

## 2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 37 - Leon

Mr. Jackie Pons, Superintendent  
Melissa Ramsey, Region 1 Executive Director

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## Current District Status

### Supportive Environment

#### Mission and Vision

##### Provide the district's mission statement

The mission of Leon County Schools is to prepare students to become responsible, respectful, independent learners equipped with the critical thinking skills necessary to compete in our global society.

##### Provide the district's vision statement

Leon County Schools will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

#### 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**

Just as schools use data to provide multi-tiered support to their students, the district uses a data-driven approach to address what support each school receives. To determine what educational activities should be implemented to meet students' needs, the District Improvement Support Team (DIST) members review and analyze FCAT data by subgroups and content areas. Subgroups and schools not meeting the AMO targets, and schools implementing a turnaround option receive more frequent reviews. Data from district-provided progress monitoring tools are monitored monthly to provide real-time data in order to ascertain if students and schools are making adequate progress. Schools failing to make adequate progress are assessed by the DIST members for existing resources, current needs and additional resources that may be made available. Changes in services (personnel, curriculum) are assessed weekly for impact and DIST recommendations may include tutors and supplemental services and curriculum through Title III and Title X.

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

The Department of Teaching and Learning (under the direction of Assistant Superintendent Scotty Crowe) coordinates the allocation of funds from district resources including entitlement grants, community partners, competitive grants and instructional materials funds. District-provided progress monitoring tools (AIMSweb, STAR Reading and Math, SuccessMaker, AR, SpringBoard, Achieve 3000, and curriculum-based assessments) are monitored monthly to provide real-time data in order to ascertain if students and schools are making adequate progress. Resources are targeted to specific schools based on DIST recommendation, needs assessments and student performance data.

##### District Policies and Practices

In 2013-2014, though no school ranked in the lowest 100, the district continued the practice and three schools were selected to extend the instructional time by 45 minutes daily, based on declining school performance. The practice may be further modified in order to continue providing needed interventions. During the 2014-15 school year, four elementary schools will provide their students an extended day in order to improve student performance.

Existing union contracts will need to be modified through an MOU for the interventions and benefits to be implemented in the extended day sites. The Director of Labor and Employer Relations will be responsible for negotiating the MOU with the union leadership. .

Transportation for students at schools with extended day will need to be modified to ensure smooth logistics in transporting youth. Each principal will work with the Transportation Department to schedule needed transportation.

In addition, the four schools will collaborate with the district's turnaround director (Mr. Stuart Greenberg) in order to provide appropriate interventions to their students.

**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**

Operational Flexibility is defined as the school community's restructuring of their institutional environment in order to allow school personnel to focus on core competencies, increase academic performance and maximize available resources.

Each school will develop their individual school improvement plan which will focus on areas of need and describe specific strategies for meeting student performance goals. The DIST will review the School Improvement Plan initiatives and instructional changes made. The DIST will monitor through weekly walk-throughs, data chats using real-time data and providing feedback and necessary resources for interventions.

## **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**

The budgets and activities were established with sustainability and developing capacity for sustaining high performance in schools. Leon County Schools has been a recipient of SIG1003g funds in the past and has valued several of the successful strategies enough to identify general revenue and other funds to continue support of the activities. One example of sustained efforts is that the district has modified and sustained extended learning time in struggling schools. In 2012-2013 an elementary school was ranked within the lowest 100 elementary schools based on reading performance. The school district added an hour to the school day. In 2013-2014, though no school ranked in the lowest 100, the district continued the practice and three schools were selected to extend the instructional time by 45 minutes daily, based on declining school performance.

For the 2014-15 school year, four schools will have the advantage of an extended day for their students. This additional time will be spent on improving student performance with a focus on reading. It is the belief of the Teaching and Learning Department that enhanced instruction and a robust intervention program will allow these schools (and others) to sustain improvements that take place this year.

## **Stakeholder Involvement**

### **PIP Link**

<https://www.floridacims.org/documents/131402>

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

We plan to use the district parental involvement plan to address this question.

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

The DIST meets with the principal of each Priority school to identify and discuss school-level interventions at the beginning of the year. The Department of Teaching and Learning provides technical support during writing of the School Improvement Plan so that it supports the turnaround plan identified for each school. Once the turnaround plans have been developed, the turnaround leader makes regularly scheduled visits to each Priority school to monitor the implementation.

## 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

Greenberg, Stuart , greenbergs@leonschools.net

#### Employee's Title

Director

#### Employee's Phone Number

(850) 487-7875

#### Employee's Phone Extension

#### Supervisor's Name

Scotty Crowe

#### Supervisor's Title

Assistant Superintendent

#### Employee's Role and Responsibilities

As Divisional Director for School Accountability, the turnaround lead will be responsible for working closely with the district's Priority schools. He will monitor real-time data from each school and meet with each principal on a regular basis. In addition, the turnaround lead will conduct walk-throughs at Priority schools each month and provide feedback to the site administrators. This person is also charged with providing district resources (personnel, curriculum, intervention programs) that will assist the Priority schools in improving student performance.

### District Leadership Team

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

**Gayle, Michelle, gaylem@leonschools.net****Title** Director**Phone** (850) 487-7855**Supervisor's Name** Scotty Crowe**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Monitors writing and implementation of SIPs and the DIAP. Assists in coordinating school improvement initiatives throughout the district. Serves as the district director for English Language Learners programs and compliance.**Greenberg, Stuart , greenbergs@leonschools.net****Title** Director**Phone** 8504877875**Supervisor's Name** Scotty Crowe**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Leads the turnaround effort at the district level. Monitors data and program implementation for low performing schools. Works directly with Priority schools to provide needed support. Assists in coordinating school improvement initiatives throughout the district.**Olk, Jo Marie, olkj@leonschools.net****Title** Director**Phone** 8504877206**Supervisor's Name** Scotty Crowe**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Plans and monitors professional development for the district. Coordinates with curriculum developers to identify and meet specified training needs of schools. Curriculum developers are identified in the areas of math, reading, science, social studies/civics, instructional technology, arts, physical education, and media services.

**Spooner, Carolyn, spoonerc@leonschools.net****Title** Director**Phone** 8504877862**Supervisor's Name** Scotty Crowe**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Assist Title I schools in meeting needs of their students through coordination of efforts with federal program dollars. Provides guidance in complying with federal and state regulations.**Wright, DJ, wrightd@leonschools.net****Title** Director**Phone** 8504877290**Supervisor's Name** Scotty Crowe**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Monitors data of low performing schools. Assists school administrators with school improvement initiatives. Coordinates leadership development training for school-based administrators.**Gregory, Gillian, gregoryg@leonschools.net****Title** Director**Phone** 8504877833**Supervisor's Name** Scotty Crowe**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Provides and interprets longitudinal data for schools and district staff with a focus on current school accountability requirements. Monitors student data to determine academic progress at each school site. Provides customized and focused reports as requested by school and district leaders.**Crowe, Scotty, crowes2@leonschools.net****Title** Assistant Superintendent**Phone** 8504877219**Supervisor's Name** Jackie Pons**Supervisor's Title** Superintendent**Role and Responsibilities** Supervises key team members and the implementation of the District Improvement and Assistance Plan.

**Syfrett, Shane, syfretts@leonschools.net****Title** Director**Phone** 487-7837**Supervisor's Name** Scotty Crowe**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Plans and monitors professional development for the district. Coordinates with curriculum developers to identify and meet specified training needs of schools. Curriculum developers are identified in the areas of math, reading, science, social studies/civics, instructional technology, arts, physical education, and media services.

**Hightower, Pam, hightowerp@leonschools.net****Title** Director**Phone** 487-7863**Supervisor's Name** Scotty Crowe**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Assist Title I schools in meeting needs of their students through coordination of efforts with federal program dollars. Provides guidance in complying with federal and state regulations.

**Henderson, Marvin, hewndersonm@leonschools.net****Title** Assistant Superintendent**Phone** (850) 487-7193**Supervisor's Name** Jackie Pons**Supervisor's Title** Superintendent

**Role and Responsibilities** Supervises School Management Division. Monitors all school sites.

**Cox, Alan, coxa@leonschools.net****Title** Director**Phone** (850) 487-7158**Supervisor's Name** Dr. Marvin Henderson**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Represents the exceptional students and their families in the district. Monitors ESE compliance issues.



**Pons, Jackie, ponsj@leonschools.net****Title** Superintendent**Phone** 487-7147**Supervisor's Name****Supervisor's Title****Role and Responsibilities** Monitors entire district. Leads the way by setting vision for the district.**Hanna, Rocky, hannar@leonschools.net****Title** Director**Phone** (850) 487-7125**Supervisor's Name** Dr. Marvin Henderson**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Supervises special sites and administrators. Monitors school improvement initiatives in these schools.**Pridgeon, Randy, pridgeonr@leonschools.net****Title** Director**Phone** (850) 487-7239**Supervisor's Name** Dr. Marvin Henderson**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Monitors all secondary schools and administrators. Reviews data for each secondary school.**Youngblood, Peggy, youngbloodp@leonschools.net****Title** Director**Phone** 487-7106**Supervisor's Name** Dr. Marvin Henderson**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Monitors all elementary schools and administrators. Reviews data for each elementary school.**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 superintendent and his leadership team carefully review data (from state and local assessments) from each school site to determine which administrators have demonstrated the ability to increase student achievement especially in low-performing schools. This information is then used to establish

high quality leadership teams at each site.

Divisional Directors from the Office of School Management complete annual evaluations for all principals. These are based on student performance data, instructional leadership skills and effectiveness of school management. The data included in this evaluative process are considered when the leadership team is deciding to retain or replace members of the school-based leadership teams.

**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**

Student performance is part of the teacher evaluation process and, in this way, is used to make retention decisions about individual teachers. School-based administrators are instructed to make retention decisions using several years of data if available for a teacher; this helps administrators determine patterns in the teacher's performance. The district supports retention/replacement decisions made by the school administrators if data are used to make such decisions.

## 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**

In order to provide common planning time at all Focus and Priority schools, the district provides resources such as special area and elective teachers, an extended day at some sites, and before/after school regularly scheduled meeting times.

**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**

All Focus and Priority schools have at least one full-time reading coach provided by the district (K-12 reading plan). The district has also hired (using SIG dollars) a reading and math instructional developer to work with the Focus and Priority schools. In addition, the district employs curriculum developers in the areas of reading, math, science and social studies who are available to provide support to all schools but with a special emphasis on our lowest-performing schools.

Reading coaches and curriculum developers maintain daily time/activity logs and report on their efforts at regularly scheduled meetings.

## 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:***

**Wonders English/Language Arts program published by McGraw/Hill.**

|                     |   |
|---------------------|---|
| <b>Program Type</b> | Core, Supplemental, Intensive Intervention  |
| <b>School Type</b>  | Elementary School   |
| <b>Description</b>  | This curriculum provides an integrated approach to literacy instruction that includes reading and writing. Supplemental and intervention materials are part of the program. |

**HMH Collections program**

|                     |   |
|---------------------|---|
| <b>Program Type</b> | Core, Supplemental, Intensive Intervention  |
| <b>School Type</b>  | Middle School, High School  |
| <b>Description</b>  | . In addition to addressing the reading needs of Leon County Schools' students, there is also a strong writing component embedded within each unit or collection. Students are directed to complete performance tasks after each selection and collection. The performance task that must be completed at the end of each unit or collection includes a rubric for evaluation. In addition, the program provides each student with a consumable writing instruction book called Performance Assessment. Each unit addresses a specific mode of writing instruction assessed by the FSA for Writing. Each unit also provides scaffolded instruction for both argument and expository writing as specified in the Florida Standards for Language Arts. The program also includes additional practice for both ELL and ESE students. |

**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:***

**Florida Go Math!**

|                     |   |
|---------------------|---|
| <b>Program Type</b> | Core  |
| <b>School Type</b>  | Elementary School   |
| <b>Description</b>  | This research-based core program is based on the Florida Standards and encourages higher-order thinking skills. |

**Success Maker, Gizmo**

|                     |  |
|---------------------|--|
| <b>Program Type</b> | Supplemental   |
| <b>School Type</b>  | Elementary School  |
| <b>Description</b>  | These supplemental programs are designed to provide intervention or acceleration as indicated by student need. |

**Reflex Math, FFAST Math****Program Type** Intensive Intervention**School Type** Elementary School**Description** These programs are used as interventions for basic fact mastery.**HMH Florida Go Math****Program Type** Core**School Type** Middle School**Description** This research-based core program is designed to instruct students on the Florida Standards and foster higher-order thinking skills in math.**Success Maker, GIZMO, Algebra Nation, virtual manipulatives with textbook, PLATO, Hands-On Equation Kit, STEM curriculum****Program Type** Supplemental**School Type** Middle School**Description** These supplemental programs are designed to extend and remediate learning in the core curriculum.**Pearson Algebra I and II, Geometry, and Trigonometry. Houghton Mifflin calculus. W.H. Freeman statistics.****Program Type** Core**School Type** High School**Description** These research-based programs are designed to provide core instruction on the Florida Standards.**Success Maker, GIZMO, Algebra Nation, virtual manipulatives with textbook, STEM curriculum, Geometer's Sketchpad, textbook adopted online resources****Program Type** Supplemental**School Type** High School**Description** These supplemental programs are designed to enrich and/or remediate instruction within the core curriculum.**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:**

**Success Maker Science, GEMS, AIMS, GIZMO, High Touch/High Tech, WeatherSTEM, Brain Pop, STEM curriculum, Clean Energy curriculum, Challenger Learning Center, Snapshot Science, MoLab Energy Program**

**Program Type** Supplemental

**School Type** Elementary School

**Description** These programs are used to supplement science instruction based on student need and the benchmarks addressed within the core curriculum.

**Earth Science --Glencoe/Holt; Life Science-- McDougal/Glencoe; Biology--Glencoe; Physical Science-- McDougal; Comprehensive 6-8--Glencoe**

**Program Type** Core

**School Type** Middle School

**Description** These programs are used as core curricula because they provide students with instruction on the Science NGSSS and cover all the state standards. They are designed to challenge students through the use of critical thinking activities and scientific inquiry.

**GEMS,GIZMO, Kid Wind, WeatherSTEM, Brain Pop, Clean Energy Curriculum, STEM: Robotics, AIMS, Challenger Learning Center**

**Program Type** Supplemental

**School Type** Middle School

**Description** These supplemental programs are used based on student need and the benchmarks addressed within the core curriculum. Some of these are used for intervention and others for acceleration.

**Glencoe is used as the core program for Physical Science, Physics, Biology, Chemistry, Integrated Science I and Marine Science I. Holt is used for Environmental Science and Earth Science.**

**Program Type** Core

**School Type** High School

**Description** These programs are used as core curricula because they provide students with instruction on the Science NGSSS. They are designed to challenge students in the use of higher-order thinking in each of the different fields of science.

**Clean Energy Curriculum, Brain Pop, NEED, GIZMO, Intel ISEF, Kid Wind, AAES STEM Curriculum, LEGO Kinetix, and textbook-adopted online resources.**

**Program Type** Supplemental

**School Type** High School

**Description** These programs are used based on student need and the benchmarks addressed within the core curriculum. Some are used for intervention and some for acceleration.

**Harcourt Fusion--2011 is used in fourth and fifth grades.**

**Program Type** Core

**School Type** Elementary School

**Description** This core program is aligned to the NGSSS in the area of science and provides students with hands-on, minds-on experiences.

**Scott Foresman--2008**

**Program Type** Core

**School Type** Elementary School

**Description** This core curriculum is used in Grades K-3 to instruct students on identified science benchmarks.

## 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**

Our district is implementing new ELA and math curricula this year. These new curricula are aligned with the Florida standards and the implementation is being carefully assessed. Instructional developers/coaches from the district and members of the DIST conduct classroom walk-throughs at all levels in order to observe the quality of core instruction and interventions being provided. In addition, each grade level at each school has an instructional leader (chosen by the principal) who has received specialized training so he/she can assist colleagues in this important implementation phase.

The district has access to real-time student progress monitoring data in order to ascertain if students and schools are making adequate progress. Key DIST members also participate in school based activities including professional development, curriculum planning, department meetings and lesson planning to ascertain the fidelity of implementation for turnaround activities.

From data gathered in weekly walk-throughs and real-time student assessments, the team will make informed decisions regarding additional support needed; these decisions directly impact the

resources that will be allocated to each school. It is the intent of the DIST to provide focused interventions at the school level, especially in our Priority and Focus schools.

**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?***

Yes

*Provide the hyperlink to the plan*

[http://leonschools.schoolwires.net/cms/lib7/FL01903265/Centricity/domain/69/program%20monitoring/student%20progression%20plan/LCS\\_SPP.pdf](http://leonschools.schoolwires.net/cms/lib7/FL01903265/Centricity/domain/69/program%20monitoring/student%20progression%20plan/LCS_SPP.pdf)

*Provide the page numbers of the plan that addresses this question*

Page 7

*Description*

**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               | 71%           | 62%           | No          | 74%           |
| American Indian            | 61%           | 63%           | No          | 65%           |
| Asian                      | 89%           | 85%           | No          | 90%           |
| Black/African American     | 54%           | 41%           | No          | 59%           |
| Hispanic                   | 72%           | 64%           | No          | 75%           |
| White                      | 83%           | 80%           | No          | 85%           |
| English language learners  | 54%           | 45%           | No          | 59%           |
| Students with disabilities | 51%           | 31%           | No          | 56%           |
| Economically disadvantaged | 55%           | 43%           | 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**

| <b>Group</b>               | <b>2014 Target %</b> | <b>2014 Actual %</b> | <b>Target Met?</b> | <b>2015 Target %</b> |
|----------------------------|----------------------|----------------------|--------------------|----------------------|
| All Students               | 71%                  | 66%                  | No                 | 74%                  |
| American Indian            | 81%                  | 63%                  | No                 | 83%                  |
| Asian                      | 93%                  | 93%                  | No                 | 94%                  |
| Black/African American     | 56%                  | 45%                  | No                 | 61%                  |
| Hispanic                   | 74%                  | 68%                  | No                 | 77%                  |
| White                      | 82%                  | 82%                  | No                 | 84%                  |
| English language learners  | 70%                  | 61%                  | No                 | 73%                  |
| Students with disabilities | 52%                  | 37%                  | No                 | 57%                  |
| Economically disadvantaged | 57%                  | 47%                  | No                 | 61%                  |

**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.**        Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom.
  
- G2.**        Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom.

## 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. Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom.** 1a

G046164

### Targets Supported 1b

| Focus         | Indicator               | Year    | Target |
|---------------|-------------------------|---------|--------|
| District-Wide | AMO Math - All Students | 2015-16 | 77.0   |

### Resources Available to Support the Goal 2

- The district has a revised K-5 math curriculum based on the Florida Standards. In addition, all secondary schools have a revised math curriculum (which includes online resources) and revised assessments that support the teaching of the Florida Standards.
- Supplemental instructional resources (Success Maker, GIZMO, Brain Pop, Algebra Nation, and the STEM curriculum) are provided district wide.
- The district supports academic coaches who assist teachers in targeted job-embedded professional development to improve math instruction.
- Each school has a cadre of instructional leaders who have been trained in the implementation of the math curriculum and are expected to act as facilitators for their colleagues.
- The district has identified a turnaround contact who works directly with Priority schools. These schools also receive the services of two instructional coaches funded with SIG dollars. In addition, Focus schools receive additional support through the Department of Teaching and Learning.
- The Leon LEADS Teacher Evaluation Model (which is based on Marzano research and the FEAPS and identifies effective instructional practices) is used districtwide. Training is provided in order to ensure consistent implementation throughout the district.

### Targeted Barriers to Achieving the Goal 3

- Administrators and teachers continue to need support in effective implementation of the curriculum and interventions.
- Many teachers and administrators lack a deep understanding of highly effective instructional practices.

### Plan to Monitor Progress Toward G1. 8

Real-time data provided by Success Maker, Achieve 3000, Data Director and curriculum assessments will be reviewed to determine if schools are making adequate progress toward the district goal.

#### Person Responsible

Scotty Crowe

#### Schedule

Monthly, from 9/1/2015 to 5/30/2016

#### Evidence of Completion

Agendas of district progress monitoring meetings with an emphasis on Priority and Focus schools.

**G2. Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom.** 1a

G030320

### Targets Supported 1b

| Focus         | Indicator                  | Year    | Target |
|---------------|----------------------------|---------|--------|
| District-Wide | AMO Reading - All Students | 2015-16 | 77.0   |

### Resources Available to Support the Goal 2

- The district has a revised K-12 ELA curriculum that is aligned with the Florida standards.
- The district supports academic coaches who assist teachers in targeted job-embedded professional development to improve instruction.
- Supplemental instructional resources (Accelerated Reader, Achieve 3000, Springboard, Success Maker, etc) are provided district wide.
- The district provides intervention programs and materials in the area of English/Language Arts. At the secondary level Jr. Great Books and REWARDS Reading intervention are used. At the elementary level Reading Mastery, Corrective Reading, Accelerated Reader, and Jr. Great Books are used.
- The district provides acceleration through Leon County Virtual School, AP, IB, CTE and dual enrollment programs.
- Each school has a cadre of instructional leaders who have been trained in the implementation of the curriculum. These educators are expected to facilitate effective implementation with their colleagues.
- The district has identified a turnaround contact who works directly with Priority schools. These schools also receive the services of two instructional coaches funded with SIG dollars. In addition, Focus schools receive additional support through the Department of Teaching and Learning.
- The Leon LEADS Teacher Evaluation Model (which identifies effective instructional practices) is used districtwide.

### Targeted Barriers to Achieving the Goal 3

- Administrators and teachers continue to need support in effective implementation of the curriculum and specific interventions.
- Many teachers and administrators lack a deep understanding of highly effective instructional practices.

**Plan to Monitor Progress Toward G2.** 8

Real-time data provided by Success Maker, STAR Reading, Achieve 3000, Data Director and curriculum assessments will be reviewed to determine if schools are making adequate progress toward the district goal.

**Person Responsible**

Scotty Crowe

**Schedule**

Monthly, from 7/1/2015 to 5/30/2016

***Evidence of Completion***

Agendas of district progress monitoring meetings with an emphasis on Priority and Focus schools.

## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

**G1.** Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom. **1**

 G046164

**G1.B1** Administrators and teachers continue to need support in effective implementation of the curriculum and interventions. **2**

 B117165

**G1.B1.S1** Teachers were provided intensive training on the Math curricula during the summer of 2015.

**4**

 S128975

### Strategy Rationale

Offering summer training enabled our teachers to attend more easily and have time to plan and reflect on the new curricula prior to the beginning of the school year.

### Action Step 1 **5**

Intensive training on the revised curricula was presented to math teachers by their colleagues. This allowed math teachers to become familiar with the curriculum and reflect on how to implement it prior to the beginning of the school year. In addition, math teachers focused on assessment formation that supports the Florida Standards.

### Person Responsible

Stuart Greenberg

### Schedule

Weekly, from 6/15/2015 to 7/31/2015

### Evidence of Completion

Attendance rosters signed at the training sessions

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

Participation in the summer math intensive training

**Person Responsible**

Shane Syfrett

**Schedule**

On 9/30/2015

***Evidence of Completion***

The Director of Professional Learning will monitor the teachers who participated in the summer training and communicate this to school-based administrators.

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

Teachers implenting the math curriculum will be observed by school administrators, coaches, and district team members to determine how effectively they are implementing the program.

**Person Responsible**

Stuart Greenberg


**Schedule**

Monthly, from 9/1/2015 to 5/30/2016

***Evidence of Completion***

Dates of observations and walk-throughs. Ratings on the observations will be recorded.

**G1.B1.S2** Instructional leaders and coaches at each school will assist teachers in continuing to learn the most effective ways to implement the revised curricula. 4

 S129135

### Strategy Rationale

The district recognizes that training must be ongoing in order to have the most effective implementation. These instructional leaders and coaches can work with their colleagues to provide job-embedded training.

#### Action Step 1 5

Instructional leaders and coaches will receive continued training in effective ways of implementing the math curricula.

##### Person Responsible

Stuart Greenberg

##### Schedule

Monthly, from 9/1/2015 to 5/30/2016

##### Evidence of Completion

Attendance rosters of training sessions for the instructional leaders will be monitored.

#### Action Step 2 5

Instructional leaders and coaches at each school will collaboratively plan with their colleagues to ensure effective implementation of the math curriculum.

##### Person Responsible

##### Schedule

Biweekly, from 9/1/2015 to 5/30/2016

##### Evidence of Completion

Coaches' activity logs will reflect planning sessions; dates of planning sessions with instructional leaders.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

School-based administrators will ensure coaches and instructional leaders are meeting with teacher teams to discuss effective implementation of the math curriculum.

**Person Responsible**

Stuart Greenberg

**Schedule**

Biweekly, from 9/1/2015 to 5/30/2016

***Evidence of Completion***

Administrators will attend planning sessions or use sign-in sheets to determine who is involved in the planning sessions. School and district administrators will also conduct walk-throughs in math classes to monitor the effectiveness of the curriculum implementation.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Teachers implenting the math curriculum will be observed by school administrators, coaches, and district team members to determine how effectively they are implementing the program.

**Person Responsible**

Stuart Greenberg

**Schedule**


Monthly, from 9/1/2015 to 5/30/2016

***Evidence of Completion***


Dates of observations by administrators and walk-thoughts by district team members.



**G1.B2** Many teachers and administrators lack a deep understanding of highly effective instructional practices. **2**

 B117264

**G1.B2.S1** School-based administrators will participate in year-long leadership development training focused on the effective use of the Leon LEADS evaluation instrument. **4**

 S129170

### Strategy Rationale

Administrators must know how to effectively collect data in classrooms, use the data within the structure of the evaluation instrument and be able to give teachers feedback that will improve their instructional practices.

### Action Step 1 **5**

Training cadres of all school-based administrators will meet five times during the year to focus on the use of the Leon LEADS Framework and how to best utilize it to give teachers effective feedback in order to improve instruction.

#### Person Responsible

Shane Syfrett

#### Schedule

Every 2 Months, from 9/4/2015 to 5/30/2016

#### *Evidence of Completion*

Attendance rosters for training sessions

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

District staff will be involved in the cadre meetings to monitor the content presented

#### Person Responsible

Shane Syfrett

#### Schedule

Every 2 Months, from 9/1/2015 to 5/30/2016

#### *Evidence of Completion*

Attendance will be monitored through sign-ins at each cadre meeting.

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

District staff will conduct classroom walk-throughs at various sites. School administrators will use the Leon LEADS evaluation instrument to document improved instructional practices used by teachers.

**Person Responsible**

Scotty Crowe

**Schedule**

Biweekly, from 9/1/2015 to 5/30/2016


**Evidence of Completion**

Higher ratings on identified elements in the LEADS instrument

**G2.** Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom. 1

 G030320

**G2.B1** Administrators and teachers continue to need support in effective implementation of the curriculum and specific interventions. 2

 B070668

**G2.B1.S1** Teachers participated in intensive training on the ELA curricula during the summer of 2015.

4

 S079254

**Strategy Rationale**

Offering summer training enabled our teachers to attend more easily and have time to plan and reflect on the new curricula prior to the beginning of the school year.

**Action Step 1** 5

Training on the curricula was presented to ELA teachers by their colleagues. This allowed ELA teachers to become familiar with the new curriculum and reflect on how to implement it prior to the beginning of the school year.

**Person Responsible**

Stuart Greenberg

**Schedule**

Weekly, from 6/15/2015 to 7/31/2015

**Evidence of Completion**

.Sign-in sheets for multiple sessions offered during the summer.

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

Participation in the summer ELA training

### **Person Responsible**

Shane Syfrett

### **Schedule**

On 9/21/2015

### ***Evidence of Completion***

The Director of Professional Learning will monitor the number of teachers who participated in the summer training and communicate their participation to school administrators.

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

Teachers implenting the ELA curriculum will be observed by school administrators, reading coaches, and district team members to determine how effectively they are implementing the program.

### **Person Responsible**

Stuart Greenberg

### **Schedule**

Monthly, from 9/1/2015 to 5/30/2016

### ***Evidence of Completion***

Dates of observations by school personnel and dates of walk-throughs by district staff.

**G2.B1.S2** Instructional leaders and reading coaches at each school will assist teachers in continuing to learn the most effective ways to implement the curricula. 4

 S079256

### Strategy Rationale

The district recognizes that training must be ongoing in order to have the most effective implementation. These instructional leaders and reading coaches can work with their colleagues to provide job-embedded training.

### Action Step 1 5

Instructional leaders and reading coaches will receive continued training in effective ways of implementing the new ELA curricula.

#### Person Responsible

Stuart Greenberg

#### Schedule

Monthly, from 9/1/2015 to 5/30/2016

#### Evidence of Completion

Dates of instructional leaders (held quarterly) and reading coaches meetings (held monthly). Attendance rosters of these meetings will be monitored.

### Action Step 2 5

Instructional leaders and reading coaches at each school will collaboratively plan with their colleagues to ensure effective implementation of the new ELA curriculum.

#### Person Responsible

Stuart Greenberg

#### Schedule

Biweekly, from 9/1/2015 to 5/30/2016

#### Evidence of Completion

Reading coaches' activity logs will reflect planning sessions; dates of planning sessions with instructional leaders.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

School-based administrators will ensure reading coaches and instructional leaders are meeting with teacher teams to discuss effective implementation of the ELA curriculum.

**Person Responsible**

Stuart Greenberg

**Schedule**

Biweekly, from 9/1/2015 to 5/30/2016

***Evidence of Completion***

Administrators will attend planning sessions or use sign-in sheets to determine who is involved in the planning sessions. School and district administrators will also conduct walk-throughs in ELA classes to monitor the effectiveness of the curriculum implementation.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Teachers implenting the ELA curriculum will be observed by school administrators, reading coaches, and district team members to determine how effectively they are implementing the program.

**Person Responsible**

Stuart Greenberg


**Schedule**

Weekly, from 9/1/2015 to 5/30/2016


***Evidence of Completion***

Dates of observations by school and district personnel.

**G2.B3** Many teachers and administrators lack a deep understanding of highly effective instructional practices. **2**

 B114418

**G2.B3.S1** School-based administrators will participate in year-long leadership development training focused on the effective use of the Leon LEADS evaluation instrument. **4**

 S128129

### **Strategy Rationale**

Administrators must know how to effectively collect data in classrooms, use the data within the structure of the evaluation instrument and be able to give teachers feedback that will improve their instructional practices.

### **Action Step 1** **5**

Training cadres of school-based administrators will attend five leadership development sessions focused on the use of the Leon LEADS Teaching Framework and how to utilize it to give teachers effective feedback.

#### **Person Responsible**

Shane Syfrett

#### **Schedule**

Every 2 Months, from 9/1/2015 to 5/30/2016

#### ***Evidence of Completion***

Sign-ins for the cadre meetings

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1** **6**

District staff will be involved in the cadre meetings to monitor the content presented.

#### **Person Responsible**

Shane Syfrett

#### **Schedule**

Every 2 Months, from 9/1/2015 to 5/30/2016

#### ***Evidence of Completion***

Attendance will be monitored through sign-ins at each cadre meeting.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

District staff will conduct classroom walk-throughs at various sites. School administrators will use the Leon LEADS evaluation instrument to document improved instructional practices used by teachers.

**Person Responsible**

Scotty Crowe

**Schedule**

Monthly, from 9/1/2015 to 5/30/2016

***Evidence of Completion***

Higher ratings on identified elements within the Leon LEADS evaluation instrument.

**G2.B3.S2** All teachers will have a Deliberate Practice Plan (DPP) based on the Leon LEADS Teaching Framework. 4

 S128132
**Strategy Rationale**

Teachers must be able to assess themselves using the Leon LEADS criteria and identify areas in which they wish to improve. Their DPPs will serve as a guideline for the professional learning activities in which they participate.

**Action Step 1** 5

District and school administrators will provide support to teachers during the DPP process.

**Person Responsible**

Shane Syfrett

**Schedule**

On 10/26/2015

***Evidence of Completion***

Dates district personnel visited schools to discuss the DPP process. School administrators will monitor the completion of the DPP for each of their teachers.

## Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

All DPPs will be completed by October 23, 2015

### **Person Responsible**

Shane Syfrett

### **Schedule**

On 10/23/2015

### ***Evidence of Completion***

DPPs are on file for each teacher.

## Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

School and district personnel will conduct walk-throughs to observe the effectiveness of the instruction being presented to students.

### **Person Responsible**

Shane Syfrett

### **Schedule**

Biweekly, from 9/1/2015 to 5/30/2016

### ***Evidence of Completion***

Data collected from classroom walk-throughs and observations will document improved instruction.



## Implementation Timeline

## Professional Development

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

**G1.** Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom.

**G1.B1** Administrators and teachers continue to need support in effective implementation of the curriculum and interventions.

**G1.B1.S1** Teachers were provided intensive training on the Math curricula during the summer of 2015.

### PD Opportunity 1

Intensive training on the revised curricula was presented to math teachers by their colleagues. This allowed math teachers to become familiar with the curriculum and reflect on how to implement it prior to the beginning of the school year. In addition, math teachers focused on assessment formation that supports the Florida Standards.

#### Facilitator

Andrea Goddard, Shane Syfrett, Vicki Register

#### Participants

K-12 math teachers

#### Schedule

Weekly, from 6/15/2015 to 7/31/2015

**G1.B1.S2** Instructional leaders and coaches at each school will assist teachers in continuing to learn the most effective ways to implement the revised curricula.

### PD Opportunity 1

Instructional leaders and coaches will receive continued training in effective ways of implementing the math curricula.

#### Facilitator

Andrea Goddard, Shane Syfrett, Vicki Register

#### Participants

Elementary and secondary math instructional leaders from each school

#### Schedule

Monthly, from 9/1/2015 to 5/30/2016

**G1.B2** Many teachers and administrators lack a deep understanding of highly effective instructional practices.

**G1.B2.S1** School-based administrators will participate in year-long leadership development training focused on the effective use of the Leon LEADS evaluation instrument.

**PD Opportunity 1**

Training cadres of all school-based administrators will meet five times during the year to focus on the use of the Leon LEADS Framework and how to best utilize it to give teachers effective feedback in order to improve instruction.

**Facilitator**

Jo Marie Olk, Mark Rolewski, Shane Syfrett, DJ Wright

**Participants**

Principals/Assistant Principals

**Schedule**

Every 2 Months, from 9/4/2015 to 5/30/2016

**G2.** Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom.

**G2.B1** Administrators and teachers continue to need support in effective implementation of the curriculum and specific interventions.

**G2.B1.S1** Teachers participated in intensive training on the ELA curricula during the summer of 2015.

**PD Opportunity 1**

Training on the curricula was presented to ELA teachers by their colleagues. This allowed ELA teachers to become familiar with the new curriculum and reflect on how to implement it prior to the beginning of the school year.

**Facilitator**

Stuart Greenberg, Elizabeth Greenberg, Kathy Corder, Cara Zatoris, Shane Syfrett

**Participants**

All K-11 teachers who will be implementing the ELA curricula

**Schedule**

Weekly, from 6/15/2015 to 7/31/2015

**G2.B1.S2** Instructional leaders and reading coaches at each school will assist teachers in continuing to learn the most effective ways to implement the curricula.

**PD Opportunity 1**

Instructional leaders and reading coaches will receive continued training in effective ways of implementing the new ELA curricula.

**Facilitator**

Kathy Corder, Jessica Titze, Cara Zatoris

**Participants**

Instructional leaders and reading coaches from each school

**Schedule**

Monthly, from 9/1/2015 to 5/30/2016

**G2.B3** Many teachers and administrators lack a deep understanding of highly effective instructional practices.

**G2.B3.S1** School-based administrators will participate in year-long leadership development training focused on the effective use of the Leon LEADS evaluation instrument.

**PD Opportunity 1**

Training cadres of school-based administrators will attend five leadership development sessions focused on the use of the Leon LEADS Teaching Framework and how to utilize it to give teachers effective feedback.

**Facilitator**

Jo Marie Olk, Mark Rolewski, Shane Syfrett, DJ Wright

**Participants**

Principals and assistant principals

**Schedule**

Every 2 Months, from 9/1/2015 to 5/30/2016

## Technical Assistance

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

**G2.** Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom.

**G2.B3** Many teachers and administrators lack a deep understanding of highly effective instructional practices.

**G2.B3.S2** All teachers will have a Deliberate Practice Plan (DPP) based on the Leon LEADS Teaching Framework.

### PD Opportunity 1

District and school administrators will provide support to teachers during the DPP process.

#### Facilitator

Brett Cucuel, Gillian Gregory, Jo Marie Olk, Shane Syfrett, DJ Wright

#### Participants

Teachers

#### Schedule

On 10/26/2015

## Budget Rollup

| Summary  |                |
|--|----------------|
| Description  | Total          |
| <b>Goal 1:</b> Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom.                  | 336,000        |
| <b>Goal 2:</b> Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom. | 338,000        |
| <b>Grand Total</b>   | <b>674,000</b> |

| Goal 1: Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom. |               |                |
|--|---------------|----------------|
| Description  | Source        | Total          |
| <b>B1.S1.A1</b>  | Title II      | 125,000        |
| <b>B1.S1.A1</b> - Notes  | Title II      | 125,000        |
| <b>B1.S2.A1</b>  | Other Federal | 15,000         |
| <b>B1.S2.A1</b> - Notes  | Title II      | 15,000         |
| <b>B2.S1.A1</b>  | Other Federal | 28,000         |
| <b>B2.S1.A1</b> - Notes  | Other         | 28,000         |
| <b>Total Goal 1</b>  |               | <b>336,000</b> |

| Goal 2: Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom. |               |                |
|---|---------------|----------------|
| Description   | Source        | Total          |
| <b>B1.S1.A1</b>   | Title II      | 125,000        |
| <b>B1.S1.A1</b> - Notes   | Title II      | 125,000        |
| <b>B1.S2.A1</b>   | Other Federal | 15,000         |
| <b>B1.S2.A1</b> - Notes   | Title II      | 15,000         |
| <b>B3.S1.A1</b>   | Other Federal | 29,000         |
| <b>B3.S1.A1</b> - Notes   | Other         | 29,000         |
| <b>Total Goal 2</b>   |               | <b>338,000</b> |