Meeting agendas will provide a description of the type of support and training related to building the capacity of the principals for effective instructional leadership.

Person or Persons Responsible

District Leadership Executive Directors Deputy Superintendent

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting agendas with supporting documents

Plan to Monitor Effectiveness of G1.B2.S3

Increase the capacity of building-level principals to function as effective instructional leaders

Person or Persons Responsible

District Leadership Executive Directors Deputy Superintendent

Target Dates or Schedule

Monthly

Evidence of Completion

Site visits Monitoring conversations

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

The District Leadership Team will ensure that all decisions regarding the distribution of resources must pass the equity test. Resources must be allocated in such a way that all students will benefit, including students with disabilities, English language learners, and free and reduced eligible students. The disparity in the allocation of resources will not be supported.

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=41

Writing Resources

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

Writer's Workshop

Writing Workshop is a method of writing instruction developed by Lucy Calkins. This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence. This program is being used in the elementary schools. Professional develop is offered by the schools level staff who have completed the Teacher's College training program.

Glencoe Writer's Choice

Grades 6-8: This core instructional program provides models of the six traits of writing including rubrics. District specialists and coaches will provide ongoing support for teachers to ensure focused instruction.

Write to Learn

Write to Learn is a web-based too to improve reading comprehension and writing skills for students. It also offers additional for English language learners. This program will be used in grade 6-8.

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

No

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

GO Math! is a focused program designed to meet the objectives and intent of the Common Core State Standards for Mathematics. The core math program is being used at the elementary schools.

Prentice Hall

Algebra I, Algebra II, Geometry texts are used at the secondary level for core instruction in math.

PLATO

Plato is an online supplemental program used to support instruction at the secondary level. It is used in most of the core content areas based on students needs. Training is offered at the school level by building level staff or district support staff.

Glencoe Math Connect

Math Connect is the core math text for grades 6-8. The programs is focused on developing pre-algebra concepts, skills, and general problem solving strategies.

Success Maker

Success Maker is an online program that paces the lessons based on the student's level of achievement and is used to supplement instruction K-8. Training is offered at the school level by building level staff or district support staff.

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

No

Science Resources

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

National Geographic Science

National Geographic Science is a core research-based program for K-5 that brings science learning to life through the lens of National Geographic.

CPO Physical Science

This core science program for grades 6-8 offers hands-on lab equipment and covers the core concepts of motion, forces, matter, the atom, or Newton's laws.

Pearson

Pearson Biology and Chemistry text is the core text for secondary Biology and Chemistry.

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

No

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