



Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

53 - Polk

Mrs. Kathryn Leroy, Superintendent
Ella Thompson, Region 3 Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	0
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	17
Appendix 1: Professional Development Plan to Support Goals	27
Appendix 2: Technical Assistance Plan to Support Goals	29
Appendix 2: Budget to Support Goals	0

Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

The Mission of Polk County Public Schools is to provide a high quality education for all students. In accomplishing this mission, we envision that students in the Polk County Public Schools will effectively:

- read, write, compute, speak, listen, and use complex thinking skills to solve problems;
- be self-directed in creating personal purpose and vision, setting priorities, choosing ethical action, and creating their own knowledge;
- cooperate and collaborate with others in working with and leading groups; interact positively in diverse settings; recognize the value and contributions of all individuals; and make positive contributions to their communities;
- understand and use social, organizational, and technological systems; design, monitor, improve and correct performance within a system; and create viable products.

Provide the district's vision statement

These vision for student outcomes and practices will be fostered and nurtured in schools and classrooms with an environment in which:

- adults assume instructional and ethical leadership to create efficient, effective environments perceived as safe, healthy, and equitable, where students are recognized as unique individuals capable of learning and independent thinking;
 - adults use varied and reliable teaching and evaluating procedures through relevant curricula; adults enable students, families, and communities to work cooperatively to assume responsibility for the total educational experience;
 - adults engage in professional growth and training activities to effect continuous improvement in the system;
- students are guided in their total physical, mental, and emotional development through activities which are student-centered and which focus on positive expectations and encourage intrinsic motivation.

Supports for School Improvement

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

During the 2013-2014 school year, the district employed four Regional Assistant Superintendents and divided the district into four geographic regions. While this proved effective in terms of shared responsibility and oversight, the Superintendent restructured the district for the 2014-2015 school year. An additional Regional Assistant Superintendent was added to form a fifth region (specifically targeted to turnaround schools), and the remaining schools have been clustered by level. In addition to the Turnaround region, there are now two elementary school regions, one middle school region, and one high school region. The Regional Assistant Superintendents assigned to each region were selected based on their areas of expertise.

Turnaround schools benefit from a greater increase in resources, specifically Title I, Part A and Title II. All 26 turnaround schools and the five Superintendent's Designation schools are allocated school-based coaches in reading and mathematics through Title I, Part A funds. Additional district-level reading, mathematics, and science coaches are allocated through a combination of Title I, Part A and Title II funds to provide weekly support and professional development to all Turnaround and Targeted schools. Additional instructional units are allocated to allow schools greater flexibility in scheduling intensive math and reading courses for all students scoring at Levels 1 and 2. In addition to increasing instructional support in all turnaround and Targeted schools, the district also aligned budget resources to offer an additional \$3,000 for all highly effective teachers who teach in Focus and Priority schools.

The Superintendent's Executive Staff now employs a Chief Financial Officer in addition to Title fund custodians. This committee meets bi-weekly and adjusts resource alignment in accordance with the structure of the districts Comprehensive Aligned Instructional System that was implemented during the 2013-2014 school year. While the majority of resource alignment relates directly to curriculum and instruction initiatives, capital improvements are also prioritized based on school designation.

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

District has assigned a Regional Assistant Superintendent to each school, who is responsible for managing school visits to provide support, advisement, and assist with monitoring. This may include attending school Leadership meetings, walk-throughs with feedback on trends, problem solving, contact with District personnel, etc.

District has provided school, regional, and district coaches to assist in teacher development. Senior Directors for K-12 Reading, Math, and Science and Content area specialists, ESE Senior Managers, and ESOL personnel provide classroom visits with feedback, resources, support and guidance.

Title I facilitators provide training, resources, and support for Title I schools.

District led "Instructional Reviews" will be held for the single "D" schools and for those schools that would have scored a "D" or a "F" but were saved by the only one grade drop rule.

Personnel changes have been made on both the administrative and teacher levels to support Focus and Priority Schools.

District Policies and Practices

In previous years, only Priority and Focus schools were required to use the FLDOE SIP template. This led to confusion, especially among schools that wavered between classifications from year to year. This practice also presented a barrier for professional development and efficient use of resources. Beginning in the 2014-2015 school year, all district schools will complete and maintain the same SIP template. In addition to streamlining professional development for administrators, this will also allow the schools to generate plans that are used throughout the year as opposed to compliance documents. With the Early Warning System (EWS) categories now built into the district's data tracking system, schools will be able to use their SIPs to develop goals based on data-driven areas of need. Furthermore, since the SIP templates are based on around the problem-solving process, this enhances the district's goal of developing a systemic approach to MTSS.

Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting

The district has negotiated and adopted stipulations within the existing collective bargaining agreement whereby operational flexibility is granted at the school level for autonomy over staffing, scheduling, and budgeting. The principal has the authority to deny mid-year transfers of teachers and

has the final say in hiring staff members to fill vacancies as opposed to following the currently bargained guidelines for displaced staff members from other schools. The master scheduling process is handled at the discretion of the principal, who has the option to add or remove programs or units in accordance with the best interests of students.

Sustainability of Improvement

Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements

Priority and Focus schools are supported by academic coaches through a combination of Title I and Title II funding. While it is necessary to reevaluate effectiveness of each coach on an annual basis, the district is committed to providing as much stability to the schools as possible. Should a school be removed from Priority/Focus status and no longer be required to maintain content area coaches on staff, the district will continue to fund the positions so as not to remove support from the schools. The district also houses a similar support model with content area coaches and curriculum specialists who provide job-embedded professional development in schools.

The structure of support for all schools is designed to meet the needs of the entire district and not just DA or SIG schools. The Deputy Superintendent directs the work of four regional superintendents as well as the Office of School Improvement. Each region is staffed with content area coaches, administrative coaches, and School Improvement staff along with the regional superintendent. This model helps maintain consistent support to all schools and is already part of the district's organizational plan and budget. No additional funding would be necessary to continue with this model once DA and/or SIG designations expire.

in addition to the support structure, the district addresses potential turnover in several ways. Potential administrators are mentored and developed through an Aspiring Leaders Academy, and the district will begin an Aspiring Coaches Academy during the 2014-2015 school year. Interviews are held on a regular basis to identify acceptable candidates for both the coaching and administrative pools. The Department of Human Resources also recruits highly qualified teachers across the state and the country. In a recent trip to Puerto Rico, the screening committee extended conditional offers of employment to 29 bilingual educators who are planning to relocate to Polk County in 2014.

While the district has the option to use financial incentives for faculty and staff at some schools, this cannot always be guaranteed to be a viable, sustainable budget item. With this in mind, the district has entered into agreements with community businesses and organizations to provide discounts on attractions, housing, transportation, and other incentives that do not affect the current budget. Two health care clinics are available in the district for employees and their dependents at no additional cost to the employee.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131423>

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

The Community Assessment Team (CAT) convenes in November and will be led through several sessions to included problem-solving goals in the District Improvement and Assistance Plan (DIAP) and individual school improvement plans. These discussions will be facilitated by the Deputy Superintendent, the district's Turnaround Lead, the district's Senior Director for School Improvement, four Regional Assistant Superintendents, and the Region 3 Regional Executive Director for the Office of Differentiated

Accountability. Performance data for the district and individual schools will be the drivers for the conversations. In the past, stakeholder input commended the superintendent's efforts to gather input beyond the CAT via a series of community meetings and various civic organization engagements. Discussions also led to an update of the DIAP to include an increased focus on feeder pattern articulation and parent/community involvement.

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions

The district has increased its

Effective Leadership

District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address

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

Employee's Title

Assistant Superintendent

Employee's Phone Number

(863) 815-6722

Employee's Phone Extension

32072

Supervisor's Name

Kathryn M. LeRoy

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

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

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Smith, Aaron, aaron.smith@polk-fl.net

Title Director

Phone (863) 647-4808

Supervisor's Name Tony Bellamy

Supervisor's Title Assistant Superintendent

Role and Responsibilities

- Manage BSI compliance documentation
- Coordinate support with Regional Executive Director and School Improvement Specialists
- Facilitate instructional reviews and ongoing support for single D schools
- Provide ongoing administrative and instructional support to focus and priority schools
- Coordinate district participation in summer DA Academies

Byrd, Jackie, jacqueline.byrd@polk-fl.net

Title Assistant Superintendent

Phone

Supervisor's Name Kathryn LeRoy

Supervisor's Title Superintendent

Role and Responsibilities Deputy superintendent

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

Title Assistant Superintendent

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

Grice, Julie, julie.grice@polk-fl.net

Title Assistant Superintendent

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

Henderson, Debbie, debbie.henderson@polk-fl.net

Title Assistant Superintendent

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

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

Title Assistant Superintendent

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

Reddick, Kenneth, kenneth.reddick@polk-fl.net

Title Assistant Superintendent

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

Bowen, Jacqueline, jacqueline.bowen@polk-fl.net

Title Director

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

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

Title Director

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

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

Title Director

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

Woolcock, Nancy, nancy.woolcock@polk-fl.net

Title Director

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

Warren, Brian, brian.warren@polk-fl.net

Title Director

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

Educator Quality

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team

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

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes

The Deputy Superintendent and the district Turnaround Lead collect information from Assessment and Accountability concerning teachers whose students have not shown a 65% gain over the past three years. She further reviews the teacher’s evaluations and makes a decision on whether or not the teacher will remain at the DA school or be transferred elsewhere.

In DA schools, a contract is negotiated between the District and LEA which reads, “This contract will include an agreement to remain at the school for the next year without the opportunity to transfer during the year.” (27.6-3) If a teacher receives less than an overall Effective evaluation for the previous year the teacher can request a transfer, can request an involuntary transfer, or be terminated. This process has been negotiated with the LEA. (27.6-2)

Public and Collaborative Teaching

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

Ambitious Instruction and Learning

Instructional Programs

Reading

Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan
 Yes

Writing

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Just Read Florida Writing Assessment Pilot

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description The district is participating in a pilot program whereby students in Polk County will produce responses to prompts developed by Just Read Florida in conjunction with the state's contracted assessment partner. Teachers are being trained to score the responses, and the scoring is being calibrated through the creation of anchor sets, which will be shared with the rest of the state for training purposes. Four writing prompt response windows have been scheduled, and the training of teachers is occurring twice a month to ensure both appropriate scoring calibration and applicable instructional strategies to address the writing process in the classroom.

Mathematics

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Go Math

Program Type Core

School Type Elementary School, Middle School

Description This core resource is used as the foundation for the district's curriculum maps.

Intensified Algebra

Program Type Core

School Type High School

Description This program is designed to benefit struggling students in Algebra.

Science

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Seeds of Science/Roots of Reading

Program Type Core

School Type Elementary School

Description Seeds of Science/Roots of Reading is a standards-based 2nd-5th grade curriculum that integrates hands-on inquiry science activities with reading, writing, and discussing as scientists do.

Instructional Alignment and Pacing

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals

The District IDEAS technology program provides on-time data for district and school personnel which includes attendance, behavioral and academic data. It also provides data on the learning gains/losses for us. This data may be displayed as either a spreadsheet or graph. Our Genesis program provides GPA, high school credit, and attendance data. Discovery data is automatically uploaded to IDEAS. FAIR data will be uploaded after the FAIR assessment window closes. FAIR data is also accessible through PMRN.

In addition the Assessment and Accountability Office sends monthly Early Warning Systems (EWS) reports to Executive Staff, Principals of all Elementary, Middle, and High Schools. The EWS reports lists those students who are having difficulty with failing coursework, low GPAs, are over-age, are off-track with credits toward graduation, chronic absenteeism, and disciplinary referrals. School-based interventions for these identified students will help minimize the drop-out rate and increase the graduation rate.

FAIR assessments provide data for progress in Reading. Discovery Education provides data for progress in Science and Math. District writing prompts provide data (on the school level) of progress in writing. District Senior Directors for Literacy, Math, and Science monitor both district improvement and school-based improvement on these formative assessments. This monitoring includes monitoring percentages of students meeting standards in core and improvement of students needing supplemental and intensive supports. Areas of concern are discussed with the individual school and the Regional Assistant Superintendent.

Monitoring of the use of district-wide data in planning instruction will be done through Data Chats with the Leadership Team and continue between the Regional Assistant Superintendents and Principals. Behavioral data is monitored at the school and district level as well as through our PBS Office. There are currently 92 schools which have been trained in and are using PBS. Their PBS data is regularly monitored through the PBS Office.

Our District and Regional Coaches regularly monitor and have data chats with administration and teachers in order to use the data to drive instruction. Further, the Coaches (school-based, district, and regional) keep logs that are monthly monitored by their Supervisors.

Senior Directors for Reading, Math, and Science hold monthly meetings with District, Regional, and School-based Coaches. Prior to these meetings school student achievement data and coaches' logs will be reviewed to determine areas of concerns. These areas of concern will be addressed at the monthly meetings using the Problem Solving Process.

An additional function of the Coaches' Meetings is to increase capacity for consistent dissemination of standards-based instruction and tasks aligned to them as well as information on student engagement, collaborative planning, and other pedagogy.

School administrators, school psychologists, guidance counselors, and other staff receive regular updates and professional development on MTSS and the Problem Solving Process by the Office of School Improvement.

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another

Will the district use its Student Progression Plan to satisfy this question?

No

Provide the hyperlink to the plan

Provide the page numbers of the plan that addresses this question

Description

A comprehensive master schedule handbook was created to serve as a guide for all schools. In addition to containing specific guidelines for student scheduling, the handbook also provides a timeline for ensuring that student records, academic histories, credit checks, etc. are maintained on a regular basis as well as a system to provide appropriate academic guidance and intervention for students. The district's Student Progression Plan is currently under revision and awaiting Board approval.

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science

Yes

Needs Assessment

Underperforming Subgroups

Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	62%	50%	No	66%
American Indian	60%	44%	No	64%
Asian	77%	73%	No	79%
Black/African American	48%	33%	No	54%
Hispanic	57%	43%	No	61%
White	69%	60%	No	73%
English language learners	43%	27%	No	49%
Students with disabilities	41%	20%	No	47%
Economically disadvantaged	55%	41%	No	60%

Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	60%	49%	No	65%
American Indian	60%	47%	No	65%
Asian	82%	78%	No	84%
Black/African American	49%	33%	No	55%
Hispanic	57%	45%	No	62%
White	66%	58%	No	70%
English language learners	48%	33%	No	54%
Students with disabilities	42%	23%	No	49%
Economically disadvantaged	55%	41%	No	60%

Step Zero

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Develop a comprehensive system of effective instructional leadership.

- G2.** Support instructional practices with targeted professional development for teachers and school-based coaches.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Develop a comprehensive system of effective instructional leadership. 1a

G030605

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	AMO Math - All Students		
District-Wide	AMO Reading - All Students		
District-Wide	FAA Science Proficiency		
District-Wide	FAA Writing Proficiency		

Resources Available to Support the Goal 2

- Florida Standards, NG Sunshine State Standards, Marzano's Nine (9) Effective Instructional Strategies, School-based, Regional, and District Instructional Coaches, and Master schedules with common planning time

Targeted Barriers to Achieving the Goal 3

- Collaborative planning time not supported effectively
- Administrator capacity as instructional leaders
- Effectiveness of school-based monitoring systems

Plan to Monitor Progress Toward G1. 8

Ongoing data and mid-year reflections

Person Responsible

Jackie Byrd

Schedule

Monthly, from 9/21/2015 to 6/10/2016

Evidence of Completion

District data room; RAS reports; mid-year reflections

G2. Support instructional practices with targeted professional development for teachers and school-based coaches. 1a

G030606

Targets Supported 1b

Focus	Indicator	Year	Target
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District-Wide

Resources Available to Support the Goal 2

- Florida Standards, Differentiated Accountability Instructional Review Elements, Marzano's Nine (9) Effective Instructional Strategies. and School-based, Regional, and District Instructional Coaches

Targeted Barriers to Achieving the Goal 3

- Training large population
- PD not diversified enough

Plan to Monitor Progress Toward G2. 8

Need input/feedback here

Person Responsible

Jackie Byrd

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Need input/feedback here

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Develop a comprehensive system of effective instructional leadership. **1**

 G030605

G1.B1 Collaborative planning time not supported effectively **2**

 B071268

G1.B1.S1 Conduct Leadership Institute to set expectations and begin work for effective use of collaborative planning **4**

 S080188

Strategy Rationale

With an influx of new administrators, the district has identified a need to make expectations of school-based leadership teams more clear and to have a system in place to support schools in this work.

Action Step 1 **5**

Leadership Institute

Person Responsible

Jackie Byrd

Schedule

Weekly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, agendas, SIP problem-solving, institute facilitator documents

Action Step 2 5

Support Leadership Institute expectations/initiatives

Person Responsible

Jackie Byrd

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Bi-Weekly support reports; Instructional review documentation; SIP feedback

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

Regional Assistant Superintendents will monitor school improvement plans for collaborative planning systems

Person Responsible

Jackie Byrd

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Monthly Regional Assistant Superintendent reports, school support summaries, instructional review summaries, District Leadership team agendas/minutes

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

Monitor school support by district administrators and curriculum staff

Person Responsible

Jackie Byrd

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Regional Assistant Superintendent reports; Senior Director reports; Strategic Plan updates; Instructional Review summaries; School Support Summaries

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

Conduct instructional reviews and coordinate follow-up support

Person Responsible

Jackie Byrd

Schedule

Monthly, from 8/31/2015 to 11/20/2015

Evidence of Completion

Regional Assistant Superintendent monthly reports, instructional review summaries, school support summaries

G1.B2 Administrator capacity as instructional leaders 2

 B127661

G1.B2.S1 Ongoing differentiated leadership training 4

 S139789

Strategy Rationale

In an effort to build from the leadership training provided in 2014-15, the district faces additional challenges with several new administrators. Differentiated training will provide necessary support to administrators based on individual needs.

Action Step 1 5

Leadership training cohorts

Person Responsible

Cheryl Joe

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Professional development point forms and sign-in sheets will indicate training was delivered to administrators; documentation from outside contractors

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

District administrators will monitor training schedules and report to executive staff monthly

Person Responsible

Jackie Byrd

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Professional development calendar with dates, times, follow-up activities, and next-steps

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

Regional Assistant Superintendents will visit schools weekly to monitor implementation of professional development goals

Person Responsible

Jackie Byrd

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Bi-weekly reports are provided to executive staff by the Regional Assistant Superintendents

G1.B3 Effectiveness of school-based monitoring systems 2

B180212

G1.B3.S1 Develop common instructional review procedures and expectations 4

S191537

Strategy Rationale

The district needs to have a common practice for identifying and providing consistent and appropriate support for schools

Action Step 1 5

Create documents and facilitator documentation for common IR practices

Person Responsible

Aaron Smith

Schedule

On 9/4/2015

Evidence of Completion

Facilitator documents

Action Step 2 5

Conduct initial "mock" instructional review to calibrate process

Person Responsible

Aaron Smith

Schedule

On 9/9/2015

Evidence of Completion

Amended facilitator documents, instructional review summary, sign-in sheet

Action Step 3 5

Conduct Instructional Reviews at all schools

Person Responsible

Jackie Byrd

Schedule

Quarterly, from 9/14/2015 to 3/4/2016

Evidence of Completion

Instructional Review summaries; sign-in sheets; RAS reports; ALT meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Complete first round of instructional reviews for Tier 1 schools

Person Responsible

Jackie Byrd

Schedule

On 10/30/2015

Evidence of Completion

Sign-in sheets, instructional review summaries, updated SIPs for respective schools

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

School support documentation

Person Responsible

Jackie Byrd

Schedule

On 11/13/2015

Evidence of Completion

ALT meeting and notes, Regional Assistant Superintendent monthly reports, instructional review summaries, school support summaries

G2. Support instructional practices with targeted professional development for teachers and school-based coaches. **1**

 G030606

G2.B1 Training large population **2**

 B071269

G2.B1.S1 Develop and implement Teaching and Learning Academy to provide ongoing professional development in content areas **4**

 S080192

Strategy Rationale

With the expectation of school-based leadership teams to include teachers as well as coaches and administrators, content area professional development must help meet these needs

Action Step 1 **5**

Job-embedded professional development for teachers on standards and evidence needed to show student learning.

Person Responsible

Jacqueline Bowen

Schedule

Monthly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets, agendas/minutes, facilitator documents

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

Regional Superintendents will monitor professional development implementation in each school

Person Responsible

Jackie Byrd

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Coaching logs, principal logs, leadership team meeting notes/agendas, school support summaries

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

Classroom walkthroughs to monitor fidelity and implementation of strategies addressed in professional development. Regional superintendents will conduct these by individual school and through bi-weekly meetings with groups of principals at select schools.

Person Responsible

Jackie Byrd

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Classroom walkthrough data forms, next steps documentation, content-area instructional focus plans

G2.B2 PD not diversified enough 2
 B071270

G2.B2.S1 School, Regional, and District Coaches and Content specialist will assist in identifying what professional development is needed and to whom. 4

 S080194
Strategy Rationale**Action Step 1** 5

Bi-weekly meetings with Deputy Superintendent, Regional Superintendents, and Curriculum Senior Directors to identify content area needs of teachers based on classroom visits

Person Responsible

Jackie Byrd

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

ALT agendas/notes; school support summaries; instructional review summaries

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Regional Superintendents will conduct instructional reviews, provide weekly/bi-weekly support, and review school support summaries

Person Responsible

Jackie Byrd

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Coaching logs; common planning agendas/notes; school visit calendars

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review student achievement and support summary data at bi-weekly ALT meetings

Person Responsible

Jackie Byrd

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

ALT meeting agendas/minutes; district FAIR/IBTP data; school-support summaries; instructional review summaries; RAS reports

Implementation Timeline

Professional Development

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

G1. Develop a comprehensive system of effective instructional leadership.

G1.B1 Collaborative planning time not supported effectively

G1.B1.S1 Conduct Leadership Institute to set expectations and begin work for effective use of collaborative planning

PD Opportunity 1

Leadership Institute

Facilitator

Deputy Superintendent, Regional Assistant Superintendents, Senior Director of School Improvement, Executive Principals

Participants

School-based administrators

Schedule

Weekly, from 8/4/2014 to 5/29/2015

G1.B2 Administrator capacity as instructional leaders

G1.B2.S1 Ongoing differentiated leadership training

PD Opportunity 1

Leadership training cohorts

Facilitator

Center for Educational Leadership; Mathematica; NISL

Participants

School-based administrators

Schedule

Monthly, from 8/31/2015 to 6/3/2016

G1.B3 Effectiveness of school-based monitoring systems

G1.B3.S1 Develop common instructional review procedures and expectations

PD Opportunity 1

Conduct initial "mock" instructional review to calibrate process

Facilitator

Aaron Smith

Participants

Deputy Superintendent, Regional Assistant Superintendents, Curriculum Senior Directors, PD directors, Executive Principals

Schedule

On 9/9/2015

G2. Support instructional practices with targeted professional development for teachers and school-based coaches.

G2.B1 Training large population

G2.B1.S1 Develop and implement Teaching and Learning Academy to provide ongoing professional development in content areas

PD Opportunity 1

Job-embedded professional development for teachers on standards and evidence needed to show student learning.

Facilitator

Senior Directors for K-12 Reading, Math, and Science and Content Area Specialists as well as District, Regional, and School Coaches

Participants

Teachers and other non-administrative leadership team members

Schedule

Monthly, from 8/3/2015 to 5/27/2016

Technical Assistance

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

G1. Develop a comprehensive system of effective instructional leadership.

G1.B3 Effectiveness of school-based monitoring systems

G1.B3.S1 Develop common instructional review procedures and expectations

PD Opportunity 1

Create documents and facilitator documentation for common IR practices

Facilitator

Aaron Smith

Participants

Deputy Superintendent, Regional Assistant Superintendents, Curriculum Senior Directors, PD directors, Executive Principals

Schedule

On 9/4/2015

Budget Rollup

Summary

Description	Total
Grand Total	0