



Pam Stewart, Commissioner

2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

16 - Duval

Dr. Nikolai P Vitti, Superintendent
Wayne Green, Region 2 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. Nikolai P. Vitti	
Title	Superintendent
Email	vittin@duvalschools.org
Phone	904-390-2115
Function & Responsibility	<p>Dr. Nikolai P. Vitti was selected as Superintendent of Duval County Public Schools (DCPS) in September of 2012. He comes to Jacksonville with the goal of moving the district from "good" to "great" by increasing the achievement of all students. Dr. Vitti's primary focus is to take the district from good to great by:</p> <ul style="list-style-type: none"> Expanding early childhood education; Increasing the graduation rate; Developing instructional leaders; Improving teacher quality and morale; Streamlining the efficiency of business and operations; and Strengthening parent and community involvement.

Wendy LeHockey	
Title	Chief of Staff
Email	lehockeyw@duvalschools.org
Phone	904-390-2115
Function & Responsibility	Chief of Staff

Dr. Kimberly Davis	
Title	Chief, Parent and Community Relations
Email	davisk6@duvalschools.org
Phone	904-390-2494
Function & Responsibility	<p>The Department of Community & Family Engagement is designed to develop strong, innovative and collaborative partnerships. Key stakeholders engaged by this office include parent and family organizations, educators, nonprofits, businesses, faith-based entities, government agencies, institutes of higher education and civic groups.</p>

Frederick Heid	
Title	Chief, Academic Officer
Email	heidf@duvalschools.org
Phone	904-390-2377
Function & Responsibility	<p>This Chief Academic Officer is responsible for leading the turnaround effort at the district level.</p> <p>The mission of Academic Services is to provide support for the implementation of high quality educational opportunities for children. This mission is in line with the District Strategic Plan.</p>

Andrew Post	
Title	Chief, Accountability and Assessment
Email	posta@duvalschools.org
Phone	904-390-2976
Function & Responsibility	<p>The Assessment and Accountability unit is the statistical hub of Duval County Public Schools. Under the direction of the Superintendent, the department supports the data needs of the Superintendent, the Duval County School Board, the Chief Officer of Academics, the schools, and outside agencies.</p> <p>The Assessment and Accountability department administers all state and district-mandated tests, monitors scholastic performance and trends that chart the academic progress of Duval County students. The department disseminates the results of surveys conducted within the district and administers the provisions of the Florida School Accountability Program. All of this is done in support of the Strategic Plan.</p>

Daniela Simic	
Title	Chief, Curriculum and Instruction
Email	simicd@duvalschools.org
Phone	904-390-2010
Function & Responsibility	<p>The mission of Academic Services is to provide support for the implementation of high quality educational opportunities for children. This mission is in line with the District Strategic Plan.</p>

Paul Soares	
Title	Chief of Operations
Email	soaresp@duvalschools.org
Phone	904-390-2008
Function & Responsibility	Chief of Operations

Sonita Young

Title Chief, Human Resource Services

Email youngs1@duvalschools.org

Phone 904-390-2936

Function & Responsibility It is the goal of Human Resource Services to support the school district in its mission to provide high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world. The mission of Human Resource Services is to employ, retain and support professionals to create high performing organizations dedicated to improving student achievement.

LaTrell Edwards

Title Chief, Financial Officer

Email edwardsl5@duvalschools.org

Phone 904-390-2097

Function & Responsibility The mission of Business Services is to provide high quality fiscal services in a customer oriented environment to schools, departments and the public while providing accountability and compliance with federal, state and other regulatory agencies to facilitate a successful educational experience for students.

Marsha Oliver

Title Chief, Communications

Email oliverm@duvalschools.org

Phone 904-390-2126

Function & Responsibility The mission of the Communications department is to increase the public's awareness, understanding, and acceptance of Duval County Public Schools' initiatives by implementing effective public information programs, formulating responsive communications strategies, and fostering collaborative relationships with community stakeholders.

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)

District staff, relevant to the development of the District Improvement and Assistance Plan (e.g., Superintendent, Chief Academic Officer, Chief of Curriculum and Instruction, Parental Involvement Office, district executive directors, district directors and Office of School Improvement) collaborated with community stakeholders to discuss the purpose and direction of the plan. Sections of the DIAP were assigned to lead writers. The lead writers collaborated with others in the district and community in order to complete assigned sections (e.g., Community Assessment Team, Executive Directors, Cluster Chiefs, District Coaches, school administrators, teachers, and parents).

The finalized plan will be disseminated to a variety of district and school staff for review. For example, the DCPS School Improvement liaison will discuss the DIAP with the District Advisory Council that includes parents and other community representatives. In addition, the district's Community Assessment Team will meet to contribute to the plan and review the finalized plan at which time parents, community members, business leaders, regional FLDOE representatives, and others will have the opportunity to review and give feedback on the plan. Based on all feedback, any warranted plan changes will be made.

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**

DCPS has recently revised our district Curriculum Guides (CG's) and Curriculum Guide Assessments (CGA's). In addition, the district has also revised the use of its baseline assessments in reading, mathematics, science, and writing to support the use of interim assessment data to inform our instructional practice. The use of ongoing interim assessment data coupled with observational data provided by district Curriculum Specialists, Directors, and Region Chiefs supports the CIM model of continual evaluation and revision to strategies and action steps being used to support enhanced student outcomes.

The district has also realigned the district assessments to provide for ongoing interim and formative assessments to provide data as it relates to the students performance and needs at the district, school, grade, and student level. Through the use of our internal data management system there is a continual review of performance data and its use to inform intervention or acceleration. In order to support this process DCPS has enhanced the staffing model to now include:

School Level:

Reading Coach (for all schools)

Math Coach (schools below 50% proficiency)

District Level:

Reading Specialists

Mathematics Specialists

Reading Specialists

Science Specialists

Region Chief (four)

The Curriculum Specialists work with building administrators and school based coaches to monitor and support classroom instruction. Specialists support school based PLCs. Lesson Study, and Professional Development conducted through common planning time and early release days. Specialists work with individual teachers through modeling and supporting the use of instructional rounding to promote their overall development. Specialists also work with administrators, coaches and teachers in the review of student performance data and how this data should be used to inform instructional practice.

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

Daniela Simic, Chief Curriculum and Instruction - Ms. Simic works to manage the work of the Curriculum Directors and Specialists. Ms. Simic also works to coordinate the development of the Action Plans resulting from the Instructional Reviews. The resulting plan serves to inform the Region Chief, Directors, Specialists, school based coaches, and administrators as to what strategies and action steps must be implemented. Ms. Simic also works to ensure alignment between instructional practice and students outcomes. Ms. Simic also ensures that alignment of the curriculum and curriculum supplements and that they support the districts ability to address the various needs of our students in tier I, II, and III.

Fred Heid, Chief Academic Officer - as part of his role Mr. Heid is responsible for the direct supervision and support of schools. Mr. Heid directs the work of the Region Chiefs and their continual support of the schools. Mr. Heid is directly responsible for driving the school improvement work and for ensuring that the strategies and action steps outlined in the DIAP and individual SIPs are implemented and monitored for successful outcomes.

Andrew Post, Chief Assessment and Accountability - Mr. Post is responsible for the development, administration, and resulting analysis of district assessments. Through this work the district is provided with data that allows for the analysis of student performance data at the district, school and classroom level. The data provided by this office is pivotal to the districts ability to develop strategies and action

steps to address existing deficiencies.

Paul Soares, Chief Operations and Management - Mr. Soares is responsible for ensuring that the physical plant is well maintained and eliminates potential barriers to learning. In addition, he is responsible for the procurement and delivery of instructional materials that are instrumental to core and supplemental instruction.

Dr. Kimberly Davis, Chief Parent and Community Engagement - Dr. Davis is responsible for managing Title I parent involvement. As part of this program Dr. Davis supports the new Parent Academy Parent Academy to promote parental involvement and enhance student achievement. Academy classes will be offered in schools, libraries, community centers, government offices, and faith-based institutions. The Parent Academy will focus on three primary tracks: Student Achievement, Parenting and Advocacy, and Personal and Individual Growth. This is directly related to increasing the level of parent/caregiver engagement to participate in the development and review of the DIAP.

Latrell Edwards, Chief Finance Officer - Mrs. Edwards is directly responsible for the allocation and alignment of resources related to the support of schools. As a result Mrs. Edwards aligns funding to the explicit needs outlined in the DIAP to ensure adequate support.

The collective team works to support the continual review and evaluation of performance indicators and determine the need for additional supports or strategy revision to better align to individual schools/ student needs.

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

The district has several strategies and processes to monitor the DIAP. The first begins with the use of ongoing interim assessment data. This data is disaggregated to provide information as to the status of the district and school level performance. In addition, the data is disaggregated by AMO subgroup to allow for ongoing progress monitoring of students performance towards the mastery of content standards.

The second step involves the sharing of data with schools through Problem Solving Through Analysis, Coordination, and Teamwork (PACT) where the leadership team meets with schools to discuss their performance data and problem solve to address new concerns or barriers to student outcomes. PACT meetings are held three times each year immediately following the release of assessment data.

The district also supports MTSS through the School Improvement Plan process. Each SIP undergoes peer review and subsequent review by the curriculum directors and region chiefs to ensure that the strategies, action steps and timelines are aligned. Recommendations for revisions to the SIP are shared with SAC who then approves the modification. The analysis of school level data throughout the year also reinforces the use of the SIP as a fluid plan that allows for continual evaluation and modification based upon identified need.

At the school level, the Curriculum Specialists work with schools to support instructional practice and monitor the implementation of strategies and action steps that were identified as being crucial to the schools overall success. Specialists provide feedback through the coaches portal for school based coaches and administrators. The online logs provide another level of support and accountability to ensure that the school is making progress towards the established goals.

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)

DCPS utilizes several sources of data to monitor and evaluate the effectiveness of core, supplemental, and intensive supports. The data sources are explicitly linked to the evaluation of instructional resources include a combination of core, supplement, district, state, and national assessments. In addition, the data allows for the continual review of student progression as well as teacher effectiveness. Engagement is evaluated through a combination of indicators which each speaks to the relationship between the teacher/school and student. Indicators are listed below.

The District uses Inform and Insight to manage students assessment data. Once collected teachers and administrators (school and district) have access to review student performance data and progress from a

prior assessment. Through ongoing progress monitoring the school and district are able to identify areas of concern and react quickly to reinforce with additional supports (i.e. intensive coaching, modeling, professional development, and/or resources allocation) and intervention services. The Districts use of Coaching Logs, Instructional Reviews, SIP Review, and PACT meetings all serve to ensure a continuum of review and monitoring of student performance/readiness indicators.

Assessment Data:

- Reading: FCAT/EOC, DAR, IOWA, Curriculum Guide Assessments, I-Lit (high school reading), Get Ready To Read (Pre-K), SAT 10
 - Math: FCAT/EOC, I-ready math diagnostic, Curriculum Guide Assessments
 - Writing: Duval Timed Writing Assessment, FCAT 2.0 Writing Assessment
 - Science: FCAT/EOC and Curriculum Guide Assessments
 - English Language Learners (in addition to the previous assessments): LAS Links and Comprehensive English Language Learning Assessment (CELLA)
 - Other Assessment Data: Florida Kindergarten Readiness Screener (FLKRS), Postsecondary Education Readiness Test (PERT), Advanced International Certificate of Education (AICE), Advanced Placement, International Baccalaureate Exams (IB), Program for International Students Assessment (PISA), Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT), National Assessment of Educational Progress (NAEP), and Florida Alternate Assessment (FAA)
- Other Indicators (Engagement, Instructional Delivery):

Attendance/Truancy Data

Student Discipline Data

U/NI (primary) and D/F Grades Report

Instructional Review (F, DD, DDD, Prior Year F, and Historically Low Performing Schools)

Coaches Logs

Student Surveys

Teacher Surveys

Parent Surveys

Classroom Observation

Student Journals/Work Samples

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

The multi-tier system of student supports involves the systematic use of assessment data to allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups. Within MTSS, all school-based efforts such as lesson study and continuous school improvement are supported through collaborative teaming resulting in increased student achievement. In the summer of 2012-13 the district held its first Coaches Academy and Teachers Academy. The Coaches Academy was developed to provide intensive training for school based curriculum coaches on the districts Curriculum Guides, aligned instructional materials/resources, and the coaching cycle. The academy provided extensive training on the analysis of data and the problem solving methodology. Coaches work collaboratively with teacher, administrators, and District Specialists to analyze school, grade level and student level data. This data is then used to identify specific supports for students based upon their needs.

Tier 1: All Students (Core Support)

- Research-based instruction and support
- ?- Screening and benchmark assessments for all students
- ?- Assessments occur for all students
- ?- Data used to inform instruction
- ?

Tier II: Some Students (Supplemental Supports)

?- Interventions are based on data revealing that students need more than core instruction

?- Interventions and progress monitoring are targeted to specific skills to remediate or enrich

- Progress monitoring occurs more frequently than at the core level to ensure that the intervention is working

Tier III: Few Students (Intensive Support and triggers ESE Intervention and Support)

?- Intensive interventions based on individual student needs

?- Students receiving prolonged interventions at this level may be several grade levels behind

?- Progress monitoring occurs most often to ensure the acceleration of student progress

The District continues to further the understanding and use of the data-based problem solving methodology through job embedded professional development, PLC's, and Lesson Study. In addition, the District has also developed a new standardized Lesson Plan template that relies on the use of data to inform instruction strategies to address the needs of all learners. While currently "optional" the District is working with Duval Teachers United to standardize the use of the template across all grade levels and content area. Finally, DCPS has developed data review templates for administrators, teachers and students that contain specific prompts to foster a deeper understanding of the performance data. Each template was developed to engage the user in the use of reflective practice regarding causation and the identification of strategies to promote improved outcomes. These templates are used following the availability of new assessment data and are intended to guide/inform practice or change in methodology.

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

Each Priority school currently meets the requirement for extended learning time. Elementary schools were also found to be included in the lowest 100 Elementary list and as a result had an additional hour of reading added to their instructional day. This addition, provides for 180 hours of increased learning time per school. Students are placed into leveled groups and receive the appropriate intervention based upon the tier in which they are placed. Activities vary from a focus on phonological awareness, word attack skills, vocabulary reinforcement, fluency and comprehension development. Teachers use a combination of SRA Corrective Reading and novels to promote literacy development.

Secondary schools were extended by an additional 30 minutes each day providing 90 hours of increased learning time. In addition, each school uses a combination of targeted extended learning time strategies including evening school, Saturday school, summer, and before/after school programs. As stated previously, the specific nature of each strategy is dependent upon the needs of the students and as a result the duration of each program also varies. In all each program extends the learning time to beyond 180 additional hours of instruction.

The District has also aligned the existing after school programs to support the specific needs of the students attending. After school providers follow a core schedule that provides specific academic time for reading and mathematics support. Each after school provider works with the school to use student data to inform after school intervention and support. This alignment ensures a more effective outcome for students.

Alignment of Strategies and Resources

Strategies and Support

AMO Data:

AMO Target: Reading, All Students (Target: 60, Actual: 54)

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

Students require more interaction with text complexity, close reading, explicit vocabulary instruction, comprehension development, and writing to reflect upon their reading. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The previous plan failed to provide articulation between school types and students needs. Additionally, the curriculum supported a "programmatic" or scripted approach to reading that focused on word attack, phonological awareness, and fluency. The programs did not allow for students mobility as they were able to demonstrate progress and did little to support critical thinking, analysis and overall comprehension development. Additionally, the limited number of coaches and lack of training specific to the function of coaches did little to reinforce accountable talk and capacity development.

AMO Target: Mathematics, All Students (Target: 59, Actual: 56)

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

The data reflected supports the need for students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others., use appropriate tools strategically, attend to precision, and look for and express regularity in repeated reasoning. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The existing curriculum was not aligned and paced to reflect the transition to Common Core State Standards. In addition, tiered interventions resulted in little differentiation. Intervention focused on benchmarks and did not support student progress towards mastering the standards. Professional development was broad and lacked specificity to assist in addressing the needs of students.

AMO Target: Reading, American Indian (Target: 75, Actual: 69)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students require more interaction with text complexity, close reading, explicit vocabulary instruction, comprehension development, and writing to reflect upon their reading. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The previous plan failed to provide articulation between school types and students needs. Additionally, the curriculum supported a "programmatic" or scripted approach to reading that focused on word attack, phonological awareness, and fluency. The programs did not allow for students mobility as they were able to demonstrate progress and did little to support critical thinking, analysis and overall comprehension development. Additionally, the limited number of coaches and lack of training specific to the function of coaches did little to reinforce accountable talk and capacity development.

AMO Target: Mathematics, American Indian (Target: 72, Actual: 71)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The data reflected supports the need for students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others., use appropriate tools strategically, attend to precision, and look for and express regularity in repeated reasoning. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The existing curriculum was not aligned and paced to reflect the transition to Common Core State Standards. In addition, tiered interventions resulted in little differentiation. Intervention focused on benchmarks and did not support student progress towards mastering the standards. Professional development was broad and lacked specificity to assist in addressing the needs of students.

AMO Target: Reading, Asian (Target: 75, Actual: 72)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students require more interaction with text complexity, close reading, explicit vocabulary instruction, comprehension development, and writing to reflect upon their reading. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The previous plan failed to provide articulation between school types and students needs. Additionally, the curriculum supported a "programmatic" or scripted approach to reading that focused on word attack, phonological awareness, and fluency. The programs did not allow for students mobility as they were able to demonstrate progress and did little to support critical thinking, analysis and overall comprehension development. Additionally, the limited number of coaches and lack of training specific to the function of coaches did little to reinforce accountable talk and capacity development.

AMO Target: Reading, Black/African American (Target: 47, Actual: 39)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students require more interaction with text complexity, close reading, explicit vocabulary instruction, comprehension development, and writing to reflect upon their reading. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The previous plan failed to provide articulation between school types and students needs. Additionally, the curriculum supported a "programmatic" or scripted approach to reading that focused on word attack, phonological awareness, and fluency. The programs did not allow for students mobility as they were able to demonstrate progress and did little to support critical thinking, analysis and overall comprehension development. Additionally, the limited number of coaches and lack of training specific to the function of coaches did little to reinforce accountable talk and capacity development.

AMO Target: Mathematics, Black/African American (Target: 48, Actual: 42)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The data reflected supports the need for students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others., use appropriate tools strategically, attend to precision, and look for and express regularity in repeated reasoning. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The existing curriculum was not aligned and paced to reflect the transition to Common Core State Standards. In addition, tiered interventions resulted in little differentiation. Intervention focused on benchmarks and did not support student progress towards mastering the standards. Professional development was broad and lacked specificity to assist in addressing the needs of students. In specific settings schools struggled with hiring and retaining highly skilled teachers in mathematics.

AMO Target: Reading, Economically Disadvantaged (Target: 49, Actual: 42)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students require more interaction with text complexity, close reading, explicit vocabulary instruction, comprehension development, and writing to reflect upon their reading. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The previous plan failed to provide articulation between school types and students needs. Additionally, the curriculum supported a "programmatic" or scripted approach to reading that focused on word attack, phonological awareness, and fluency. The programs did not allow for students mobility as they were able to demonstrate progress and did little to support critical thinking, analysis and overall comprehension development. Additionally, the limited number of coaches and lack of training specific to the function of coaches did little to reinforce accountable talk and capacity development.

AMO Target: Mathematics, Economically Disadvantaged (Target: 50, Actual: 45)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The data reflected supports the need for students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others., use appropriate tools strategically, attend to precision, and look for and express regularity in repeated reasoning. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The existing curriculum was not aligned and paced to reflect the transition to Common Core State Standards. In addition, tiered interventions resulted in little differentiation. Intervention focused on benchmarks and did not support student progress towards mastering the standards. Professional development was broad and lacked specificity to assist in addressing the needs of students. Progress monitoring was implemented inconsistently and the district interim assessments did not correlate to statewide assessments.

AMO Target: Reading, English Language Learners (Target: 35, Actual: 25)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students require more interaction with text complexity, close reading, explicit vocabulary instruction, comprehension development, and writing to reflect upon their reading. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The previous plan failed to provide articulation between school types and students needs. Additionally, the curriculum supported a "programmatic" or scripted approach to reading that focused on word attack, phonological awareness, and fluency. The programs did not allow for students mobility as they were able to demonstrate progress and did little to support critical thinking, analysis and overall comprehension development. Additionally, the limited number of coaches and lack of training specific to the function of coaches did little to reinforce accountable talk and capacity development. Teachers lacked essential training in strategies to support the needs of ELL learners. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency. Professional development focused on global strategies and were not reinforced through daily instruction.

AMO Target: Mathematics, English Language Learners (Target: 43, Actual: 38)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The data reflected supports the need for students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others., use appropriate tools strategically, attend to precision, and look for and express regularity in repeated reasoning. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The existing curriculum was not aligned and paced to reflect the transition to Common Core State Standards. In addition, tiered interventions resulted in little differentiation. Intervention focused on benchmarks and did not support student progress towards mastering the standards. Professional development was broad and lacked specificity to assist in addressing the needs of students. Teachers lacked essential training in strategies to support the needs of ELL learners. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency. Professional development focused on global strategies and were not reinforced through daily instruction.

AMO Target: Reading, Hispanic (Target: 59, Actual: 53)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students require more interaction with text complexity, close reading, explicit vocabulary instruction, comprehension development, and writing to reflect upon their reading. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The previous plan failed to provide articulation between school types and students needs. Additionally, the curriculum supported a "programmatic" or scripted approach to reading that focused on word attack, phonological awareness, and fluency. The programs did not allow for students mobility as they were able to demonstrate progress and did little to support critical thinking, analysis and overall comprehension development. Additionally, the limited number of coaches and lack of training specific to the function of coaches did little to reinforce accountable talk and capacity development.

AMO Target: Mathematics, Hispanic (Target: 59, Actual: 56)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The data reflected supports the need for students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others., use appropriate tools strategically, attend to precision, and look for and express regularity in repeated reasoning. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The existing curriculum was not aligned and paced to reflect the transition to Common Core State Standards. In addition, tiered interventions resulted in little differentiation. Intervention focused on benchmarks and did not support student progress towards mastering the standards. Professional development was broad and lacked specificity to assist in addressing the needs of students.

AMO Target: Reading, Students With Disabilities (Target: 40, Actual: 31)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students require more interaction with text complexity, close reading, explicit vocabulary instruction, comprehension development, and writing to reflect upon their reading. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The previous plan failed to provide articulation between school types and students needs. Additionally, the curriculum supported a "programmatic" or scripted approach to reading that focused on word attack, phonological awareness, and fluency. The programs did not allow for students mobility as they were able to demonstrate progress and did little to support critical thinking, analysis and overall comprehension development. Additionally, the limited number of coaches and lack of training specific to the function of coaches did little to reinforce accountable talk and capacity development. Professional development was broad and lacked specificity to assist in addressing the needs of students. Students required increased support through push-in support that focused on building upon skills being taught rather than isolated benchmark support.

AMO Target: Mathematics, Students With Disabilities (Target: 42, Actual: 35)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The data reflected supports the need for students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others., use appropriate tools strategically, attend to precision, and look for and express regularity in repeated reasoning. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency. Students also require support that is specific to their individual needs and skill sets. Students also require improved support through regular education setting and exposure to the standard curriculum unless indicated by their support plan.

Why did the previous plan not sufficiently meet these needs?

The existing curriculum was not aligned and paced to reflect the transition to Common Core State Standards. In addition, tiered interventions resulted in little differentiation. Intervention focused on benchmarks and did not support student progress towards mastering the standards. Professional development was broad and lacked specificity to assist in addressing the needs of students. Students required increased support through push-in support that focused on building upon skills being taught rather than isolated benchmark support.

AMO Target: Reading, White (Target: 73, Actual: 69)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Students require more interaction with text complexity, close reading, explicit vocabulary instruction, comprehension development, and writing to reflect upon their reading. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The previous plan failed to provide articulation between school types and students needs. Additionally, the curriculum supported a "programmatic" or scripted approach to reading that focused on word attack, phonological awareness, and fluency. The programs did not allow for students mobility as they were able to demonstrate progress and did little to support critical thinking, analysis and overall comprehension development. Additionally, the limited number of coaches and lack of training specific to the function of coaches did little to reinforce accountable talk and capacity development.

AMO Target: Mathematics, White (Target: 70, Actual: 69)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

The data reflected supports the need for students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others., use appropriate tools strategically, attend to precision, and look for and express regularity in repeated reasoning. Students require explicit instruction, modeling and opportunities to engage higher order thinking skills questions to support the aforementioned. Students also required aligned curriculum and assessments to accurately monitor their overall progress towards proficiency.

Why did the previous plan not sufficiently meet these needs?

The existing curriculum was not aligned and paced to reflect the transition to Common Core State Standards. In addition, tiered interventions resulted in little differentiation. Intervention focused on benchmarks and did not support student progress towards mastering the standards. Professional development was broad and lacked specificity to assist in addressing the needs of students.

Additional Data:**Additional Target: Mathematics, Other Subgroup - Homeless****What does research suggest about the specific learning needs of this subgroup?**

The transient nature of these students leads to diminished academic performance as compares to other peer groups. The high mobility rate leads to further erosion of the students engagement and connection to the school and its surrounding community.

Why did the previous plan not sufficiently meet these needs?

The prior plan isolated schools by type and did not support the articulation between feeder schools and those where high mobility results in common students.

Goals Summary

- G1.** The district will increase the percentage of students who earn a passing score on the industry certification exams from 62.4% to 67.1% by 2014-15.
- G2.** The District will improve the number of students participating in Industry Certification programs and sitting for the resulting exam from 1,667 to 2,012 by 2014-5.
- G3.** The District will increase the number of students participating in Dual Enrollment courses from 21,404 to 21,617 students by 2014-15.
- G4.** The District will improve its Kindergarten readiness as evidenced by the "Early Childhood Observation System" from 86% to 91% and "FAIR" from 75% to 79% by 2014-15
- G5.** The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2014-15.
- G6.** The district will work to improve overall science proficiency rates in grades 5 and 8 from 48% to 50% by 2014-15
- G7.** The district will improve the Biology EOC passing rate from 67% to 69% by 2014-15
- G8.** Improve Algebra proficiency from 60% to 65% by 2014-15.
- G9.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the number of Career Academies that receive the designation of "Model Academy" from three to four by 2013-14.
- G10.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the percentage of students who participate in Extracurricular Activities from 34% to 37% by 2014-15
- G11.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the number of elementary school classrooms that participate in dual language programs from 30 to 40 classrooms by 2014-15
- G12.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the % of students who successfully complete a failed course from 50% to 55%.
- G13.** Facilitate and align effective academic, health, and social-emotional services for students based on needs - Decrease the number of students who are required to retake a failed course from 3,798 to 3,608

- G14.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students who participate in ROTC from 1300 to 1500 students by 2014-15
- G15.** Address the needs of all students with multiple opportunities for enrichment - Increase the percentage of students who complete the Early College Program with an AA Degree from 46% to 56% by 2014-15.
- G16.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students (duplicated) that participate in the STEAM Related field trips from 114,000 to 115,000 by 2014-15
- G17.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students enrolled in VPK from 1,200 to 1,400 students by 2014-15.
- G18.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students identified for Gifted
- G19.** Address the needs of all students with multiple opportunities for enrichment - Increase the number of students identified for Gifted
- G20.** Expand and ensure alignment between district strategic plan and community, government, non-profit, and business initiatives - Increase the number of volunteers from 33,232 to 36,555 by 2014-15.
- G21.** Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication - Increase participation in Back to School Events from 14,300 to 15,730 by 2014-15.
- G22.** Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication - Increase participation in the annual P.E.P. Rally from 7,700 to 8,470 by 2014-15
- G23.** Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication - Increase participation in the Parent Academy
- G24.** Establish a culture that is collaborative, transparent, and child-centric - Increase the participation rate for Parent Surveys from 85% to 87% by 2014-15
- G25.** Engage Parents, Caregivers, and Community - Increase the satisfactory rating for the District based on the Parent Survey.
- G26.** Develop great teachers and leaders - Increase the % of individuals who apply for school based positions from 45% to 52% by 2014-15.
- G27.** Develop great teachers and leaders - Increase the % of individuals who apply for advertised district positions from 45% to 52% by 2014-15.

- G28.** Develop great teachers and leaders - Reduce the number of out of field teachers from 1,527 to 1,451 by 2014-15

- G29.** Develop Great Teachers and Leaders - Reduce District teacher overall turnover rate from 33% to 31% by 2014-15.

- G30.** Improve district math proficiency at each tested grade level as follows: Description 2013 2014-Target Level 1 to Level 2+ 34 35 Level 2 to Level 3+ 30 31 Level 3 to Level 4+ 19 21 Level 4 to Level 5 15 17 Level 5 to Level 5 52 54

- G31.** Improve the overall district math proficiency for grades 3-8 as evidenced by attaining a level 3 or higher on the FCAT statewide assessment from 36% to 40%

- G32.** Improve district reading proficiency at each tested grade level as follows: Description 2013 2014-Target Level 1 to Level 2+ 36 40 Level 2 to Level 3+ 26 28 Level 3 to Level 4+ 24 26 Level 4 to Level 5 19 21 Level 5 to Level 5 56 62

- G33.** Increase the overall district reading proficiency from 53% to 57% of students attaining a level of proficiency as indicated by a score of 3 or higher on the FCAT statewide assessment.

- G34.** Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs.

- G35.** Develop Great Teachers and Leaders

- G36.** Develop new Curriculum Guides and Curriculum Guide Assessments to align with instructional resources along with CCSS.

- G37.** Recruit, employ and retain high quality instructional leaders

- G38.** Provide ongoing training and support to develop teachers, instructional leaders, and staff

- G39.** Unpack mathematical standards to develop teacher understanding of the mathematical concepts.

- G40.** Plan lessons in writing with consideration to the developmental level of the writer; and the task, purpose, and audience of the writing.

- G41.** Utilize the Gradual Release of Responsibility Model when planning and delivering lessons to increase conceptual understanding, comprehension, and active engagement.

Goals Detail

G1. The district will increase the percentage of students who earn a passing score on the industry certification exams from 62.4% to 67.1% by 2014-15.

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

- SAI Perkins RTTT General

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. The District will improve the number of students participating in Industry Certification programs and sitting for the resulting exam from 1,667 to 2,012 by 2014-5.

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

- Perkins SIG RTTT General SAI

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. The District will increase the number of students participating in Dual Enrollment courses from 21,404 to 21,617 students by 2014-15.

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

-

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. The District will improve its Kindergarten readiness as evidenced by the "Early Childhood Observation System" from 86% to 91% and "FAIR" from 75% to 79% by 2014-15

Targets Supported

Resources Available to Support the Goal

- Early Learning Title I General RTTT SIG

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2014-15.

Targets Supported

Resources Available to Support the Goal

- Title I Title II SAI SIG General JRF/Instructional Materials

Targeted Barriers to Achieving the Goal

- In 2012-13 overall District writing scores declined as a result of the State's transition to new cut scores and proficiency threshold.

Plan to Monitor Progress Toward the Goal

The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2014-15.

Person or Persons Responsible

Region Chiefs Principals Assistant Principals Katie Moeller, K-2 ELA/Reading Director Cheryle Ferlita, 3-5 ELA/Reading Director Julie Mceachin, 6-8 ELA/Reading Director Minika Jenkins, 9-12 ELA/Reading District Reading Specialists

Target Dates or Schedule:

By July 2014 upon release of the District and school level writing scores

Evidence of Completion:

Results of Florida Writes assessment

G6. The district will work to improve overall science proficiency rates in grades 5 and 8 from 48% to 50% by 2014-15

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

- General RTTT SAI Title I SIG

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. The district will improve the Biology EOC passing rate from 67% to 69% by 2014-15

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

- SAI SIG Title I Title II PSELL Grant General

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G8. Improve Algebra proficiency from 60% to 65% by 2014-15.

Targets Supported

- 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

- SAI Title I SIG General Title II

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G9. Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the number of Career Academies that receive the designation of "Model Academy" from three to four by 2013-14.

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

- General SAI Title I

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G10. Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the percentage of students who participate in Extracurricular Activities from 34% to 37% by 2014-15

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

- General
- General

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G11. Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the number of elementary school classrooms that participate in dual language programs from 30 to 40 classrooms by 2014-15

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

- Title III Title II SAI General

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G12. Facilitate and align effective academic, health, and social-emotional services for students based on needs - Increase the % of students who successfully complete a failed course from 50% to 55%.

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

- SAI Title I General

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G13. Facilitate and align effective academic, health, and social-emotional services for students based on needs - Decrease the number of students who are required to retake a failed course from 3,798 to 3,608

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

- SAI General SIG

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G14. Address the needs of all students with multiple opportunities for enrichment - Increase the number of students who participate in ROTC from 1300 to 1500 students by 2014-15

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

- General SAI

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G15. Address the needs of all students with multiple opportunities for enrichment - Increase the percentage of students who complete the Early College Program with an AA Degree from 46% to 56% by 2014-15.

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

- SAI Title I

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G16. Address the needs of all students with multiple opportunities for enrichment - Increase the number of students (duplicated) that participate in the STEAM Related field trips from 114,000 to 115,000 by 2014-15

Targets Supported

Resources Available to Support the Goal

- Title I

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G17. Address the needs of all students with multiple opportunities for enrichment - Increase the number of students enrolled in VPK from 1,200 to 1,400 students by 2014-15.

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

- VPK Title I General

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G18. Address the needs of all students with multiple opportunities for enrichment - Increase the number of students identified for Gifted

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

- IDEA Title II General

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G19. Address the needs of all students with multiple opportunities for enrichment - Increase the number of students identified for Gifted

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

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G20. Expand and ensure alignment between district strategic plan and community, government, non-profit, and business initiatives - Increase the number of volunteers from 33,232 to 36,555 by 2014-15.

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

- Title I Parent Involvement

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G21. Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication - Increase participation in Back to School Events from 14,300 to 15,730 by 2014-15.

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

- Title I parent Involvement

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G22. Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication - Increase participation in the annual P.E.P. Rally from 7,700 to 8,470 by 2014-15

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

- General Title I SAI SIG

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G23. Create a welcoming, respectful, and responsive environment for all stakeholders that leads to an open line of communication - Increase participation in the Parent Academy

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

- Title I - Parent Involvement Title I SAI RTTT SIG Title II

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G24. Establish a culture that is collaborative, transparent, and child-centric - Increase the participation rate for Parent Surveys from 85% to 87% by 2014-15

Targets Supported

Resources Available to Support the Goal

- Title I - Parent involvement

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G25. Engage Parents, Caregivers, and Community - Increase the satisfactory rating for the District based on the Parent Survey.

Targets Supported

Resources Available to Support the Goal

- Parent Involvement -Title I

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G26. Develop great teachers and leaders - Increase the % of individuals who apply for school based positions from 45% to 52% by 2014-15.

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

- RTTT SIG SAI General Title I Title II

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G27. Develop great teachers and leaders - Increase the % of individuals who apply for advertised district positions from 45% to 52% by 2014-15.

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

- General Title I Title II SAI SIG RTTT

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G28. Develop great teachers and leaders - Reduce the number of out of field teachers from 1,527 to 1,451 by 2014-15

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

- Title II SAI Title I General

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G29. Develop Great Teachers and Leaders - Reduce District teacher overall turnover rate from 33% to 31% by 2014-15.

Targets Supported

Resources Available to Support the Goal

- General funds Title I funds Title II Funds SAI SIG RTTT

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G30. Improve district math proficiency at each tested grade level as follows: Description 2013 2014-Target
Level 1 to Level 2+ 34 35 Level 2 to Level 3+ 30 31 Level 3 to Level 4+ 19 21 Level 4 to Level 5 15 17
Level 5 to Level 5 52 54

Targets Supported

- 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

-

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G31. Improve the overall district math proficiency for grades 3-8 as evidenced by attaining a level 3 or higher on the FCAT statewide assessment from 36% to 40%

Targets Supported

- 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

- Aligned Curriculum Guides Aligned Curriculum Guide Assessments Fully Released Math Coaches at schools with less than 50% proficiency District Support from Directors and Specialists that is tailored to the needs of each school Addition of clearly defined Tier I and Tier II interventions Common Planning time in all secondary schools Software supplemental resources including I-Ready (elementary), SuccessMaker (middle school), and Carnegie (high school) Use of the baseline assessments to identify individual student needs pertaining to math proficiency Coaches Academy to support the alignment of resources, interventions, instructional practice and adult learning theory

Targeted Barriers to Achieving the Goal

- School based math coaching was inconsistent and there was minimal training to support the coaching cycle.

Plan to Monitor Progress Toward the Goal

By September 30, 2013 100% of all schools will be staffed with a reading coach.

Person or Persons Responsible

Lawrence Dennis, Regional Chief Kelly Coker-Daniels, Regional Chief Iranetta Wright, Regional Chief Addison Davis, Regional Chief Sonita Young, Chief Human Resources Math Directors (previously identified)

Target Dates or Schedule:

September 30, 2013

Evidence of Completion:

School staffing roster HR vacancy reports

G32. Improve district reading proficiency at each tested grade level as follows: Description 2013 2014-Target Level 1 to Level 2+ 36 40 Level 2 to Level 3+ 26 28 Level 3 to Level 4+ 24 26 Level 4 to Level 5 19 21 Level 5 to Level 5 56 62

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

- Aligned Curriculum Guides Aligned Curriculum Guide Assessments Reading coaches at all schools District support from Directors and Specialists that is tailored to the needs of each school Addition of clearly defined Tier I and Tier II interventions Common Planning time in all secondary schools Software supplemental resources including I-Ready (elementary), SuccessMaker (middle school), and ILit (high school) Use of baseline assessments to identify individual student needs pertaining to reading proficiency Coaches Academy to support the alignment of resources, interventions, instructional practice and adult learning theory

Targeted Barriers to Achieving the Goal

- The district master scheduling guidelines did not adequately identify students for proper academic placement

Plan to Monitor Progress Toward the Goal

By September 30, 2013 all schools will use the Master Schedule Guidelines to place students within the appropriate reading enrichment course.

Person or Persons Responsible

Fred Heid, Chief Academic Officer Lawrence Dennis, Regional Chief Kelly Coker-Daniels, Regional Chief Iranetta Wright, Regional Chief Addison Davis, Regional Chief Katie Moeller, K-2 Reading Director Cheryle Ferlita, 3-5 Reading Director Julie Mceachin, 6-8 Reading Director Minika Jenkins, 9-12 Reading Director Reading Specialists

Target Dates or Schedule:

September 30, 2013 Ongoing (for new student enrollment)

Evidence of Completion:

Student Schedules

G33. Increase the overall district reading proficiency from 53% to 57% of students attaining a level of proficiency as indicated by a score of 3 or higher on the FCAT statewide assessment.

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

- Aligned Curriculum Guides Aligned Curriculum Guide Assessments Fully Released Reading Coaches at all schools District Support from Directors and Specialists that is tailored to the needs of each school Addition of clearly defined Tier I and Tier II interventions Common Planning time in all secondary schools Software supplemental resources including I-Ready (elementary), SuccessMaker (middle school), and I Lit (high school) Use of the DAR and IOWA reading assessments to identify individual student needs pertaining to literacy Coaches Academy to support the alignment of resources, interventions, instructional practice and adult learning theory

Targeted Barriers to Achieving the Goal

- School based literacy coaching was inconsistent and there was minimal training to support the coaching cycle.

Plan to Monitor Progress Toward the Goal

By September 30, 2013 100% of all schools will be staffed with a reading coach.

Person or Persons Responsible

Lawrence Dennis, Regional Chief Kelly Coker-Daniels, Regional Chief Iranetta Wright, Regional Chief Addison Davis, Regional Chief Sonita Young, Chief Human Resources Reading Directors (previously identified)

Target Dates or Schedule:

September 30, 2013

Evidence of Completion:

School staffing roster HR vacancy reports

G34. Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs.

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

- SAI, Reading First Funding, Title I, Title II, General, and Instructional Materials Funds SharePoint (online hosting system) Core Curriculum Materials Supplemental Resources Commons Core State Standards Curriculum Directors and Specialists Assessment and Accountability Staff

Targeted Barriers to Achieving the Goal

- The district lacked a curriculum guide that was aligned to the Common Core State Standards
- In 2013-14 the district will select a new core math series that is aligned to the Common Core State Standards

Plan to Monitor Progress Toward the Goal

Once the adoption process is completed the district will work to ensure the timely placement of orders and delivery to schools.

Person or Persons Responsible

Bryant Frazier, Supervisor, Instructional Materials and Library Media Services Paul Soares, Chief Operations and Maintenance Wayne Atwood, Director Consolidated Services Daniela Simic, Chief Curriculum and Instruction Wayne Van Doren, Elementary Math Director Jamie Griffin, Middle School Math Director Vernachelle Walton, High School Math Director Math Specialists

Target Dates or Schedule:

June 2013

Evidence of Completion:

Board Approval of procurement (March 2014) Issuance of PO Receipt of delivered materials

G35. Develop Great Teachers and Leaders

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

- Title I, Title II, SAI, SIG, RTTT, and other funding sources
-

Targeted Barriers to Achieving the Goal

- The existing professional development process was not aligned to the specific needs of teachers and/or students within their respective schools.

Plan to Monitor Progress Toward the Goal

The district will develop a process in which to survey instructional staff, coaches, and administrators regarding the professional development process and outcomes

Person or Persons Responsible

Professional Development Staff

Target Dates or Schedule:

June - July 2014

Evidence of Completion:

Completed Surveys

G36. Develop new Curriculum Guides and Curriculum Guide Assessments to align with instructional resources along with CCSS.

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

- Title II funds
- Human Capital (teachers, administrators, and district curriculum specialists)
- CCSS and FDOE Standards
- Core and Supplemental Resources

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G37. Recruit, employ and retain high quality instructional leaders**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

- Partnership with the Schultz center for Teaching and Learning to support the APA and ALA programs for Assistant Principal and Principal certification process
- Budget resources allocated to support mentor principals and job embedded internships
- FTLP partnership
- KIPP Leadership Academy training for CAO and CHR

Targeted Barriers to Achieving the Goal

- Lack of existing internship program beyond 10 day placement

Plan to Monitor Progress Toward the Goal

Establish mid point and exit interview process for mentors

Person or Persons Responsible

Chief Academic Officer

Target Dates or Schedule:

March and June

Evidence of Completion:

surveys and summary feedback

G38. Provide ongoing training and support to develop teachers, instructional leaders, and staff

Targets Supported

Resources Available to Support the Goal

- Use Title II funds to support professional development
- District Curriculum Specialists, School based coaches (reading and mathematics), Region Chiefs
- Instructional resource alignment
- Teachers academy
- Coaches academy
- School schedule provides for early release days twice each month for teachers to attend professional development
- Common planning time exists in all secondary schools
- Use of both face to face and virtual professional development modules to support ongoing trainings and endorsement needs
- Established technology systems to track and monitor professional development points and registration system (ERO)

Targeted Barriers to Achieving the Goal

- Lack of common planning time at the elementary school level

Plan to Monitor Progress Toward the Goal

Successful implementation of Common Planning time

Person or Persons Responsible

Superintendent, Chief Human Resources, Chief Academic Officer, DTU leadership

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Signed MOU

G39. Unpack mathematical standards to develop teacher understanding of the mathematical concepts.**Targets Supported**

- 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

- School Based Math Coaches, District math Specialists, District Curriculum Directors, and Region Chiefs
- Common planning time in all secondary schools that will support job embedded professional development
- Early release days to be used to support PLC's and professional development initiatives
- Newly aligned curriculum guides and assessments that address standards based instruction and CCSS
- Week long teacher and Coaches academy to focus on coaching cycle and support for academic intervention
- Clearly defined curriculum supplements that support Tier I, II, and III students

Targeted Barriers to Achieving the Goal

- Lack of common planning time in elementary schools

Plan to Monitor Progress Toward the Goal

Evaluate the progress towards improving the incorporation of mathematical concepts into daily instruction

Person or Persons Responsible

Principal, Asst. Principal, Coaches, and Region Chiefs

Target Dates or Schedule:

Weekly visits, weekly coaches logs and during IR

Evidence of Completion:

Observation feedback , coaches logs, feedback forms, Instructional Rounds documentation

G40. Plan lessons in writing with consideration to the developmental level of the writer; and the task, purpose, and audience of the writing.

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

- School based reading coaches, district specialists, and district curriculum directors
- District implemented writing prompts and training to support the evaluation of student writing.
- Professional development regarding the scoring of student writing samples

Targeted Barriers to Achieving the Goal

- Lack of training for teachers on the scoring of students writing prompts and revision.

Plan to Monitor Progress Toward the Goal

Review students writing journals for evidence of ongoing writing, feedback, and revision

Person or Persons Responsible

School based coaches District Specialists District Directors Principals Asst. Principals Region Chief

Target Dates or Schedule:

Daily observation and quarterly writing prompts

Evidence of Completion:

Student writing prompts results and student writing journals

G41. Utilize the Gradual Release of Responsibility Model when planning and delivering lessons to increase conceptual understanding, comprehension, and active engagement.

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

- School based coaches, district curriculum specialists, and district curriculum directors
- Newly aligned Curriculum Guides
- Curriculum Guide Assessments aligned to the standards and pacing guide to inform instruction and allow for differentiated support (both intervention and acceleration)
- Newly aligned core supplements to support Tier I and Tier II interventions.
- ESE support model that provides support for Tier III students
- Common planning time at secondary level
- Newly aligned master schedule guidelines that ensures adequate time for core instruction and interventions

Targeted Barriers to Achieving the Goal

- Professional development

Plan to Monitor Progress Toward the Goal

Evaluate the increase of specific strategies within the lesson plan that support increased conceptual understanding, comprehension, and active engagement.

Person or Persons Responsible

Principal, Asst. Principal, School coach, District Specialist, Region Chief

Target Dates or Schedule:

Weekly classroom observations, IR, data chats

Evidence of Completion:

Observation notes and lesson plan submissions.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G5. The District will improve writing proficiency in grades 4, 8 and 10 from 58% to 64% proficiency by 2014-15.

G5.B1 In 2012-13 overall District writing scores declined as a result of the State's transition to new cut scores and proficiency threshold.

G5.B1.S1 The District will provide technical assistance and support to embed writing across the content areas and to further reinforce writing strategies to include elaboration, appropriate use of transition, addressing grammatical errors, providing feedback and revision of writing to a satisfactory level of proficiency.

Action Step 1

The District will provide support and explicit guidelines and training regarding the writing process in ELA, Creative writing and other content areas.

Person or Persons Responsible

Katie Moeller, K-2 ELA/Reading Director Cheryle Ferlita, 3-5 ELA/Reading Director Julie Mceachin, 6-8 ELA/Reading Director Minika Jenkins, 9-12 ELA/Reading District Reading Specialists School based Reading Coaches

Target Dates or Schedule

June 2013 - October 2013 Ongoing support as needed

Evidence of Completion

Agendas Presentation Materials Inclusion in the Master Schedule Guidelines

Facilitator:

Katie Moeller, K-2 ELA/Reading Director Cheryle Ferlita, 3-5 ELA/Reading Director Julie Mceachin, 6-8 ELA/Reading Director Minika Jenkins, 9-12 ELA/Reading District Reading Specialists School based Reading Coaches

Participants:

Principals Assistant Principals Reading Coaches School Based Coaches

Plan to Monitor Fidelity of Implementation of G5.B1.S1

The District will monitor the fidelity in which the writing strategies and plans are implemented.

Person or Persons Responsible

Region Chiefs Principals Assistant Principals Katie Moeller, K-2 ELA/Reading Director Cheryle Ferlita, 3-5 ELA/Reading Director Julie Mceachin, 6-8 ELA/Reading Director Minika Jenkins, 9-12 ELA/Reading District Reading Specialists School based Reading Coaches

Target Dates or Schedule

The review process is ongoing and is included in the district observation focus areas.

Evidence of Completion

Walk through documentation Student work samples demonstrating growth

Plan to Monitor Effectiveness of G5.B1.S1

The District will monitor the integration of research based writing strategies in ELA and Writing classes at all grade levels.

Person or Persons Responsible

Region Chiefs Principals Assistant Principals Katie Moeller, K-2 ELA/Reading Director Cheryle Ferlita, 3-5 ELA/Reading Director Julie Mceachin, 6-8 ELA/Reading Director Minika Jenkins, 9-12 ELA/Reading District Reading Specialists

Target Dates or Schedule

This process is ongoing and includes a review of the District writing prompts, classroom writing activities, and student writing journals

Evidence of Completion

Writing plans Writing prompts Writing journals Classroom Observations

G31. Improve the overall district math proficiency for grades 3-8 as evidenced by attaining a level 3 or higher on the FCAT statewide assessment from 36% to 40%

G31.B1 School based math coaching was inconsistent and there was minimal training to support the coaching cycle.

G31.B1.S1 The district will host a week long coaches academy. In order to be eligible for a school based math coach position an applicant must have successfully completed the academy. The academy focused on the overall understanding of the curriculum guides, resources alignment, coaching cycle, baseline assessments, and adult learning theory.

Action Step 1

Host the summer Coaches Academy

Person or Persons Responsible

Academic Services staff including: Daniela Simic, Chief Curriculum and Instruction Wayne Van Doren, Elementary Math Director Jamie Griffin, Middle School Math Director Vernachelle Walton, High School Math Director Math Specialists

Target Dates or Schedule

June/ July 2013

Evidence of Completion

Sign In Sheets Eligible Applicant List provided to schools Presentation Materials Daily Agendas

Facilitator:

Academic Services staff including: Daniela Simic, Chief Curriculum and Instruction Wayne Van Doren, Elementary Math Director Jamie Griffin, Middle School Math Director Vernachelle Walton, High School Math Director Math Specialists

Participants:

Instructional Staff who met the criteria for mathematics

Plan to Monitor Fidelity of Implementation of G31.B1.S1

Schools will only hire math Coaches from the approved applicant list

Person or Persons Responsible

Lawrence Dennis, Regional Chief Kelly Coker-Daniels, Regional Chief Iranetta Wright, Regional Chief Addison Davis, Regional Chief Sonita Young, Chief Human Resources Math Directors (previously identified)

Target Dates or Schedule

June -August 2013. However, this requires continual support and monitoring as a result of employee mobility.

Evidence of Completion

HR Staffing Roster Interview Schedules

Plan to Monitor Effectiveness of G31.B1.S1

Ensure that the math coach position remains staffed

Person or Persons Responsible

Lawrence Dennis, Regional Chief Kelly Coker-Daniels, Regional Chief Iranetta Wright, Regional Chief Addison Davis, Regional Chief Sonita Young, Chief Human Resources Math Directors (previously identified)

Target Dates or Schedule

Ongoing

Evidence of Completion

School staffing rosters/vacancy reports

G32. Improve district reading proficiency at each tested grade level as follows: Description 2013 2014-Target
 Level 1 to Level 2+ 36 40 Level 2 to Level 3+ 26 28 Level 3 to Level 4+ 24 26 Level 4 to Level 5 19 21 Level 5
 to Level 5 56 62

G32.B3 The district master scheduling guidelines did not adequately identify students for proper academic placement

G32.B3.S2 The district provided training and support relating to the Master Scheduling Guidelines during the budgeting and master schedule development process.

Action Step 1

The district provided training and support for school administrators (principals, assistant principals, and curriculum resource teachers) to ensure the proper placement of students within the reading enrichment curriculum.

Person or Persons Responsible

Fred Heid, Chief Academic Officer Lawrence Dennis, Regional Chief Kelly Coker-Daniels, Regional Chief Iranetta Wright, Regional Chief Addison Davis, Regional Chief Katie Moeller, K-2 Reading Director Cheryle Ferlita, 3-5 Reading Director Julie Mceachin, 6-8 Reading Director Minika Jenkins, 9-12 Reading Director Reading Specialists

Target Dates or Schedule

June 2013 - September 2013

Evidence of Completion

Schedule of master schedule review meetings Student schedules

Plan to Monitor Fidelity of Implementation of G32.B3.S2

Ensure that students are scheduled into math courses based upon established criteria.

Person or Persons Responsible

Fred Heid, Chief Academic Officer Lawrence Dennis, Regional Chief Kelly Coker-Daniels, Regional Chief Iranetta Wright, Regional Chief Addison Davis, Regional Chief Katie Moeller, K-2 Reading Director Cheryle Ferlita, 3-5 Reading Director Julie Mceachin, 6-8 Reading Director Minika Jenkins, 9-12 Reading Director Reading Specialists

Target Dates or Schedule

June 2013- September 2013 Ongoing

Evidence of Completion

Master Schedule Guideline template Student Schedules

Plan to Monitor Effectiveness of G32.B3.S2

Ensure that master schedule guidelines are adhered to to assist with student scheduling

Person or Persons Responsible

Fred Heid, Chief Academic Officer Lawrence Dennis, Regional Chief Kelly Coker-Daniels, Regional Chief Iranetta Wright, Regional Chief Addison Davis, Regional Chief Katie Moeller, K-2 Reading Director Cheryle Ferlita, 3-5 Reading Director Julie Mceachin, 6-8 Reading Director Minika Jenkins, 9-12 Reading Director Reading Specialists

Target Dates or Schedule

June 2013-September 2013 Ongoing

Evidence of Completion

Meeting Schedule Correspondence with Administrators Student Schedules

G33. Increase the overall district reading proficiency from 53% to 57% of students attaining a level of proficiency as indicated by a score of 3 or higher on the FCAT statewide assessment.

G33.B1 School based literacy coaching was inconsistent and there was minimal training to support the coaching cycle.

G33.B1.S1 The district will host a week long coaches academy. In order to be eligible for a school based literacy coach position an applicant must have successfully completed the academy. The academy focused on the overall understanding of the curriculum guides, resources alignment, coaching cycle, baseline assessments (DAR and IOWA), and adult learning theory.

Action Step 1

Host the summer Coaches Academy

Person or Persons Responsible

Academic Services staff including: Daniela Simic, Chief Curriculum and Instruction Katie Moeller, K-2 Reading Director Cheryle Ferlita, 3-5 Reading Director Julie Mceachin, 6-8 Reading Director Minika Jenkins, 9-12 Reading Director Reading Specialists

Target Dates or Schedule

June/July 2013

Evidence of Completion

Sign In Sheets Eligible Applicant List provided to schools Presentation Materials Daily Agendas

Facilitator:

Academic Services staff including: Daniela Simic, Chief Curriculum and Instruction Katie Moeller, K-2 Reading Director Cheryle Ferlita, 3-5 Reading Director Julie Mceachin, 6-8 Reading Director Minika Jenkins, 9-12 Reading Director Reading Specialists

Participants:

Instructional Staff who met the criteria for Reading Endorsement and ELA

Plan to Monitor Fidelity of Implementation of G33.B1.S1

Schools will only hire Reading Coaches from the approved applicant list

Person or Persons Responsible

Lawrence Dennis, Regional Chief Kelly Coker-Daniels, Regional Chief Iranetta Wright, Regional Chief Addison Davis, Regional Chief Sonita Young, Chief Human Resources Reading Directors (previously identified)

Target Dates or Schedule

June -August 2013. However, this requires continual support and monitoring as a result of employee mobility.

Evidence of Completion

HR Staffing Roster Interview Schedules

Plan to Monitor Effectiveness of G33.B1.S1

Ensure that the reading coach position remains staffed

Person or Persons Responsible

Lawrence Dennis, Regional Chief Kelly Coker-Daniels, Regional Chief Iranetta Wright, Regional Chief Addison Davis, Regional Chief Sonita Young, Chief Human Resources Reading Directors (previously identified)

Target Dates or Schedule

Ongoing

Evidence of Completion

School staffing rosters/vacancy reports

G34. Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs.

G34.B1 The district lacked a curriculum guide that was aligned to the Common Core State Standards

G34.B1.S1 The district will work to revise all existing learning guides to incorporate CCSS, align to core resources, align to supplemental resources, and to align to the curriculum assessments.

Action Step 1

The district will collaborate with Duval Teachers United to support the curriculum writing teams. Teams will be comprised of district curriculum directors, specialists, lead teachers and school based administrators

Person or Persons Responsible

Daniela Simic, Chief Curriculum and Instruction Katie Moeller, K-2 Reading Director Cheryle Ferlita, 3-5 Reading Director Julie Mceachin, 6-8 Reading Director Minika Jenkins, 9-12 Reading Director Wayne Van Doren, Elementary Math Director Jamie Griffin, Middle School Math Director Vernachelle Walton, High School Math Director Duval Teachers United Select Teachers Select School Administrators Math Specialists Reading Specialists

Target Dates or Schedule

March 2013 - May 2013

Evidence of Completion

Memorandum of Understanding Sign In Sheets Completed Curriculum Guides

Plan to Monitor Fidelity of Implementation of G34.B1.S1

For 2013-14 the use of Curriculum Guides remained optional to allow for additional time to train and support their integration. In order to support the integration and provide the requisite training the district hosted the Teachers Academy during the summer. Each Academy provided grade level and content area specificity on their use to inform instructional delivery and pacing. During the summer, the district trained over 6000 teachers.

Person or Persons Responsible

Daniela Simic, Chief Curriculum and Instruction Katie Moeller, K-2 Reading Director Cheryle Ferlita, 3-5 Reading Director Julie Mceachin, 6-8 Reading Director Minika Jenkins, 9-12 Reading Director Wayne Van Doren, Elementary Math Director Jamie Griffin, Middle School Math Director Vernachelle Walton, High School Math Director Marion Chase, Social Studies Executive Director Dwight Jones, Executive Director Science Tracolya Green, Secondary Science Director Shaketha Butler, Elementary Science Director Science Specialists Math Specialists Reading Specialists

Target Dates or Schedule

Summer 2013

Evidence of Completion

Agendas Training Materials Sign In Sheets

Plan to Monitor Effectiveness of G34.B1.S1

Monitor the implementation of the newly revised curriculum guides

Person or Persons Responsible

Lawrence Dennis, Regional Chief Kelly Coker-Daniels, Regional Chief Iranetta Wright, Regional Chief Addison Davis, Regional Chief Reading Directors/Specialists Math Directors/Specialists Science Directors/Specialists Social Studies Directors/Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches Logs Instructional Reviews Daily Rounding

G34.B3 In 2013-14 the district will select a new core math series that is aligned to the Common Core State Standards

G34.B3.S1 The district will follow policy regarding the adoption of a new core curriculum series which includes the formulation of an adoption committee and allowing stakeholders to view available resources

Action Step 1

Schedule the textbook adoption process and communicate with various stakeholders regarding the process and timeline for review, input and final selection

Person or Persons Responsible

Bryant Frazier, Supervisor, Instructional Materials and Library Media Services Paul Soares, Chief Operations and Maintenance Daniela Simic, Chief Curriculum and Instruction Fred Heid, Chief Academic Officer Wayne Van Doren, Elementary Director Mathematics Jamie Griffin, Middle School Director Mathematics Vernachele Walton, High School Director Mathematics Math Specialists Selected Teachers

Target Dates or Schedule

September 2013 - Ongoing

Evidence of Completion

Meeting schedule Agendas Selection materials

Plan to Monitor Fidelity of Implementation of G34.B3.S1

The material adoption process will follow established procedures and comply with state requirements.

Person or Persons Responsible

Bryant Frazier, Supervisor, Instructional Materials and Library Media Services Paul Soares, Chief Operations and Maintenance Daniela Simic, Chief Curriculum and Instruction Fred Heid, Chief Academic Officer

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting schedule Agendas Selection materials Input Documents

Plan to Monitor Effectiveness of G34.B3.S1

The review and selection committee will conduct a survey to review the process and determine the need for future revision

Person or Persons Responsible

Bryant Frazier, Supervisor, Instructional Materials and Library Media Services Paul Soares, Chief Operations and Maintenance Daniela Simic, Chief Curriculum and Instruction Fred Heid, Chief Academic Officer

Target Dates or Schedule

May 2013

Evidence of Completion

Collected Surveys

G35. Develop Great Teachers and Leaders

G35.B2 The existing professional development process was not aligned to the specific needs of teachers and/or students within their respective schools.

G35.B2.S1 in 2013-14 the district transitioned to a job embedded professional development process. District wide training and supports continue as it relates to endorsements in the areas of Reading, Gifted and ESOL. However, the priority shift to job embedded professional development better aligns to the needs of students and teachers within each respective school site. In addition, the process also allows for better alignment of PLCs and Lesson study to promote the fidelity in which strategies are implemented.

Action Step 1

Elementary schools will work with their Shared Decision Making Team (SDM) to identify the frequency in which teachers will meet during their common resource time to participate in professional development opportunities including PLCs, Lesson Study, and Data chats. In addition, the school will establish a professional development calendar that aligns to their School Improvement Plan and/or Instructional Review (D, F, and Historically fragile schools only). Secondary schools will utilize common planning time to provide school directed professional development opportunities a minimum of once each week. The SDM team may opt to expand this requirement but this remains a school level decision in accordance with our collective bargaining agreement. In addition, the school will establish a professional development calendar that aligns to their School Improvement Plan and/or Instructional Review (D, F, and Historically fragile schools only).

Person or Persons Responsible

Principals Regional Chiefs Lindsay Sharp, Executive Directors Daniela Simic, Chief Curriculum and Instruction District Content Area Directors District Content Area Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

School PD plans Agendas Sign In Sheets Coaching Logs

Plan to Monitor Fidelity of Implementation of G35.B2.S1

The region chiefs will work with their respective schools to monitor the professional development plans and the fidelity in which they are followed. In addition, the region chief will ensure that the appropriate district staff (i.e. Content Area Directors, Specialists, and Professional Development Staff) are included in the plans development, approval and implementation.

Person or Persons Responsible

Principals Regional Chiefs Lindsay Sharp, Executive Directors Daniela Simic, Chief Curriculum and Instruction District Content Area Directors District Content Area Specialists

Target Dates or Schedule

Ongoing monitoring

Evidence of Completion

School PD plans Coaching Logs Direct Observation Agendas

Plan to Monitor Effectiveness of G35.B2.S1

The district will work with schools to review instructional delivery to determine the extent to which initiatives are being implemented and impacting student outcomes.

Person or Persons Responsible

Principals Assistant Principals School Based Coaches Region Chiefs District Directors District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches Logs Feedback forms Agendas Presentation materials Work samples (where appropriate)

G37. Recruit, employ and retain high quality instructional leaders

G37.B1 Lack of existing internship program beyond 10 day placement

G37.B1.S2 Identify school leadership to serve as mentors

Action Step 1

Select 8-10 high performing mentor principals

Person or Persons Responsible

Region Chiefs, Chief Academic Officer, Executive Director Curriculum

Target Dates or Schedule

November 2013

Evidence of Completion

Meeting invitation (email), agenda, HR contract

Plan to Monitor Fidelity of Implementation of G37.B1.S2

Monthly meetings and submission of coaching logs by mentor principals

Person or Persons Responsible

Chief Academic Officer and Executive Director Curriculum

Target Dates or Schedule

Monthly beginning in January

Evidence of Completion

Submission of monthly logs and tracking of mentee performance on established leadership indicators (action research projects)

Plan to Monitor Effectiveness of G37.B1.S2

Monthly meetings with Mentors to review progress, address barriers and evaluate the existing performance plans for mentees to inform possible revisions

Person or Persons Responsible

Chief Academic Officer, Region Chiefs

Target Dates or Schedule

Monthly beginning in January

Evidence of Completion

Logs, meeting invitations, webinar schedule

G38. Provide ongoing training and support to develop teachers, instructional leaders, and staff

G38.B1 Lack of common planning time at the elementary school level

G38.B1.S1 Negotiate with Duval Teachers United (DTU) to establish common planning time in elementary schedule.

Action Step 1

Meet with DTU to negotiate the inclusion of common planning time in elementary schools

Person or Persons Responsible

Superintendent, Chief Human Resources, Chief Academic Officer

Target Dates or Schedule

Ongoing

Evidence of Completion

Calendar of meetings with agendas

Plan to Monitor Fidelity of Implementation of G38.B1.S1

Monitor progress towards the successful inclusion of common planning time for 2014-15

Person or Persons Responsible

Chief Human Resources, Chief Academic Officer, and DTU leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Drafts of proposal that reflect negotiated language and proposal

Plan to Monitor Effectiveness of G38.B1.S1

na

Person or Persons Responsible

na

Target Dates or Schedule

na

Evidence of Completion

na

G39. Unpack mathematical standards to develop teacher understanding of the mathematical concepts.

G39.B1 Lack of common planning time in elementary schools

G39.B1.S1 Ensure the effective use and alignment of professional development on early release days

Action Step 1

Have schools submit their professional development calendar that is aligned to the school improvement plan and Instructional Review focus areas

Person or Persons Responsible

Principal

Target Dates or Schedule

Twice per year (each semester)

Evidence of Completion

Calendars

Plan to Monitor Fidelity of Implementation of G39.B1.S1

Review the submitted professional development plans to ensure alignment to identified needs

Person or Persons Responsible

Executive Director for Curriculum, Region Chiefs, Office of School Improvement

Target Dates or Schedule

Quarterly

Evidence of Completion

Records including sign in sheets, agendas, training materials

Plan to Monitor Effectiveness of G39.B1.S1

Observe instruction for evidence of improved alignment and use of mathematical concepts

Person or Persons Responsible

Principal, Region Chiefs, School/District Coaches

Target Dates or Schedule

Weekly observations, Instructional Reviews, and informal school/classroom visits

Evidence of Completion

Walk through observation data, IR observation, Coaches logs

Plan to Monitor Fidelity of Implementation of G39.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G39.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G40. Plan lessons in writing with consideration to the developmental level of the writer; and the task, purpose, and audience of the writing.

G40.B1 Lack of training for teachers on the scoring of students writing prompts and revision.

G40.B1.S2 Provide Professional Development on examining the developmental level of writers using writing rubrics, anchor papers, the continuum of writing, and state rubrics.

Action Step 1

Provide professional development through PLC, Common Planning time, and Early release days to ensure that teachers understand the scoring process and implications for follow up instruction.

Person or Persons Responsible

District Curriculum Directors for Literacy, District Specialists, and School based Reading coaches

Target Dates or Schedule

Through monthly PLC, early release days, and common planning time

Evidence of Completion

Agaendas, training materials, sign in sheets

Facilitator:

School based coach, district specialist

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G40.B1.S2

Review student writing journals for evidence of teacher support for short and extended writing

Person or Persons Responsible

Principals, Asst. Principals, school based coaches, region chiefs, district specialists

Target Dates or Schedule

weekly classroom visitations, IR meetings, and coaching visits

Evidence of Completion

student writing samples, journals, evidence in lesson plans

Plan to Monitor Effectiveness of G40.B1.S2

Monitor the effectiveness of the inclusion of explicit writing instruction within the daily/weekly lesson plan

Person or Persons Responsible

Principal, Asst. Principal, Coaches, Directors, and Region Chiefs

Target Dates or Schedule

Daily classroom observation, data conferences , and IR visits

Evidence of Completion

Student improvement in writing from baseline as indicated in the District writing simulations.
Embedded writing instruction within the lesson plans.

G41. Utilize the Gradual Release of Responsibility Model when planning and delivering lessons to increase conceptual understanding, comprehension, and active engagement.

G41.B1 Professional development

G41.B1.S1 Provide professional development and follow-up support on aligning the standards, lesson plans, and instructional delivery as evidenced by student work. Professional development will focus on utilizing district curriculum guides to unpack standards to determine the content, knowledge, and abilities expected at each grade level.

Action Step 1

Provide professional development and follow up support on increasing the rigor of instruction and instructional tempo through modeling on the connection of benchmark instruction and test expectations for each grade level.

Person or Persons Responsible

School- based Reading Coach District Reading Specialists Assistant Principal

Target Dates or Schedule

ongoing (focus in October/November)

Evidence of Completion

The use of gradual release will be noted through direct observation as noted in classroom observations and coaches visits.

Facilitator:

School- based Reading Coach District Reading Specialists Assistant Principal

Participants:

Core Teachers

Plan to Monitor Fidelity of Implementation of G41.B1.S1

Monitor the fidelity in which lessons support improved understanding, comprehension, and engagement

Person or Persons Responsible

School- based Reading Coach District Reading Specialists Assistant Principal Principal Region Chief

Target Dates or Schedule

Daily during classroom walkthrough and Instructional Reviews

Evidence of Completion

Increased frequency of observable strategy implementation

Plan to Monitor Effectiveness of G41.B1.S1

Monitor the effectiveness in which lessons increase conceptual understanding, comprehension, and active engagement.

Person or Persons Responsible

School- based Reading Coach District Reading Specialists Assistant Principal Principal Region Chiefs

Target Dates or Schedule

Through daily classroom walk through, scheduled observation periods related to evaluation and Instructional Reviews

Evidence of Completion

Increased frequency of observable behavior as evidenced by direct observation and review of lesson plans

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

Duval County Public Schools has incorporated the use of school based coaching, district support specialists, Instructional Reviews, and PACT to ensure that we have aligned our strategies, initiatives, and resources to ensure schools demonstrating the greatest need receive the highest percentage of resources.

The District will conduct two or more Instructional Reviews at all Focus "DD", "DDD", Priority "F" schools, and any other fragile schools who previously earned an "F" or has a history of low performance. The IR process begins with the school sharing their prior years data with a focus on analysis of strategies that supported their improvement or the identification of barriers to prior success. The school also incorporates the CIM strategy to identify new initiatives that will assist them in addressing their improvement needs. Immediately following the school presentation the district and school teams visit classes to observe teacher and students behaviors. The observation process focuses on the frequency or effective implementation of high yield strategies. Following the observation the team debriefs and outlines the commendations and concerns that were observed. Finally, the teams work collaboratively develop the action plan that outlines the strategies, action steps, person responsible, timeline and resources required to support the improvement initiatives. The plan is then monitored by the Region Chiefs and Chief Academic Officer to ensure the fidelity in which the plan is implemented. At any time the district can work to modify the plan based upon new data.

The District prioritizes funding sources to enhance the staffing and support provided at all Priority, Focus, and SIG schools. For example the District provided funding to support a fully released mathematics coach at any school with less than 50% proficiency. Additional funding to provide intervention support is also aligned to the needs of each school. Principals meet with district leadership to discuss specific school needs and operating flexibility pertaining to scheduling, budgeting, staffing and curriculum needs to meet goals outlined in the School Improvement Plan.

The District also implements processes to enhance the leadership at schools with the greatest need. When a change in leadership is needed at a targeted school, the district will collaborate with the state Regional Executive Director to discuss performance history, contributing factors, and district capacity for principal replacement.

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=16

Writing Resources

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

The district does not use core or supplemental writing programs for K-2 Writing.

- a) Professional development is taking place on emergent and early writing development
- b) A district writing scale for assessing and evaluating emergent and early writing development is currently being developed
- c) Effective practices for emergent and early writing are being developed and shared through professional development, e.g., students not using an eraser during writing so that teachers are able to assess student self corrections (teaching students to line out changes in their drafts rather than erasing)

The district does not use core or supplemental programs for 3-5 Writing.

Plans for in-service include:

- 1) Calibration training for 4th grade teachers and school based coaches during the months of October and November - Participants will understand how to score writing papers using rubrics aligned to FCAT 2.0
- 2) Writing Narratives, Expository, Arguments: planning and implementing a wide range of writing for different audiences and purposes - Participants will understand how to teach students to Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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:

Elementary Mathematics Core Program - Grades K-5

The core program in elementary mathematics uses Investigations in Number, Data, and Space® and enVision materials in a blended manner starting by instruction in conceptual mathematics using concrete objects, moving into representing mathematics and finally having students move into solving mathematical problems with understanding using the algorithm (abstract).

Mathematics 6-8 (Middle School) Core Program

The core program in Middle School Mathematics uses Florida Math Connects, which is designed to provide students with a balanced approach to mathematics that includes conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition. It fully supports the 3-tier response to intervention (RtI) model with print and digital resources to diagnose students, identify areas of need, and conduct short, frequent assessments for accurate data-driven decision making.

Elementary Mathematics Supplemental Resources Grades K-5

Supplemental resources for elementary mathematics are designed to use for intervention with students who have developed gaps in their understanding of mathematics. I-Ready is the main driver for this individualized, targeted intervention with a computerized adaptive, reactive diagnostic assessment (Grades K-5), Ready Common Core materials for face-to-face intervention (Grades K-5), and i-Ready computer-based intervention (Grades K-2). Additionally, SuccessMaker is used in Grades 3-5 for computer-based intervention driven by the i-Ready diagnostic assessment results.

Mathematics 6-8 (Middle School) Supplemental Resources

Supplemental resources for Middle School Mathematics are designed to use for intervention with students who have developed gaps in their understanding of mathematics. I-Ready is the main driver for this individualized, targeted intervention with a computerized adaptive, reactive diagnostic assessment, and Ready Common Core materials for face-to-face intervention. Additionally, this is the primary resource for City Year interventionist.

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:

Gizmo and PCELL are two supplemental resources provided to promote a deeper more meaningful understanding of the scientific principles.

ExploreLearning.com offers the world's largest library of interactive online simulations for math and science education in grades 3-12. We call these simulations Gizmos. Gizmos help students develop a deep understanding of challenging concepts through inquiry and exploration. The program is research-based and incorporates flexible tools used by teachers. Gizmos support small group, individual exploration, and whole class instruction using an LCD projector or interactive whiteboard. The program was designed to supplement existing curriculum and are correlated to Florida curriculum standards and Common Core standards.

PSELL - This is an effectiveness study focused on scaling-up a model of an innovation to improve science achievement of all students, especially English language learners (ELLs), in urban and rural elementary schools. The project addresses science standards and assessment for fifth grade in Florida, as a stand-alone fifth grade science curriculum (encompassing the nature of science, Earth and space science, physical science, and life science) promotes students' scientific inquiry and understanding and ultimately prepares them for high-stakes science assessment as part of school accountability.

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