

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

47 - Okeechobee

Mr. Ken Kenworthy, Superintendent
Ella Thompson, Region 3 Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	10
Goals Summary	12
Goals Detail	12
Action Plan for Improvement	13
Appendix 1: Professional Development Plan to Support Goals	18
Appendix 2: Technical Assistance Plan to Support Goals	19
Appendix 2: Budget to Support Goals	19

Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

To prepare all students to be college or career ready and to possess the attitudes and values necessary to function as productive citizens.

District Vision Statement

Achieving Excellence: Putting Students First

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

The District has supported our Focus and Priority schools with coordination of state, federal, and local funds and programs. We have dedicated funds through the School Improvement Grant, the Title VI grant, and Supplemental Academic Instruction funds. These funds support not only the additional hour of instruction at South Elementary School, but also the provision of a district Math and Science Coach, as well as supplemental instructional programs, such as iReady. All of these activities align to the interventions developed as a result of the DA Instructional Review, as well as through analysis of the needs at South Elementary School by district leaders.

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

Resources are allocated to schools based on student enrollment and Differentiated Accountability status. The Superintendent, Assistant Superintendent for Administrative Services, Assistant Superintendent for Instructional Services, and Director of Human Resources, as well as school administrators, are involved in this decision. The analysis of needs is an ongoing process.

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up

District leadership will hold monthly instructional rounds at all school sites, which is a new practice that will be implemented in the 2015-16 school year. It is believed that this will further build the capacity of school leadership to examine instructional practice from a less-biased view, but it will also allow for meaningful conversations between district and school leadership, as well as between leadership at all levels and teachers in the classroom. Furthermore, ongoing collaboration between district and school leadership will take place during monthly meetings and periodic visits. The Superintendent is responsible for ensuring these visits occur.

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 is not implementing a District-Managed Turnaround option, or a Turnaround, Transformation, or Restart with EMO model in any of its schools.

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 District will implement instructional rounds at every school site, ensuring that district leadership maintains an understanding of what students are learning. We will expand our Roadmapping initiative to the middle school level, which will further our intent of having standards-based instruction being delivered in our classrooms.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131420>

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

The District continues to offer meaningful parental involvement activities throughout the year, often sponsored through the Office of Grants & Special Programs. These activities are designed to build parents' capacities for supporting their children's academic achievement. Additionally, parents and community members are invited to take part in advisory councils at both the school and district levels. Through their input on these committees, parents and community members have the ability to provide input regarding school improvement efforts.

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

A collaborative relationship exists between school and district leadership, which ensures that both parties are involved in the development and implementation of turnaround plans and other school-level interventions. Furthermore, in addition to quarterly site visits by district personnel, district leaders meet with school leaders on a bi-weekly basis for input on issues facing the District and its schools. District leadership is also present at every instructional review held by the Differentiated Accountability team, as well as their follow-up visits to school campuses. These experiences facilitate communication between school and district leadership.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Kenworthy, Ken, kenworthyk@okee.k12.fl.us

Employee's Title

Superintendent

Employee's Phone Number

(863) 462-5000

Employee's Phone Extension

226

Supervisor's Name

The School Board of Okeechobee County

Supervisor's Title

Board Member

Employee's Role and Responsibilities

Instructional and Organizational Leadership

District Leadership Team:**Kenworthy, Ken, kenworthyk@okee.k12.fl.us****Title** Superintendent**Phone** (863) 462-5000**Supervisor's Name** The School Board of Okeechobee County**Supervisor's Title** Board Member**Role and Responsibilities** District Instructional Leader: As Superintendent, Mr. Kenworthy's responsibility is to guide the district toward its vision by following the mission of the school district in support of the turnaround effort.**Geeting, Renee, geetingr@okee.k12.fl.us****Title** Assistant Superintendent**Phone** 863-462-5000**Supervisor's Name** Ken Kenworthy**Supervisor's Title** Superintendent**Role and Responsibilities** As Assistant Superintendent for Instructional Services, Mrs. Geeting is responsible for coordinating the instructional staff in efforts toward meeting the District's goals in support of the Superintendent's leadership.

Stanley, Joseph, joseph.stanley@okee.k12.fl.us**Title** Administrator**Phone** 863-462-5000**Supervisor's Name** Renee Geeting**Supervisor's Title** Assistant Superintendent

Role and Responsibilities As the the Coordinator of K-12 Accountability & Assessment, Mr. Stanley is responsible for organizing assessments, analyzing and circulating data for the District and each school, and assisting each school in accountability in support of the district mission.

Coker, Wendy, cokerw@okee.k12.fl.us**Title** Administrator**Phone** 863-462-5000**Supervisor's Name** Renee Geeting**Supervisor's Title** Assistant Superintendent

Role and Responsibilities As Director of Exceptional Student Education, Mrs. Coker acts as liaison between ESE staff and both district and school-based leadership as they support our students receiving ESE services.

Steiert, Lonnie, steiertl@okee.k12.fl.us**Title** Administrator**Phone** (863) 462-5000**Supervisor's Name** Renee Geeting**Supervisor's Title** Assistant Superintendent

Role and Responsibilities As Coordinator of Grants & Special Programs, Mrs. Steiert oversees Title I and other grants in support of our students.

Garcia, Donna, donna.garcia@okee.k12.fl.us**Title** Administrator**Phone** 863-462-5000**Supervisor's Name** Renee Geeting**Supervisor's Title** Assistant Superintendent

Role and Responsibilities As Coordinator of Staff Development, Mrs. Garcia directs and organizes professional development opportunities.

Wiersma, Toni, weirsmat@okee.k12.fl.us

Title Administrator

Phone 8634625000

Supervisor's Name Renee Geeting

Supervisor's Title Assistant Superintendent

Role and Responsibilities As Director of Student services, Mrs. Wiersma oversees issues related to numerous aspects related to student achievement, such as attendance and discipline. Mrs. Wiersma also works with students enrolled in the District's virtual instruction program.

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

Using the State's Model Evaluation for School Based Leaders, administrators and supervisors complete the self-evaluation and deliberate practice plans. The plans are monitored in September, February and June. Evaluations on instructional practice are submitted in June. Administrative reappointments are considered by the Board in July. The final summative is prepared after student growth and achievement are calculated. Data is collected through the use of student, parent, staff and teacher climate surveys. Data is collected on both standardized and local assessments. Additional data is collected through the use of the evaluation instrument. In the event that an administrator receives an overall rating below effective, he/she is placed on an improvement plan and issued the assistance of a high quality leadership team as stipulated in the HRMD Plan. In the event that the administrator continues to perform below level, he or she will be non-renewed.

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

According to the collective bargaining agreement and Florida Statute, teachers that are not performing shall be placed on a Teacher Improvement Plan which outlines the process the district must follow. In addition, observation data and student growth and achievement data are collected and used for performance evaluations and renewal decisions. Renewal decisions must be made six weeks prior to the post school period.

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

All master schedules are reviewed by the Assistant Superintendent for Instructional Services. During this review the common planning time for Focus and Priority schools, as defined in Rule 6A-1.099811(2)(e), is verified. In the event that common planning is not available, district leadership collaborates with school

leadership to ensure that appropriate structures or resources are put into place so that this planning time is made available.

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 schools in the district are served by a reading coach. In addition, a district mathematics and science coach is employed by the District to serve all Focus and Priority schools. The District monitors the daily activities of coaches through their direct supervisors. Reading coaches report to their site principal, and the district mathematics and science coach reports to the Assistant Superintendent for Instructional Services.

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:

Pearson Reading Street

Program Type

Core

School Type

Elementary School

Description

This is the core ELA curriculum at the elementary level. It includes both supplemental and intensive intervention components, as well.

Houghton Mifflin Harcourt Collections

Program Type

Core

School Type

Middle School, High School

Description

This is the core ELA curriculum at the middle school and high school level. It includes both supplemental and intensive intervention components, as well.

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:

Harcourt Go Math

Program Type Core, Intensive Intervention

School Type Elementary School, Middle School

Description This is the core mathematics curriculum at both the elementary and middle school level. It includes a supplemental and intensive intervention component.

iReady

Program Type Supplemental, Intensive Intervention

School Type Elementary School, Middle School

Description This is a supplemental program purchased by the District for both reading and math instruction. It is prescriptive in nature and includes an intensive intervention component.

Houghton Mifflin Harcourt

Program Type Core

School Type High School

Description This is the core mathematics curriculum at both the high school level. It includes a supplemental and intensive intervention component.

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:

Harcourt Science

Program Type Core

School Type Elementary School

Description This is the core science curriculum at the elementary school level. It includes a supplemental and intensive intervention component.

Glencoe/McGraw Hill

Program Type Core

School Type Middle School

Description This is the core science curriculum at the middle school level. It includes a supplemental and intensive intervention component.

Holt McDougal

Program Type Core

School Type High School

Description This is the core science curriculum at the high school level. It includes a supplemental and intensive intervention component.

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 implementation of core instructional and intervention programs are monitored by site-based administrators. Student scores on progress monitoring assessments, as well as overall classroom performance data, is monitored by the school principal. This data is then communicated with both the Superintendent and Assistant Superintendent for Instructional Services.

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://www.okee.k12.fl.us/_cache/files/b07c56a1-15cd-43d1-b70d-e87c2b8aee8d/C26AB0AD57297E21A2D20FEC39C74304.2014-15-student-progression-plan.pdf

Provide the page numbers of the plan that addresses this question

Pages 18 & 19

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

Yes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolios are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. To implement standards-based 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. To implement standards-based instruction in every classroom. **1a**

 G050370

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	FSA - English Language Arts - Proficiency Rate		57.0
District-Wide	FSA - Mathematics - Proficiency Rate		55.0
District-Wide	FCAT 2.0 Science Proficiency		52.0

Resources Available to Support the Goal **2**

- Instructional Roadmaps Tied to the Florida Standards
- iReady (Includes Assessment & Instructional Components)

Targeted Barriers to Achieving the Goal **3**

- Teacher Comfort with Standards

Plan to Monitor Progress Toward G1. **8**

iReady and Performance Matters Data will be collected and analyzed.

Person Responsible

Joseph Stanley

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data analysis documentation.

District Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

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

G1. To implement standards-based instruction in every classroom. **1**

 **G050370**

G1.B1 Teacher Comfort with Standards **2**

 **B126303**

G1.B1.S1 Florida standards, test item specifications, and roadmaps will be used to drive instructional practice. **4**

 **S138260**

Strategy Rationale

This strategy directly impacts the delivery of standards-based instruction, as increased exposure to and support with the standards, test items specifications, and roadmaps will increase teachers' comfort with the standards.

Action Step 1 **5**

Teachers will meet with an instructional leader to plan lessons based on the standards, test item specifications, and roadmaps.

Person Responsible

Ken Kenworthy

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Sign-in Sheets

Action Step 2 5

Each 9-weeks, secondary teachers will create a roadmap based upon the standards and test item specifications and will develop common assessments through collaboration to culminate in an EOC exam.

Person Responsible

Renee Geeting

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, completed roadmaps, completed assessments.

Action Step 3 5

100% of K-8 ELA and math classes will implement 90 minutes of iReady per week and will utilize the Florida Ready books and online print materials for small group differentiated instruction.

Person Responsible

Ken Kenworthy

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Program usage data, classroom observations.

Action Step 4 5

District leadership teams will participate in instructional rounds at each school monthly.

Person Responsible

Ken Kenworthy

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in Sheets

Action Step 5

5

The District Math and Science Coach will work with teachers at school sites to increase student achievement in these subject areas, while the schools' reading coaches will focus on instruction in ELA.

Person Responsible

Renee Geeting

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion**Plan to Monitor Fidelity of Implementation of G1.B1.S1**

6

Superintendent will oversee principals' monitoring of instructional practice.

Person Responsible

Ken Kenworthy

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom observations.

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

Teacher planning and instruction will be monitored to ensure that standards-based instruction is being delivered.

Person Responsible

Ken Kenworthy

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets from grade-level/department meetings, sign-in sheets from professional development activities, and teacher lesson plans will demonstrate that training opportunities are being delivered to teachers. Evidence of instructional improvement will be tracked through observations conducted by school administrative teams, as well as instructional rounds which are held on a monthly basis. During instructional rounds, district leadership works with school leadership to identify best instructional practices, as well as those practices that can be improved. Strategies for improving these practices will be discussed during debrief meetings following the instructional round process, and will be subsequently monitored for implementation by school- and district-based administration.

Getting Started

Click on either the blue **Go to Problem Solving** button or the orange **Problem Solving** button at the top right-hand corner of the page to get started. Clicking the blue button will take you to the **Goals** page in the current tab, whereas the orange button will open the **Goals** page in a new tab.

Action Plan Details

Strategic goals established in **District Problem Solving** appear in the DIAP when one or more strategies entered in support of the goal are "tagged" to the DIAP. At that time, each tagged strategy (i.e., activity) will also populate below. More information about tagging is available in the **Step 4** guidance tab in the **District Problem Solving** module.

Implementation Timeline

Professional Development Opportunities

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

G1. To implement standards-based instruction in every classroom.

G1.B1 Teacher Comfort with Standards

G1.B1.S1 Florida standards, test item specifications, and roadmaps will be used to drive instructional practice.

PD Opportunity 1

Each 9-weeks, secondary teachers will create a roadmap based upon the standards and test item specifications and will develop common assessments through collaboration to culminate in an EOC exam.

Facilitator

Donna Garcia, Emily Streelman, Reading Coaches, Principals

Participants

Middle School Principals

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

PD Opportunity 2

The District Math and Science Coach will work with teachers at school sites to increase student achievement in these subject areas, while the schools' reading coaches will focus on instruction in ELA.

Facilitator

Emily Streelman

Participants

Teachers in Grades K-5

Schedule

Daily, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

G1. To implement standards-based instruction in every classroom.

G1.B1 Teacher Comfort with Standards

G1.B1.S1 Florida standards, test item specifications, and roadmaps will be used to drive instructional practice.

PD Opportunity 1

100% of K-8 ELA and math classes will implement 90 minutes of iReady per week and will utilize the Florida Ready books and online print materials for small group differentiated instruction.

Facilitator

iReady Consultant, Reading Coaches, Principals

Participants

Teachers in Grades K-8

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Budget

Budget Data

Budget Data			
1	G1.B1.S1.A1	Teachers will meet with an instructional leader to plan lessons based on the standards, test item specifications, and roadmaps.	\$0.00
2	G1.B1.S1.A2	Each 9-weeks, secondary teachers will create a roadmap based upon the standards and test item specifications and will develop common assessments through collaboration to culminate in an EOC exam.	\$0.00
3	G1.B1.S1.A3	100% of K-8 ELA and math classes will implement 90 minutes of iReady per week and will utilize the Florida Ready books and online print materials for small group differentiated instruction.	\$0.00
4	G1.B1.S1.A4	District leadership teams will participate in instructional rounds at each school monthly.	\$0.00
5	G1.B1.S1.A5	The District Math and Science Coach will work with teachers at school sites to increase student achievement in these subject areas, while the schools' reading coaches will focus on instruction in ELA.	\$0.00
Total:			\$0.00