The School District of Lee County:
An Improvement Journey

Dr. Adkins
- Welcome

Overview

Dr. Greg Adkins
Superintendent

The School District of Lee County

Vision
To be a world-class school district

Mission
To ensure each student achieves his/her highest personal potential

Core Values

Excellence
Integrity
High Expectations
Accountability
Belief in Students
Professionalism

District Statistics

Dr. Adkins

District Statistics
- Lee County is the 9th largest school district in Florida and 32nd largest in the country – larger than districts in Atlanta, Denver, Nashville and Detroit, among others.
- Over 96,000 total students served
- Approximately 85,000 students in District schools.
- Approximately 11,300 charter students.
- Our students speak 33 primary languages, and come to us from 149 different countries.
- Almost 38,000 students – approximately 40% -- live in households where English is not the primary language.
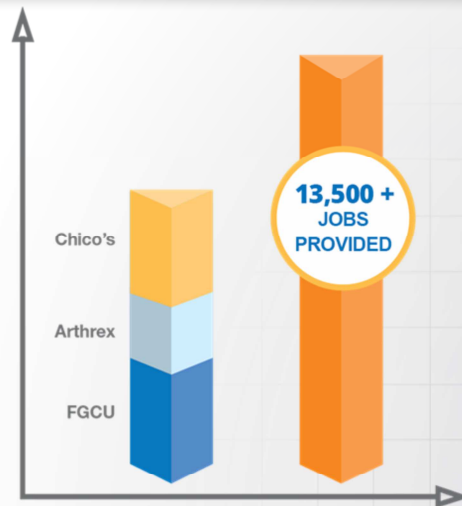
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- Our District is growing.
- Projections show that we will add approximately 1,300 new students every year over the next 10 years. That is roughly the size of a school per year.

Student Enrollment

Dr. Adkins

- Our district, which covers over 1200 square miles, is divided into 3 zones – East, West, and South
- Our students participate in a controlled choice system.
- A variety of programs are available within each zone, ranging from arts programs to International Baccalaureate, to meet the needs and interests of our students.
- The logos displayed are those of the sites that will be visited during this accreditation cycle
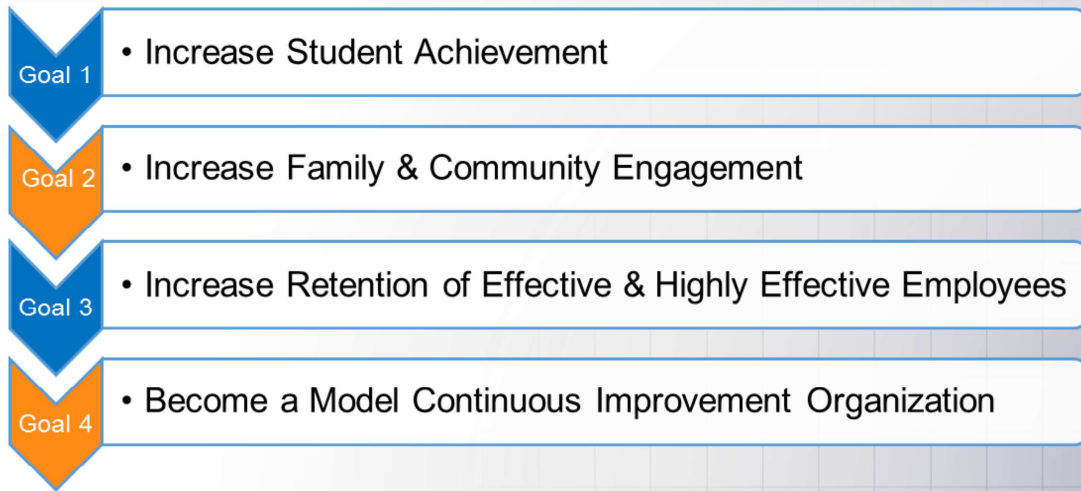
Dr. Adkins

- Our student population makes us one of the top two largest employers in Lee County.
- We provide over 13,500 jobs We have more jobs in Southwest Florida than Chico's, Arthrex, and FGCU combined.

Dr. Adkins

- Over the past 3½ years, our work has been guided by our strategic plan, Vision 2020
- Vision 2020 contains four over-arching goals
    - Increase Student Achievement
    - Increase Family & Community Engagement
    - Increase Retention of Effective & Highly Effective Employees
    - Become a Model Continuous Improvement Organization

Dr. Adkins
- This has led to many gains
    - Highest graduation rate in history of the District, 82.8%
        - For non-charter schools, our graduation rate is 91.2%
    - The District is one of only two in FL to make the College Board's Annual Advanced Placement (AP) Honor Roll this year. Criteria include:
        - Increasing access to AP courses
        - Increasing or maintaining percentage of exams taken by minority students
        - Improving the percentage of students scoring a 3 or higher on AP exams
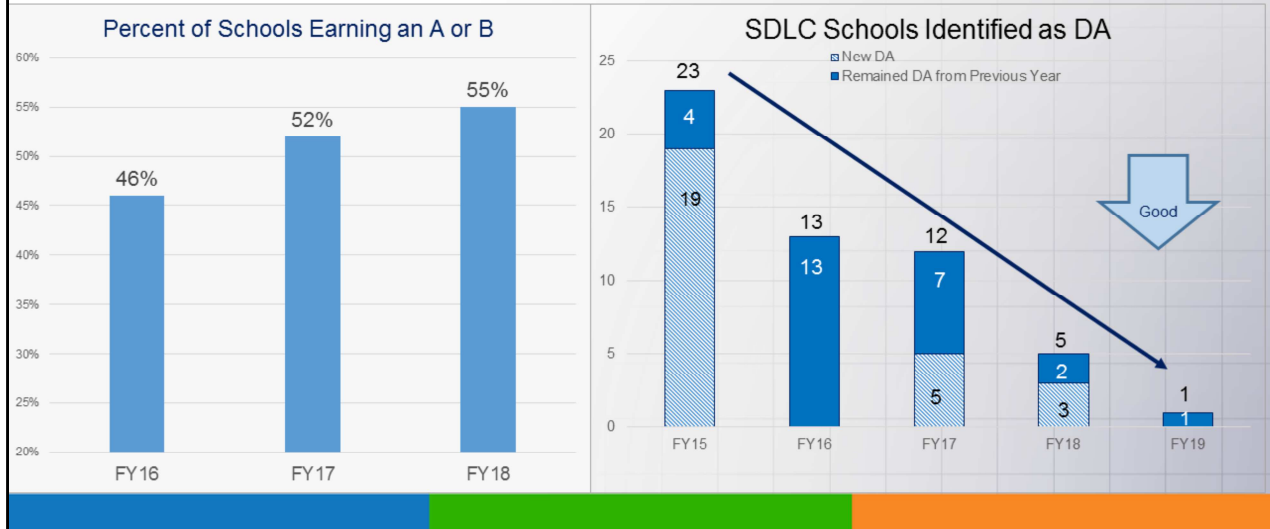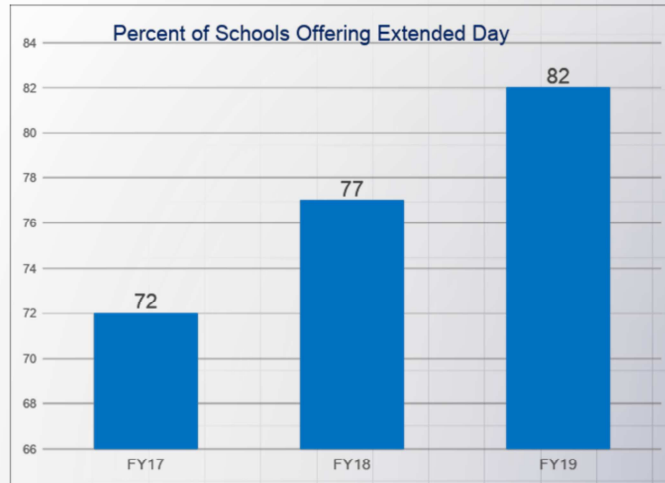
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- The number of schools earning an A or B grade from the state increased 9 percentage points over the past 3 years
- The number of schools in State Differentiated Accountability status decreased from 23 four years ago to 1 this past year
    - This school missed earning a C by 1 percentage point
    - The state has granted a 1 year extension for the school to exit DA status, due to the District's proven record of moving schools forward

Dr. Adkins

- These successes have been built through work at every level
- In an effort to increase readiness for kindergarten, we have increased the number of Pre-Kindergarten students served by the District to an all-time high.
- We have also reached out to our community, working with private Pre-K programs to help them meet criteria to be a District Partner

- 82% of our schools offer extended day programs, working with our students to help them master our rigorous academic standards

Dr. Adkins

- We have a highly engaged community, as demonstrated by the increase in collaborative agreements with community agencies for extended and extended year programs.

- Perhaps the largest indicator of community engagement was the passing of Change for Change – a half-penny sales tax dedicated to the District's capital fund.
    - Our District is facing a $478 million capital funding shortfall over the next 5 years.   Our growing student population will require 7 new schools, 2 complete rebuilds, and an addition to an existing school.
    - In addition, funds are needed for critical maintenance requirements, such as roofs, HVAC systems, safety, and technology.
    - Our community passed a half-cent sales tax in November, 2018, to assist with these capital needs.
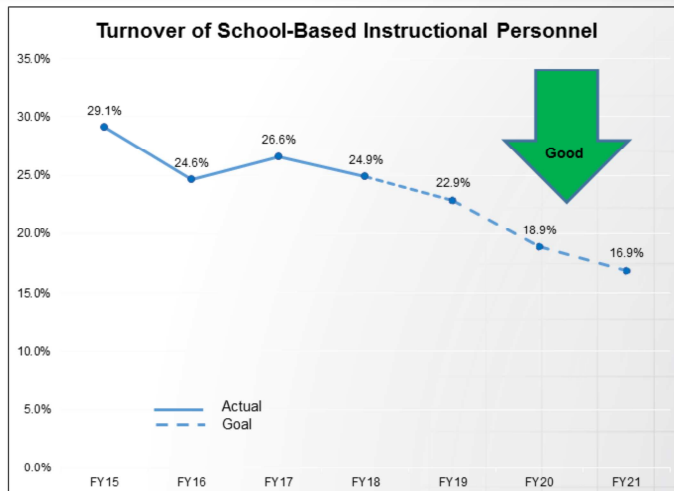
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- Research shows that the most important variable in student success is the teacher.
- Retention of effective and highly effective teachers has improved over the past three years, as shown by the decrease in turnover.
- Our HR department is working hard to meet goals of even lower turnover rates.

Dr. Adkins

- It is important to us to support our students by focusing our resources on the classroom. This requires the rest of our District operations to be as efficient and effective as possible.
- To assist with these efforts, we are utilizing proven Lean Six Sigma methods. To date, 69% of our administrators have completed at least 8 hours of process improvement training.
- These improvement efforts have resulted in literally millions of dollars of savings, such as those realized by our transportation department.
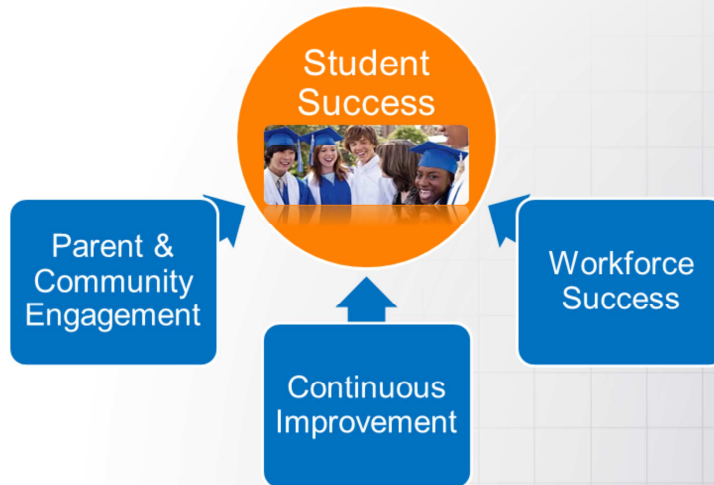
Dr. Adkins

- Vision 2020 has guided our work for the past 3½ years. Now, we have begun looking beyond 2020, planning for our long-range future.
- As we continue the work set out in Vision 2020, we are rolling it in to our new long-range plan, Envision 2030.
- Our stakeholders have made it clear that Student Success is our first and foremost priority.
    - We have defined this success as *Meeting the academic and social-emotional needs of each student*.
- We continue to focus on the three areas that are critical to student success:
    - Family & Community Engagement
    - Workforce Success
    - Continuous Improvement
- We have established 3 year goals, as well as long-range initiatives designed to prepare our students for jobs of the future.
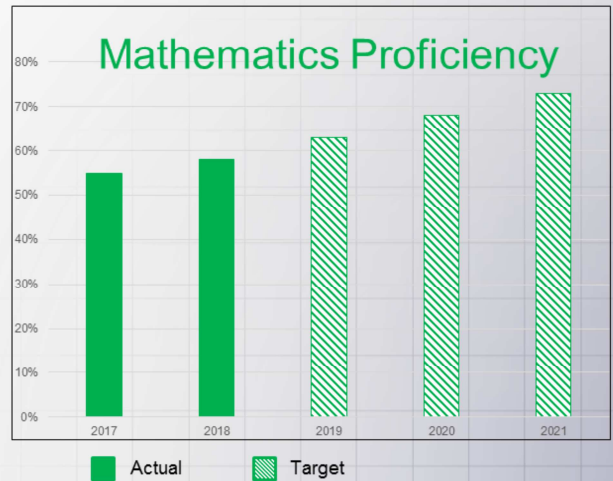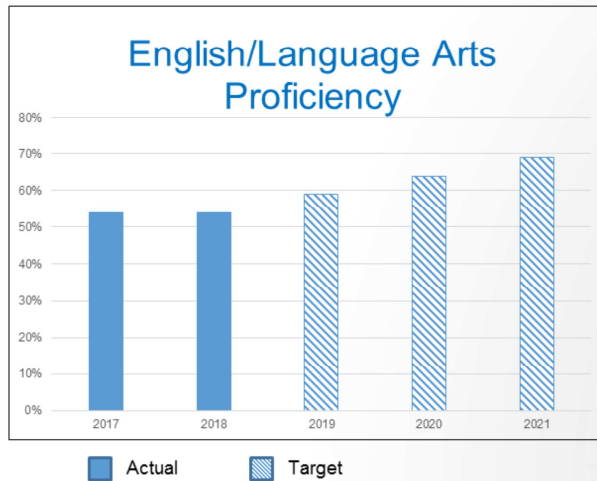
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- We have established 3 year goals, as well as long-range initiatives designed to prepare our students for jobs of the future.
- For example, we are committed to increasing student proficiency in English/Language Arts and Mathematics to be the highest of the 10 largest Florida districts.

EnVision 2030 — Student Success

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- We are committed to helping each student achieve to his or her highest personal potential, and to be ready for college or career.
- We offer a variety of programs designed to meet these needs.
    - International Baccalaureate
    - AICE
    - Arts
    - Academies (automotive, welding, veterinary, teaching, and nursing, to name a few)
    - Industry Certifications – the number of industry certifications earned in grades 6-12 has increased 20% over the past year, and our goal is that every student will earn at least one certification prior to graduation

- This morning, you will hear from our leadership. They will tell our story of improvement over the past few years, and help you to envision the future we see for our students.

Strategic Objective

Meet the academic and social-emotional needs of each student

Dr. Wanda Creel
Chief Academic Officer

Academic Services

A World Class School System creates an environment for every learner to realize his/her highest personal potential, understand commitment to community, and compete in a global workforce.

Dr. Creel

- Our students are truly world-class, as demonstrated by our Microsoft World Champion from Dunbar High School.
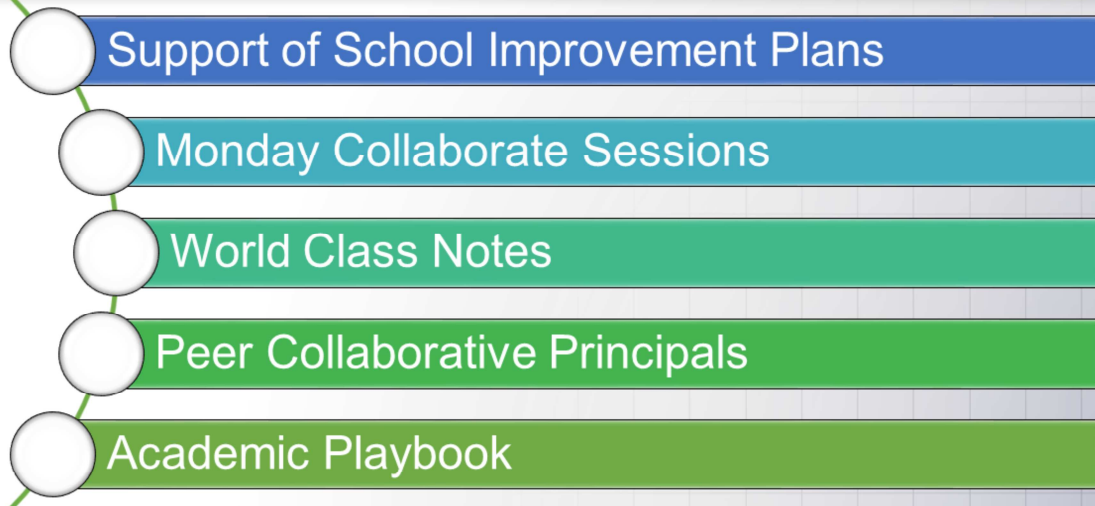
District Strategic Goals

- **Goal 1:** Increase the percentage of Pre-K students identified as prepared for Kindergarten.

- **Goal 2:** Increase English Language Arts (ELA) proficiency to be the highest of Florida's 10 Largest Districts.

- **Goal 3:** Increase mathematics proficiency to be the highest of Florida's 10 Largest District.

- **Goal 4:** Increase Graduation Rate.

- **Goal 5:** Increase student proficiency in English Language Arts.

- **Goal 6:** Increase student proficiency in mathematics.

- **Goal 7:** Decrease the achievement gap between student groups in English Language Arts.

- **Goal 8:** Decrease the achievement gap between student groups in mathematics.

- **Goal 9:** Decrease out-of-school suspensions.

- **Goal 10:** Increase the percentage of grade 6-12 students enrolled in accelerated coursework.

- **Goal 11:** Increase the percentage of students graduating with at least 1 industry certification.

- **Goal 12:** Increase the percentage of students who perceive there is an adult in their school who cares about them.

Dr. Creel

- As you can see, we have defined clear goals for student success, beginning with readiness for kindergarten.
- Other goals address proficiency in core subject areas, as well as preparation for work through industry certifications.
- We realize that relationships are at the core of success, and are committed to building strong relationships with students.

Dr. Creel

- Communication of goals and strategies to achieve those goals is critical to success.
- The slide displays a variety of ways the district communicates with school personnel.

Collaborative, Focused Work on High Impact Strategies

Instructional Planning: Standards-based teaching and learning utilizes progress monitoring, data driven decisions, collaboration, and differentiation to meet each student's needs leading to application and mastery.

Rigor: Rigor is the result of work that challenges student's thinking in new and interesting ways leading to an increased depth of understanding.

- **Backward Design**
  - Standards-based Instructional Systems
  - Curriculum Maps (Learning Framework)
  - Collaboration Strategies
  - Questioning Plan
  - Formative Assessment
- **Instructional Technology Integration**
- **Learning Goals & Feedback**

- **Intervention/Extension**
  - Scheduling Flexible Groups
  - Diagnostic/TAG – Targeting Achievement Gaps
- **Instructional Shifts**
  - Text Dependent Questions
- **Instructional Coaching & Monitoring**
  - Learning Walks
  - Professional Learning Communities

Dr. Creel

Instructional Planning and Rigor are key to student learning.

Instructional Planning: Standards based teaching and learning that *utilizes progress monitoring, data driven decisions, collaboration, and differentiation* to meet each student's needs leading to application and mastery.

- ## Backward Design
  - ### Standards-based Instructional Systems
  - ### Curriculum Maps (Learning Framework)

- - Collaboration Strategies
  - Questioning Plan
  - Formative Assessment
- Intervention/Extension
  - Scheduling Flexible Groups
  - Diagnostic/TAG – Targeting Achievement Gaps

Rigor: Rigor is the result of work that ***challenges student's thinking in new and interesting ways*** leading to an increased depth of understanding.

- Learning Goals & Feedback
- Instructional Technology Integration
- Instructional Shifts
  - Text Dependent Questions
- Safety & Behavior
  - Crisis Protocols
  - District/School-wide Positive Behavior Plan
  - Culturally Responsive Classrooms
- Instructional Coaching & Monitoring
  - Learning Walks
  - Professional Learning Communities

Dr. Creel

- We are focused on the A,B,Cs
  - Attendance
  - Behavior
  - Classroom Success

Dr. Creel

Children learn best when they are in school each day. Some of the ways we are working to keep students in school are:

- Early Warning System (EWS) professional development provided to schools and leaders.
- EWS podcast created and provided to schools.
- Shift in focus from average daily attendance to chronic absenteeism in School Improvement Plan.
- Participated in Attendance Works Attendance Awareness Month during September 2018.
- Developed attendance "look-fors" for ABC learning walks.
- Developed attendance data protocols for PLCs.
- Reviewed attendance data and actions with school leaders in quarterly data chats.
- Refined attendance data access in CASTLE.
- Collaborate calls – weekly portion on attendance issues during September.
- Developed attendance information for World Class Notes.
- Professional development provided to Information Specialists regarding attendance policies and procedures.
- Integrated Social Worker representatives into Student Engagement Team problem-

solving work sessions.
- Implemented TimeLEE Graduation including attendance focus with "on time and on track."
- Providing wrap around services for truancy, chronic absenteeism, and addressing attendance barriers.
- Health Services support for medically fragile students to maintain school attendance.
- Connecting attendance issues with MTSS problem-solving.
- Provided technical assistance to schools for Tier 1 attendance initiatives as well as Tier 2 and 3 interventions.
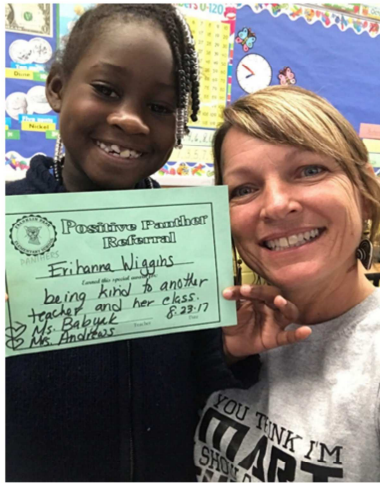
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Students who exhibit good self-control are better able to learn, and allow others to learn in a positive environment.

- Positive longitudinal trends in OSS reductions and declining referral rates, 2012-2018.
- Integrated Code of Student Conduct with Restorative Practices and Alternatives to Suspension.
- Alternatives to Suspension Plans for middle and high schools with Safe Schools categorical funds.
- Integrated behavior improvement with School Improvement Plan for 2018-19.
- Developed behavior "look-fors" for ABC learning walks.
- Developed behavior data protocols for PLC reviews.
- Reviewed behavior data and actions with school leaders during quarterly data chats.
- Partnered with Hanley Foundation to provide substance abuse counseling for all 6-12 schools.
- Restorative Practices professional development provided to middle and high schools.
- Significant reduction in students recommended for alternative placement resulting in the closing of alternative school in Cape Coral.
- Historic agreement signed with NAACP to ensure schools receive diversity training and

focus on reducing OSS for minority students.
- Established and implemented comprehensive school counseling plan.
- Developed and currently implementing district mental health plan in accordance with S.B. 7026, including the expansion of district mental health professionals.
- Continued, re-invigorated, and expanded implementation of PBIS in district schools.
- Developed and implemented PBIS tier 2 & 3 interventions web tool for behavior support.
- Established Office of Positive Prevention and Positive Prevention Taskforce.
- Developed district-wide positive expectations – Ready, Reliable, Responsible, Respectful, Role-Model.
- Developed district Social Emotional Learning (SEL) standards and grade-band targets based on CASEL.
- Continued and expanded implementation of SEL programs – Second Step, Sanford Harmony, Zones of Regulation, and Leader in Me.
- Provided positive behavior support professional development to school leaders.
- Provided professional development on bullying prevention to school leaders and key personnel.
- Provided coaching calls for PBIS and behavior support contacts.
- Provided coaching calls for MTSS intervention specialists.
- Provided technical assistance for Tier 1 behavior support plans as well as Tier 2 and 3 interventions.
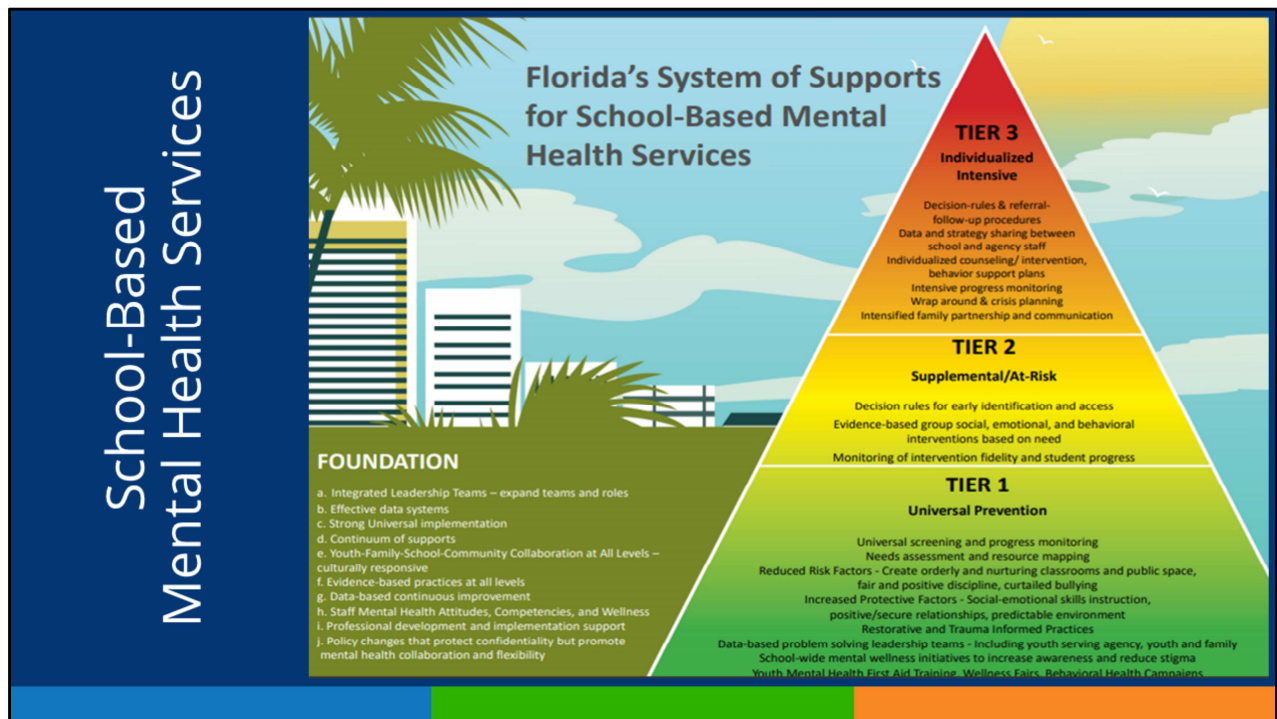
Dr. Creel

Over the past few years, there has been an increased awareness of the need for additional mental health support services in schools. Some of the supports being provided are:

- School-based mental health services provide universal prevention for all students while providing mild, moderate or intensive support to students in need of mental health services.

- Creating safe, orderly, and welcoming learning environments is critical to educating and preparing all of our children and youth to achieve their highest potential and contribute to society. The school district is focused on the ABC's and ensuring access to universal prevention and mental health support for children assists our students in healthy development and academic success. Florida Senate Bill 7026, the Marjory Stoneman Douglas High School Public Safety Act, established a mental health funding allocation for each school district in Florida to support access to school-based mental health services as part of a multi-tiered system of support.

- We convened a multi-disciplinary district committee to assess mental health needs and

identify gaps and areas for growth. We planned the mental health allocation to address those gaps following evidence-based models for creating a comprehensive approach that facilitates interdisciplinary collaboration and builds on a multitiered system of supports.

- Identified areas of need were:
    - mental health counseling services at the Success Academy
    - collaborative school mental health problem-solving teams
    - mild and moderate school-based mental health supports beyond crisis-level interventions currently offered
    - wrap-around services for students and families
    - referral pathways for students in need of intensive mental health support (i.e. community-based mental health counseling services)

- The mental health allocation funded:
    - additional school social workers and school psychologists to work in tandem with the school counselors as part of the school mental health team
    - training for school mental health teams
    - behavior support for schools (actively seeking these positions)
    - community partnerships to provide referral pathways to students in need of community-based mental health counseling services (with parental permission and interest)
        - Intake clinicians added at SalusCare, along with direct access by school mental health professionals to dedicated staff to facilitate referrals and wraparound services between SalusCare and the District
    - full-time licensed mental health counselor at Success Academy

- These initiatives support the District Strategic Plan and Goals through alignment with the key strategic initiative to increase focus on the social and emotional health of students

- Outcomes of the school mental health services initiatives shall be measured as follows:
    - Number of students who received mild, moderate, or intensive mental health services by school-based mental health professionals
    - Number of student referred to community-based mental health programs, agencies, or providers
    - Of the number of students referred for services, how many engaged in the services offered and how many parents declined services
    - Of the students referred for services, the number of students that were able to move from tiers 2 or 3 to a lower tier as a result of services
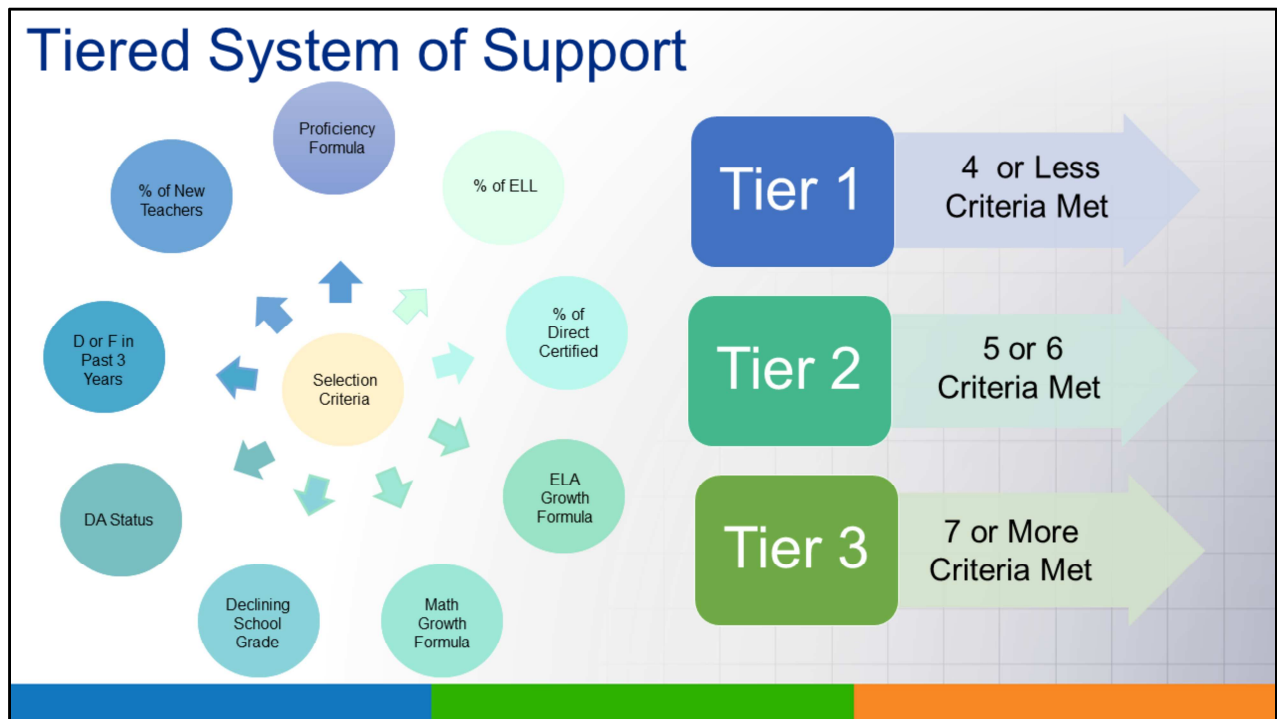
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There are Nine Criteria Total
1. Proficiency Formula   ELA x 3, Math x 2, Science x 1, Social Studies x 1 from previous FSA
2. % of ELL Students   Greater Than District Average
3. Direct Certified Percentage of 60% or Above
4. ELA Growth Formula (District L25)   Any school above the district number of students in the district's L25 category FY18 was 1.23. In elementary based on proportion of students in grades 3,4,5; Middle all students; High grades 9-10
5. Math Growth Formula (District L25)   Any school above the district number of students in the district's L25 category FY18 was 1.23. In elementary based on proportion of students in grades 3,4,5; Middle all students; High grades 9-10
6. % of New Teachers (year 0-2) Greater Than District Average
7. Declining School Grade   Declining school grade from the previous year or C/D borderline.
8. D or F in past the past three years   D or F in 15-16; 16-17; or 17-18
9. DA School Within the Past Two Years   D or F Schools within the past two years. FY16, FY17, FY18
   Notes: *ESE was reviewed but did not impact the tiering of schools

Tiered Approach to School Support

Tier 3 = Seven-Nine, Out of Nine Criteria Present Criteria Present

Tier 2 = Five or Six Out of Nine Criteria Present

e of the ways we provide support to our students with the greatest needs is through our tiered system of support.

Continuous Tiered School Supports					
	All Schools	Tier 1 (55)	Tier 2 (12)	Tier 3 (17)	DA (1)
Monday Briefing Collaborate Sessions	Weekly				
World Class Notes	Weekly				
Peer Collaborative Principals	Monthly				
Content Support for Principals and APs - Meetings	Monthly				
Curriculum Maps/Instructional Guides	Adopt/Adapt				
Progress Monitoring	Quarterly				
Data Chats and Strategic Planning	Quarterly				
Formative Assessments - Standards Based Mastery	Two Times Per Quarter				
eLearning Walks		Two Times Per Semester	Three Times Per Semester	Monthly	Monthly
Content Support Dialogue with the School Leadership Team		Two Times Per Semester	Three Times Per Semester	Monthly	Monthly
ELA -Coordinators, Content Specialists, Coaches		Two Times Per Semester	Three Times Per Semester	Monthly	Monthly

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This table illustrates the supports provided, as well the frequency of each.

Curriculum Maps: *What do we want all students to learn?*

Instructional Alignment	Scope and Sequence of Targeted Standards	Differentiation
• Ensures District Alignment and Pacing for All Content Areas and Grade Levels	• Logical Sequence of Instruction • Designed for Standards Mastery	• ESE • Gifted • ELL • Approaching • Below • On Grade Level • Exceeds

Introduction Video

Dr. Creel

Curriculum Maps and Instructional Guides were created with the end in mind. They incorporate high yield strategies to ensure engagement and mastery of standards. Teachers are to adopt the scope and sequence of the Curriculum Maps and adapt the instructional guides to meet their individual classroom needs.

The Curriculum Maps follow a logical sequence of instruction and are a thoughtful approach to addressing the skills and mastery needed to successfully move students from kindergarten through graduation. The tested standards are taught prior to the state assessment to ensure students have the maximum opportunity to demonstrate mastery. Although the Curriculum Maps may not follow the scope and sequence of a textbook resource, they were developed after researching best practices with high performing teachers. In addition, we researched highly proficient districts to examine their standards progression. To teach the standards to the depth and breadth required, the progression builds upon previous standards and allows students to have multiple experiences with foundational skills and knowledge needed to cement their learning for future standards that require more rigorous abstract thinking and application.

By following the scope and sequence of the Curriculum Maps, our district works more

efficiently. Teachers who are at the same grade level or teach the same course will have common language, can share best practices, and work together to solve problems in order to raise student achievement. This will ensure populations with high mobility are taught the standards in the same scope and sequence, which will alleviate achievement gaps.

Curriculum Maps were created by highly effective teachers across the district. The Curriculum Maps are presented at the Principal and APC meeting, Content Area contact meetings, and sent to all instructional staff prior to the school year beginning to collect feedback and make adjustments.

Curriculum Maps were created for the following subject areas:
Elementary: K-5 Reading, Math, and Science
Middle School: 6-8 ELA and tested areas for Math, Science, and Social Studies
High School: 9-10 ELA, Biology, Environmental Science, US History, Algebra and Geometry

Attached to each Curriculum Map are resources for ESE and ELL. The Curriculum department, ESE department, and ESOL department worked collaboratively to align the Curriculum Maps with best practices for instructing ESE and ELL students. ESE provides supports for access standards, gifted standards, and Florida standards. ELL give WIDA descriptors for each level of proficiency in English.

All Curriculum Maps follow the same format for consistency across subject areas and grade levels. In each Curriculum Map, **Units** will be in sequential order by number. Each unit will have a **Concept** (theme, big idea) and a **Duration** which is the suggested pace of the unit. The **Standards** on the Curriculum Map will be the focus standards or the standards that will receive explicit instruction during the lesson. The **"Do"** column is about what the students are expected to do (skills or competencies). The **"Know"** column details the facts, vocabulary, dates, places, names, and/or examples you want students to give you. The **"EQ"** is the essential question. The EQ will include what the key ideas that are essential for all students to know for this learning chunk. The **"Assignment"** column will give suggestions for how to measure mastery of the focus standards for the lesson. The assignment can be formal or informal. The assignments are about measuring students' mastery and the data should be used to drive instruction.

Instructional Guides

Framework for Learning
- Serve as a framework for teachers to review instructional approaches and move students toward mastery of targeted standards.

Backward Design & Four PLC Questions
- Based on the Backward Design Model and includes support for addressing the Four PLC questions, which assist teachers in targeting standards while offering resources and strategies to enrich or remediate students as the data determines.

Purposeful Resource
- Are designed to support all teachers, but especially helpful for new teachers and alternative certification teachers.
- Enable PLCs to collaboratively plan and problem solve using high yield strategies and best practices for teaching standards to mastery.

Dr. Creel

Student achievement and teacher retention are the driving force for the development of instructional guides. It is critical to support new teachers so that students don't lose ground while teachers are learning their craft and curriculum. The support is also needed to alleviate stressors on our new teachers. We have 500-700 new teachers join our team every year and many of the teachers are alternative certification teachers. They often have additional coursework to complete in our New Teacher program to learn pedagogy and comply with state mandates.

Instructional guides are for teachers and are created by teachers. We asked principals to nominate their best teachers to plan and work with the Curriculum team. We paid teachers their hourly rate to write and vet the instructional guides. Each instructional guide takes approximately 3-5 hours for the first draft. In addition, we ask for district feedback from our department chairs, academic coaches, and administration to make adjustments and address the varying needs of teachers and students. We also have a district feedback form that we monitor where teachers and administrators can share concerns and offer suggestions. The input has been valuable as our guides are fluid and have been revised based on feedback from our teachers in order to address concerns and make improvements.

The instructional guides serve as a resource that teachers may use to review approaches to instruction. They are a support and not a mandate. Teachers are asked to use their professional judgment and student data to determine how to best utilize the instructional guides and resources linked in the learning activities. Some teachers choose to use them as their lesson plan and others use them to generate new approaches or ideas to standards mastery through lesson study during PLCs.

They include:
- the standards that will be addressed in each lesson to define what students are expected to learn
- the specific Learning Goals that will drive each lesson.
- the Essential Question for communicating Learning Goals to students
- examples of questions to address the rigor, breadth and depth of the standard
- progress monitoring resources and an assignment for each lesson that will serve as an indication of mastery to determine whether students have complete understanding of the learning goals or if remediation is required
- differentiation opportunities and supports to assist and/or extend learning.

They were developed from our trainings with Learning Focused and Backward Design. They follow the backward design model for planning a lesson. In the backward design model, teachers are asked to begin with the end in mind. They must consider what it is they want the students to know and then determine the measures for assessing learning. Once those decisions are made, the instructional guides use high yield strategies and best practices to help with the teaching of standards.
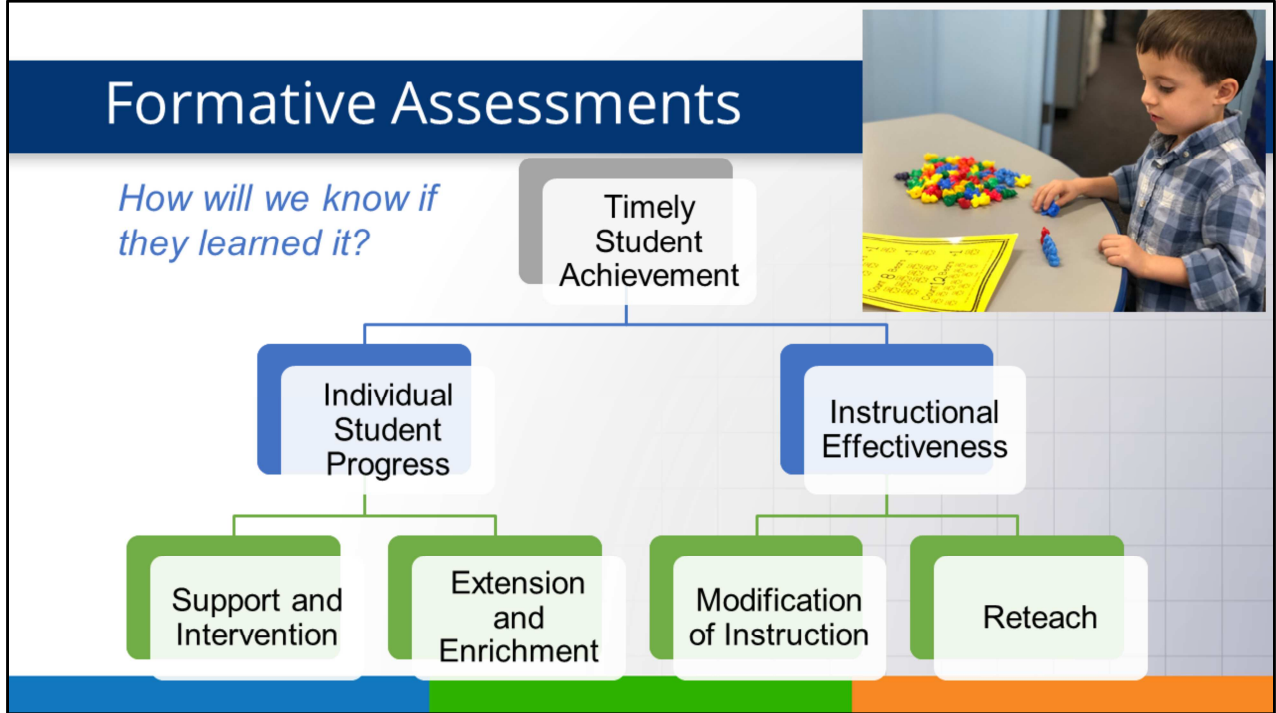
Dr. Creel

District Formatives were developed so that teachers could examine how students are performing on the targeted standards from the Curriculum Maps. The formatives and STAR windows are at equal time intervals, every 3 to 6 weeks, so that teachers can monitor growth, determine gaps, and have the data needed to plan interventions and enrichments that will enable students to move toward mastery of the standards.

Formative Assessments were created for the following subject areas:
- Elementary: 1-5 ELA, K-5 Math, and grade 5 Science
- Middle School : 6-8 ELA and Math, Civics, and grade 8 Science
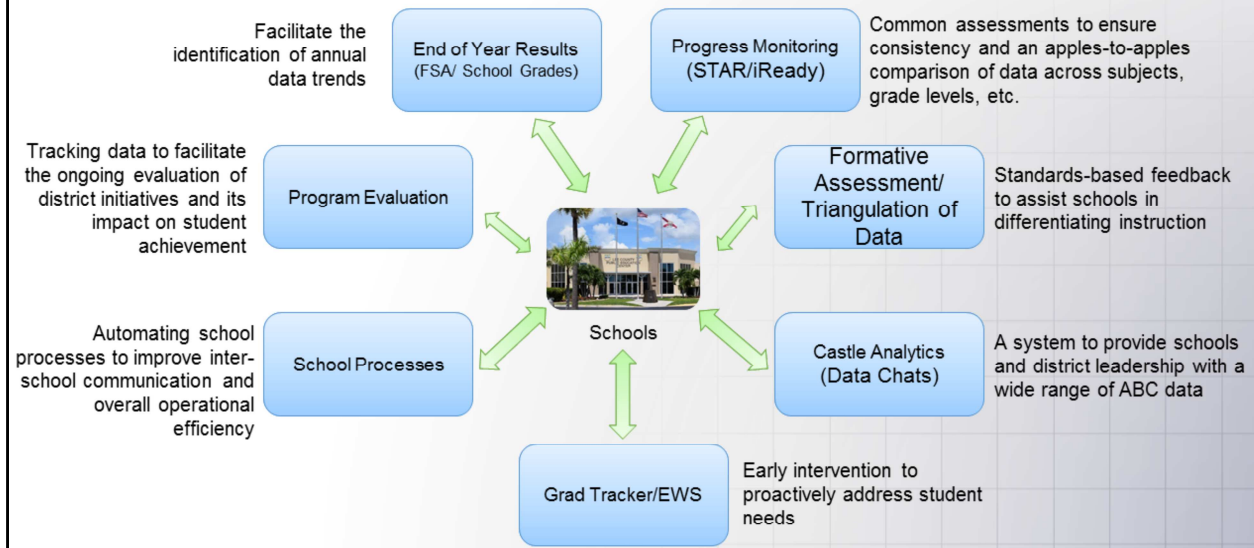- High School: 9-10 ELA, Algebra 1, Geometry, US History, and Biology

This data is used during PLCs to guide the conversation of next steps. Following a district set of PLC protocols, teams - whether grade level or subject area, can determine areas of need or enrichment for specific students and design small group instruction that is differentiated.

In PLCs teachers can prepare to take next steps:
1. Summarize findings in a problem/goal statement

2. Identify priorities for solutions, e.g. verifying causes, re-teaching, extensions.
3. Determine who, what, where, when to address intervention/enrichment.

Data Supports

Facilitate the identification of annual data trends	End of Year Results (FSA/ School Grades)	Progress Monitoring (STAR/iReady) — Common assessments to ensure consistency and an apples-to-apples comparison of data across subjects, grade levels, etc.
Tracking data to facilitate the ongoing evaluation of district initiatives and its impact on student achievement	Program Evaluation	Formative Assessment/ Triangulation of Data — Standards-based feedback to assist schools in differentiating instruction
Automating school processes to improve inter-school communication and overall operational efficiency	School Processes	Castle Analytics (Data Chats) — A system to provide schools and district leadership with a wide range of ABC data
	Grad Tracker/EWS — Early intervention to proactively address student needs	

Schools

The Department of Accountability, Research, and Assessment provides support for the District in the areas of standardized test administration, data analysis, and data display. The focus in recent years has been on the development of a District software application called Castle, where data related to attendance, behavior and classroom success (ABCs) and other important school and district data is displayed and made available electronically.

A wide range of data elements are included in Castle from high level district and school summaries of attendance and achievement data to individual student progress monitoring and other data which allows schools to identify students for academic intervention. In addition, some important school processes have been rendered more efficient utilizing this technology.

Select charts and visuals - for each category - are available as individual slides in the Appendix at the end of the presentation.

End of Year Results (FSA/School Grades)

Florida Standards Assessment (FSA) as well as school grading results for the District and schools is displayed for a period of years in order to facilitate the identification of

trends. This data is often used in the determination of District strategic plan goals and School Improvement Plan goals.

Castle Analytics (Data Chats)

A special section of Castle has been dedicated to providing schools with a quarterly view of a wide range of ABC data.

Attendance data such as the percent of students with excessive absences is broken down by grade level and subgroup so that school administrators and teachers can focus on students with attendance issues.

Behavior data around the number of referrals, etc. is also aggregated for ease of interpretation, as well as broken down by subgroup.

Classroom Success data includes STAR and Formative data as well as early warning indicators.

In each case, school administrators are able to identify students doing well and also those in need of further assistance.

This continues to be a work in progress but the goal is to provide principals and District administrators with both current and quarterly frozen data in order to formulate and modify appropriate intervention strategies at their schools.

Graduation Tracker/Early Warning System

The **Grad Tracker** has been developed in Castle to assist with the tracking of high school students and graduation requirements. Each school can access a list of their students which indicates whether they have satisfied GPA, credit, and FSA assessment requirements. This monitoring begins in 9th grade and allows for early intervention to proactively address students in situations where they are not keeping up with requirements. The District Graduation Coordinator, along with other District administrators, visit high schools in order to train school staff on the use and interpretation of Grad Tracker data.

The **Early Warning System** (EWS) was developed to identify schools as early as Kindergarten who display "at-risk" indicators. Data indicators for this report were identified in the research as predictors of obstacles to graduating from high school. Indicators include:

- Absences in the first 20 days of school.
- More than 10% of days absent.
- One or more behavior referrals.

- One or more school enrollment changes (mobility).
- Class failures.
- Low performance on STAR/FSA assessments.

> The EWS is utilized to identify students as early as possible for intervention such as inclusion in the MTSS process.

School Processes

> A wide variety of data and functionality is included in Castle having to do with rendering school processes more efficient.

- Hall Passes
- Parent Contacts
- Discipline Cards (Discipline Management)
- Busing and Dismissals
- Student Requests (to see counselors, administrators, social workers, etc.)
- Building Requests (from teachers/staff to building supervisors and facility administrators)

Program Evaluation

> The tracking of all of the data mentioned here allows for continuing evaluation of District initiatives. For example, the District is preparing to utilize student achievement data (FSA and formative) to determine the impact of the iReady pilot being conducted by several elementary schools.

Formative Assessments/Triangulation of Data

Results of District Formative Assessments are also displayed in Castle by student, teacher, and course. This data is specifically tied to grade level standards and therefore, students not doing well on specific standards can be identified for further assistance and school and District trends can be examined.

The triangulation of data, or reviewing of varying types of data (FSA, STAR, formative), has become an important part of seeing a complete picture of the academic learning occurring within a school or classroom. This is the first year of District implementation of formative assessments in the core subject areas (at least in recent years), and therefore, it is expected that further refining of these assessments will continue as we analyze the correlation of these results with STAR and FSA and receive feedback from school personnel.

Progress Monitoring/STAR/iReady

The District administers STAR Reading and Math across all grade levels each quarter in order to have common assessment data to focus on. This includes a Baseline administration and end of Quarter 1, 2, and 3 administrations. In this way, everyone in the District is reviewing the same data at similar times during the school year. The STAR assessment was selected several years ago for a variety of reasons:

- It can be administered in 20-30 minutes.
- It focuses on important skills essential to reading and math development.
- It provides a National Percentile Rank which helps educators and parents gauge children's learning within a national context.
- Renaissance Learning has partnered with Compass Learning in providing the results of the STAR assessments which determine learning paths in the Compass instructional program.
- The District is able to establish cut-scores based on the relationship of STAR results to FSA assessment results.
- The results allow the District to monitoring progress toward the end of year State FSA assessment.

For example, analysis conducted by the Dept. of Accountability, Research, and Assessment reveal a high level of correlation between STAR and FSA scores:

STAR RD vs FSA ELA Sp2018

	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
	Gr9	Gr10				
Number of Students	6253	6092	6118	5811		
	5594	5489	5820	5263		
Correlation (Pearson r)	0.83	0.81	0.84	0.86	0.85	
	0.87	0.86	0.87			

STAR Math vs FSA Math Sp2018

	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
Number of Students	6216	6095	6093	4115		
	6731	3664				
Correlation (Pearson r)	0.83	0.84	0.84	0.80	0.85	
	0.85					

NOTE: Several elementary schools are piloting iReady this school year. iReady data is

included in progress monitoring data for these schools.

STAR/iReady data is utilized for several purposes at the classroom, school and District levels. STAR reports, including the TAG report (report of how students did on the standards assessed by STAR), are used to identify students in need of academic help and intervention. Overall, grade level and school results help to predict if schools are on track to perform well on the end of year FSA assessments.

STAR/iReady results are also one piece of data that is reviewed quarterly in Data Chat sessions (where principals attend a District meeting where ABC data is analyzed and used to modify school interventions).

eLearning Walks

Framework

Implementation Timeline and Feedback Cycle

Protocol

Implementation

eLearning Walk Template

eLearning Walk Debrief Template

Results

Formative Data Fall 2018
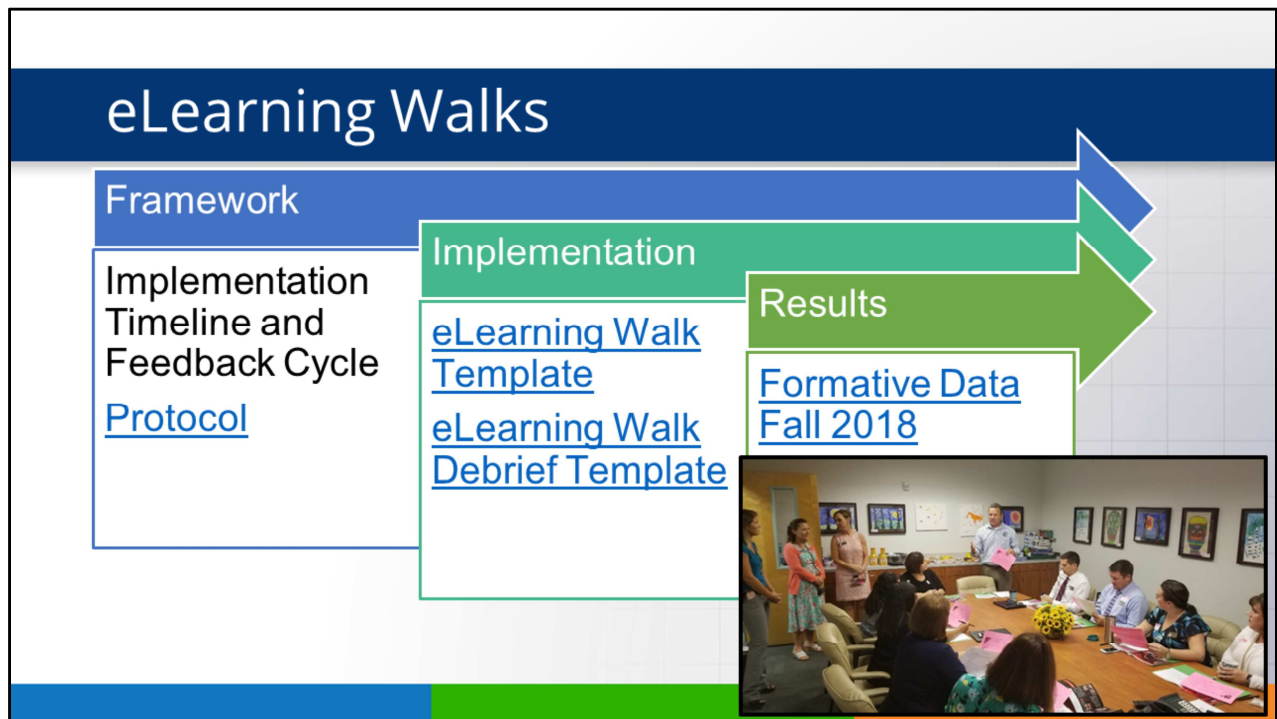
Dr. Creel

- eLearning Walks were developed as part of the Tiered Support System.
- An eLearning Walk committee formed out of Academic Cabinet with the purpose of further developing eLearning Walks.
- The committee met and focused on the Why, How, and What for eLearning Walks. The committee drafted a protocol document in order to help frame the work of eLearning Walk Teams.
- Committee vetted the draft protocol document with the Academic Cabinet.
- eLearning Walks were presented to all principals and assistant principals at the monthly principal's meeting.
- Teams were created for Elementary and Secondary Schools out of Academic Cabinet team members (based on school needs and member expertise).
- Teams gathered at a middle school to complete a walkthrough together prior to officially beginning eLearning Walks.
- Teams completed the first series of eLearning Walks and requested feedback from principals during a monthly principal's meeting as well as the Academic Cabinet.
- The eLearning Walk Template and protocols were revised to reflect the

feedback provided by principals and Academic Cabinet.
- Adjustments were made to frequency of the walks and the indicators on the eLearning Walk Template.
- Academic Cabinet agreed upon a common debrief template used by all eLearning Walk Teams.
- Formative data was presented to all principals at the monthly principal's meeting on eLearning Walk.
- eLearning Walk Debrief Template added to the platform.

Dr. Creel

To continue the focus on Attendance, Behavior, and Classroom Success, the data chats guide the conversation of the progress toward reaching the goals within the school improvement plan.

Each quarter, principal teams come together in collaboration with central office divisions and departments including Human Resources, Academic Services, Title I, ELL, and ESE to touch base on the most current data.

Each school shares their current status as it relates to the Early Warning Systems and Academic Progress Monitoring Data.

The principals use the ABCs as the framework of the discussion as they share progress toward reaching school improvement goals and areas of opportunities.

The principals then share ideas to address any opportunities and district staff is there to offer immediate support if needed.

Strategic planning meetings occur for groups as needed to discuss over arching supports being created for schools; as well as, deepening the conversation regarding topics such as planning for intervention, professional learning communities, maximizing time in the master schedule, and brainstorming research based strategies to address opportunities.

The conversations are quite powerful as there is a high sense of purpose, teamwork, and collaboration.

Dr. Creel

We communicate our District focus every year with our summer leadership trainings. We follow up with our preschool training for all instructional staff and leaders. To continue to build knowledge and gauge need for support, we hold weekly Collaborate sessions with all District Leadership and provide updates and just in time resources in the weekly newsletters

Administrators receive monthly professional development to strengthen our academic focus and receive timely updates from all divisions.

The Curriculum team provides trainers for the monthly professional development for new teacher support. We also provide team members to community and board advisory committees like the Curriculum Advisory Committee and the District Advisory Committee.

We provide monthly support to our content coaches and contacts and quarterly support for our department chairs and instructional leaders. Our monthly support also includes newsletters and webinars that highlight the approaching standards for each core area so that administrators know what to look for in the classrooms

and so that teachers can use in PLCs to plan instruction to meet the demands of the standards.

To build a reciprocal approach to teaching the standards, our teachers are able to communicate concerns and share ideas on our feedback form, as well as through our instructional lead trainings and meetings. This feedback has been invaluable as we mold and shape our teaching resources.

Dr. Creel

This slide shows a listing of our schools and programs within each of our 3 zones.

Community Participation & Support – A Few Highlights

Build My Future

STEMtastic

Book Battle

Dancing Classrooms

Do The Right Thing

Dictionary Day

The School District of Lee County has very strong partnerships with our community. We understand the importance of the community in educating the whole child. Our staff works with many organizations to enrich learning experiences for our students and teachers.

To enrich experiences in science, our students are afforded the opportunity to be involved in events like STEMtastic, Science Fair, and Inventor's Fair. We also partner with the Lee County Mosquito District and the Lee County Waste Management to provide field experiences with leading experts in the community.

Reading enrichment opportunities are provided by partnering with the Lee County Library System, The Lee County Reading Festival, Book Battle, and the states Celebrate Literacy Initiative, as well as programs like Teen Trendsetters from the Barbara Bush Foundation for Literacy.

Our district embarks on several math competitions, mock trial, History Fair, the A-Team challenge to name a few.

We partner with our local Rotary Club for Dictionary Day. The Lee County

Foundation provides scholarships for teachers and students, as well as host and sponsor events such as the Strides for Education.

Our local law enforcement also partners with our district in providing safety and awarding students for positive behavior with their monthly recognition of the Do The Right Thing Awards.

Our schools also host productions for our Fine Arts and many of our community members enjoy coming to a band performance, a choral production and other well-known events like The Nutcracker, which is so overly attended that the performance has been moved to a community theater at our local college.

Although the district is large, the community and schools really come together in times of need. During Hurricane Irma, many of our schools and our district staff hosted food banks, fed local citizens meals and provided necessary relief supplies.
Our children are an important resource to the community and our community is an important resource to our district. There are so many opportunities for our district to work with the community and we do our best to recognize outstanding volunteers each and every year.

Graduation Rate Trends
Graduating More Students Every Year
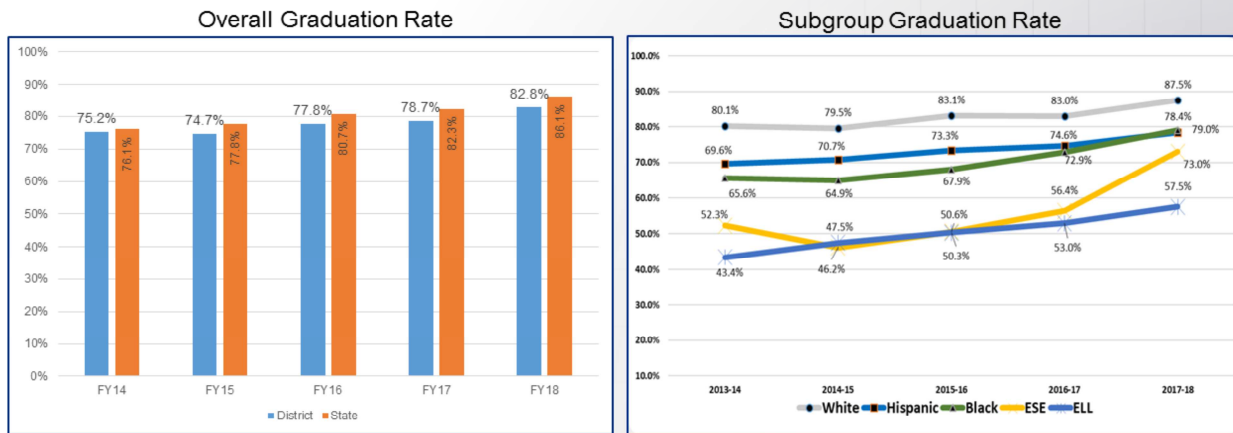
The State of Florida employs the Federal Uniform Graduation Rate in its accountability measures. The grad rate is a cohort-based calculation which identifies students entering 9th grade for the first time and tracks them over a four-year period.

Students who withdraw from the District to enroll in another public school or a private school are taken out of the calculation. Students entering the District are added to the calculation.

Only students qualifying for a standard diploma are counted as graduates in this formula. Students considered non-graduates are:

- Dropouts
- Certificate of Completion recipients
- GED recipients
- Continuing enrollees who are not on-time graduates
- Special Diplomas
- Transfers to Adult education programs or Dept. of Juvenile Justice facilities who are not standard diploma recipients

The District's graduation rate rose by 3 percentage points in 2017-18 and, at 82.8%, is the

highest it's ever been.

The graduation rates of our District subgroups are trending positively as well. The graduation rate of African-American students rose more than 13 percentage points during the last five years and the success rate of our Hispanic students increased by more than 8 percentage points.

Change in Grad Rate of District Subgroups over the past five years:

- African-American Students = 13.4 percentage points
- Hispanic Students = 8.8 percentage points
- ESE Students =20.7 percentage points
- ELL Students = 14.1 percentage points

District initiatives that have focused on graduating a higher percentage of students are:

Designation of the District Graduation Coordinator
> Year two of the position, first year impact on graduation rates, PK-12 initiative, SWD and ELL subgroup focus, early identification of student's at risk based on research, EWS districtwide podcast to build awareness, color coded system of projecting real time graduation data (embedded within the school quarterly data chats), ABC philosophy (attendance, behavior, classroom success), designation of Graduation Champions within in high school for enhancement of the Cohort File Editing Process with support and training

Implementation of a Graduation Tracker and Early Warning System in Castle (district developed software).
> EWS Training includes District Intervention Specialist and entails a 3 hour in-service course that has been broken into smaller increments for faculty and staff, embedded School Level Resource Guide, Individual Graduation Plan document aligned with SDLC student progression plan, 1718 Instruction Survey Results stated our highest scoring areas included having systems in place for tracking and monitoring at-risk students

Administration of SAT School Day for seniors.
> Partnering with charter schools, enhancing the opportunity to meet FSA ELA graduation requirement through the concordant score demonstrated drastic improvements (insert # of students demonstrated proficiency through concordant score)

Lee County Schools Preparing Life Ready Graduates
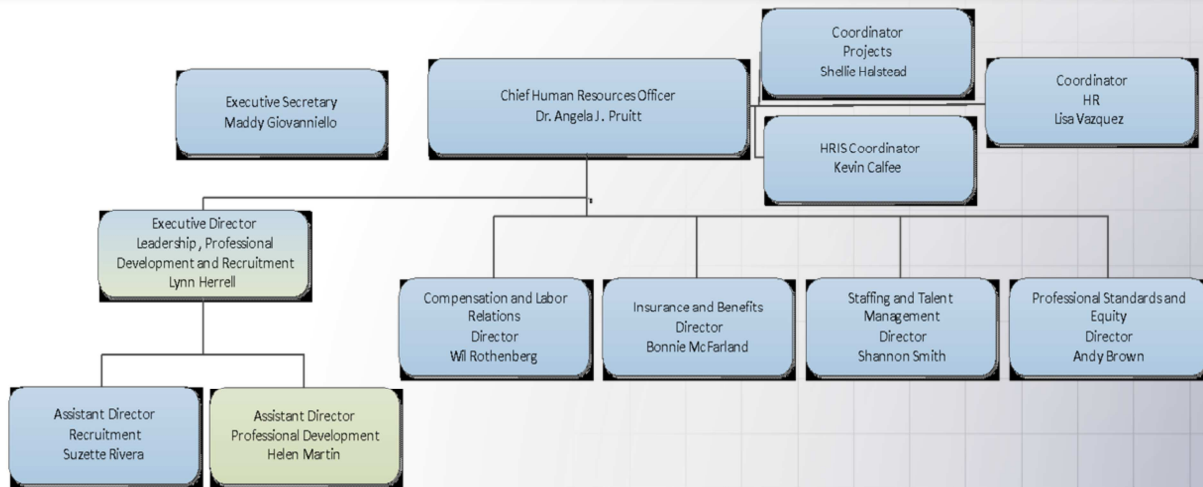
Workforce Success

Strategic Objective

Create a culture of support and high
performance for all employees

Dr. Angela J. Pruitt, PMP, SHRM-SCP
Chief Human Resources Officer

Division of Human Resources

Dr. Pruitt

Current Organizational Chart for the Human Resources Division. Professional Development was added in FY18.

Workforce & Continuous Improvement : *Hire, evaluate, and retain the most qualified and effective employees with diverse backgrounds and experience.*

1. • Ensure all schools are led by Highly Effective principals and Assistant Principals.

2. • Attract and hire highly qualified and effective teachers, administrators, and support staff.

3. • Retain and support the growth of high-performing teachers, administrators, and support staff.

4. • Ensure all staff members have access to health and wellness opportunities.

Dr. Pruitt

Current Human Resources Division Objectives. All work is tied to these objectives.

Dr. Pruitt

There are three overarching areas that the work of HR addresses.
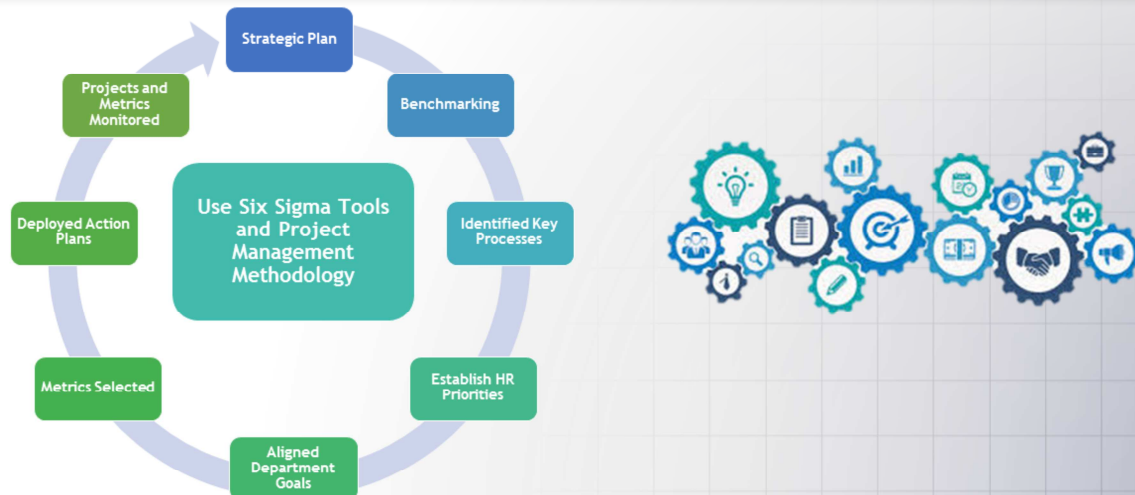
Dr. Pruitt

Three years ago the HR Division trained all staff in Six Sigma Yellow Belt, followed by all HR leadership and other key staff were Green Belt trained. This revolutionized how the work in HR is accomplished. The day to day work continues while all departments engage in projects and initiatives that improve the processes of the day to day work.

Dr. Pruitt

Continuous improvement relies on regularly monitoring the work. For example, Climate Surveys and resulting changes.
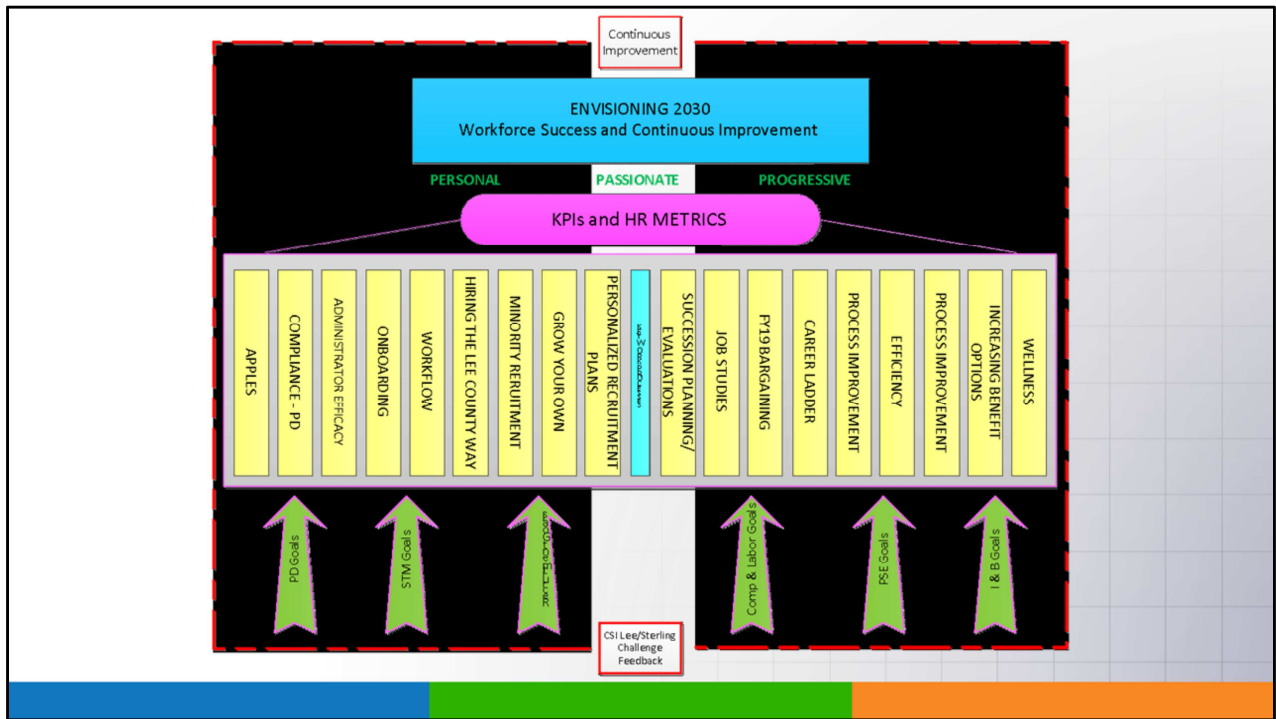
Dr. Pruitt

This is a visual representation of the HR strategic plan.

Dr. Pruitt

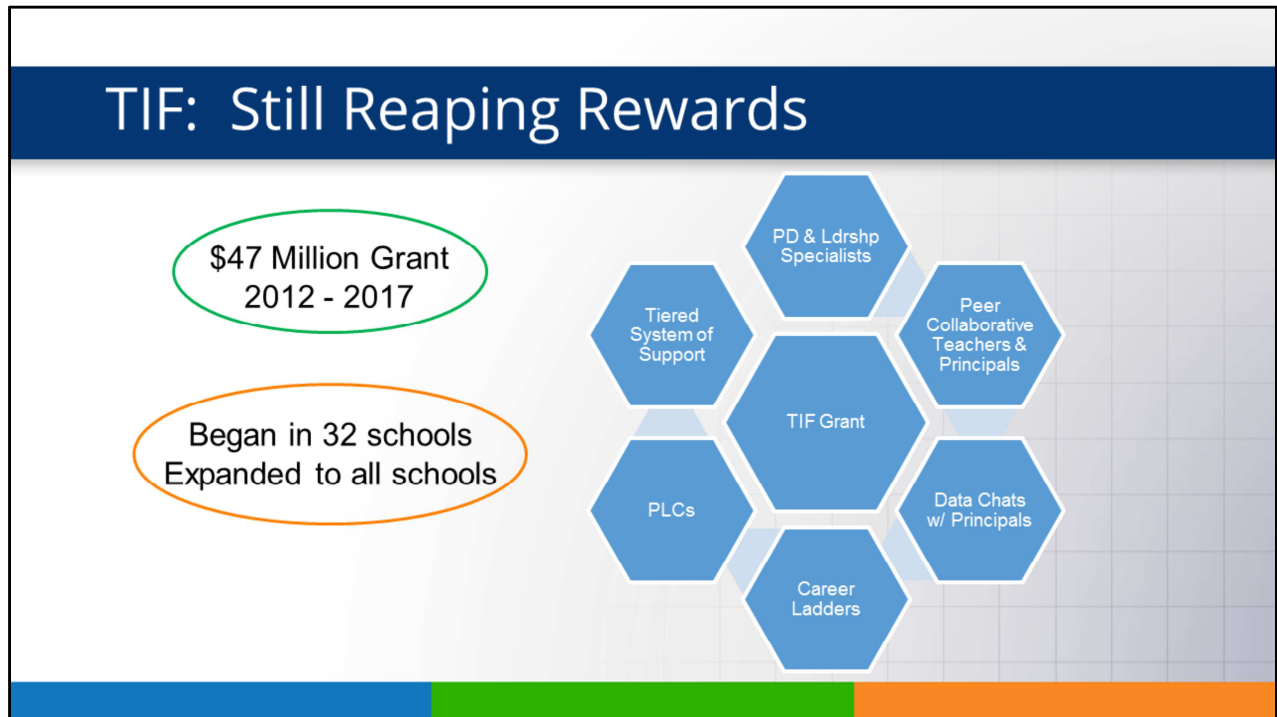HR Black Belt project. Led to the comprehensive HR Retention Plan.

HR FY19 Retention Plan
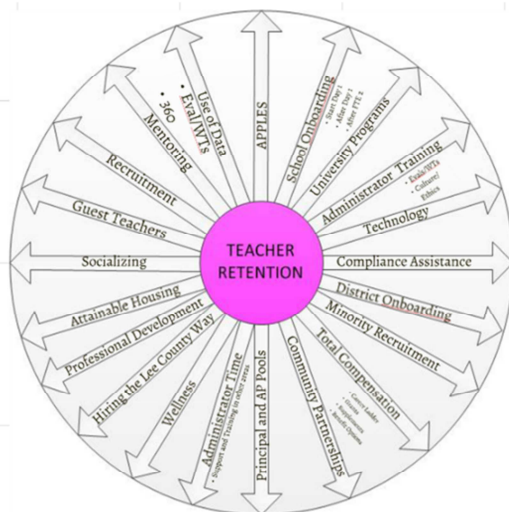
Dr. Pruitt

This wheel represents the multi faceted approach to teacher retention.

TIF: Still Reaping Rewards

$47 Million Grant 2012 - 2017

Began in 32 schools Expanded to all schools

PD & Ldrshp Specialists

Tiered System of Support

Peer Collaborative Teachers & Principals

TIF Grant

PLCs

Data Chats w/ Principals

Career Ladders

Dr. Pruitt

Six years ago, the Teacher Incentive Fund (TIF) Grant was the launching point of many initiatives within our school district which have continuously improved over time.

The $47 million dollar grant was implemented from 2012-2017 for the goals of increasing the number of highly effective teachers, increasing teacher retention rates, and ultimately effecting student achievement.

The TIF grant allowed the school district to evaluate the effectiveness of the initiatives within the 32 schools (20 elementary, 5 middle, 7 high) and as a result, the expansion of the programs in all schools district wide as we see it today.

The initiatives resulted in accomplishments such as increased graduation rates, increase in A and B schools, decrease of our DA schools as mentioned earlier in the presentation, and many more cross divisional accomplishments.

The following initiatives were created and implemented in 32 of our most at risk schools initially six years ago and are currently sustained and expanded to all of our schools.

Professional Development and Leadership Specialists
        Job description created and implemented

Teacher Leaders – now named Peer Collaborative Teachers
>Job description created and implemented

Principal Leads Program – now named Peer Collaborative Principals
>Job description created and implemented

Teacher Mentor Program for New Teachers
>Job Description created and implemented. This is not APPLES

Career Ladder with Financial Incentives; accompanying Professional Development Plan developed and implemented

Career Ladder for Principals with Financial Incentives

Tiered System of Support

Hard to Staff School and Subject Area Financial Incentives

Professional Learning Communities

Data Chats With School Principals

Dr. Pruitt

The Career Ladder Committee is comprised of District and TALC representatives who utilize the Interest-Based Process to reach consensus on key issues related to the strategic development of the Career Ladder as a meaningful promotion and advancement system for Instructional Staff

Requirements fall under six (6) categories: mentoring, professional experience, performance evaluations, professional development, certification, and participation
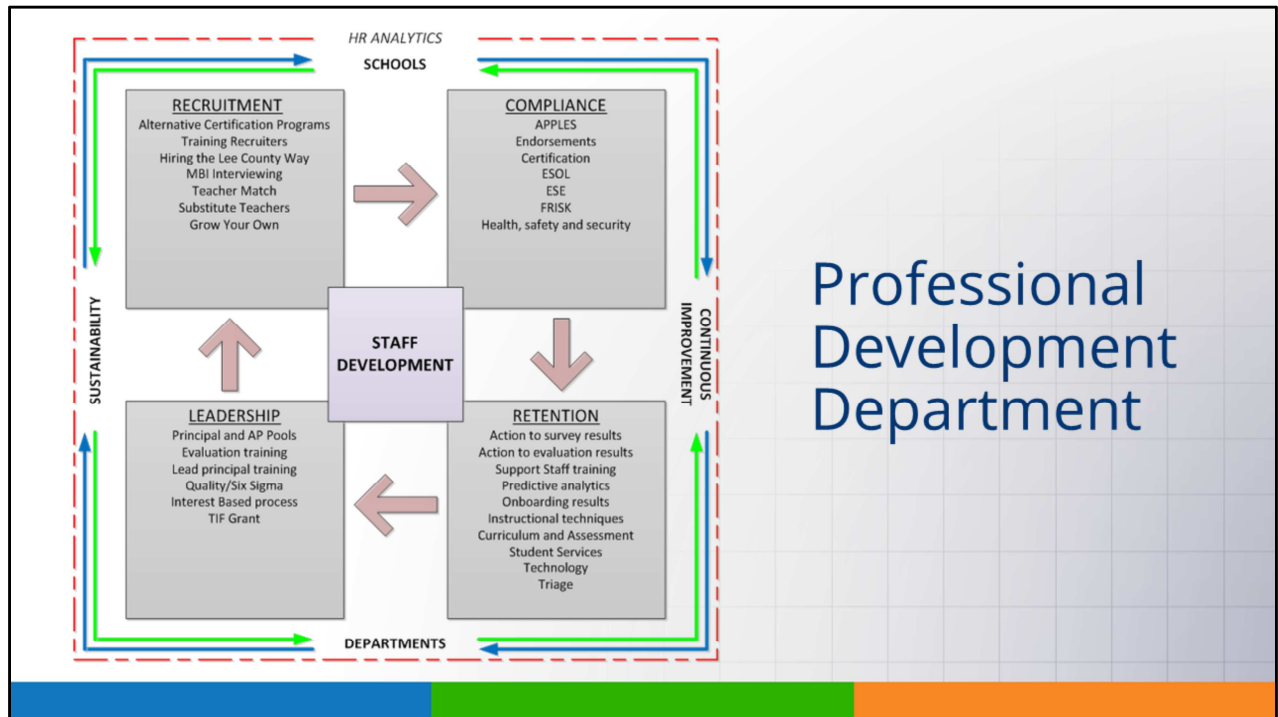
Dr. Pruitt

Adding the Professional Development Department in FY 18 allowed HR to directly impact the work in the district.
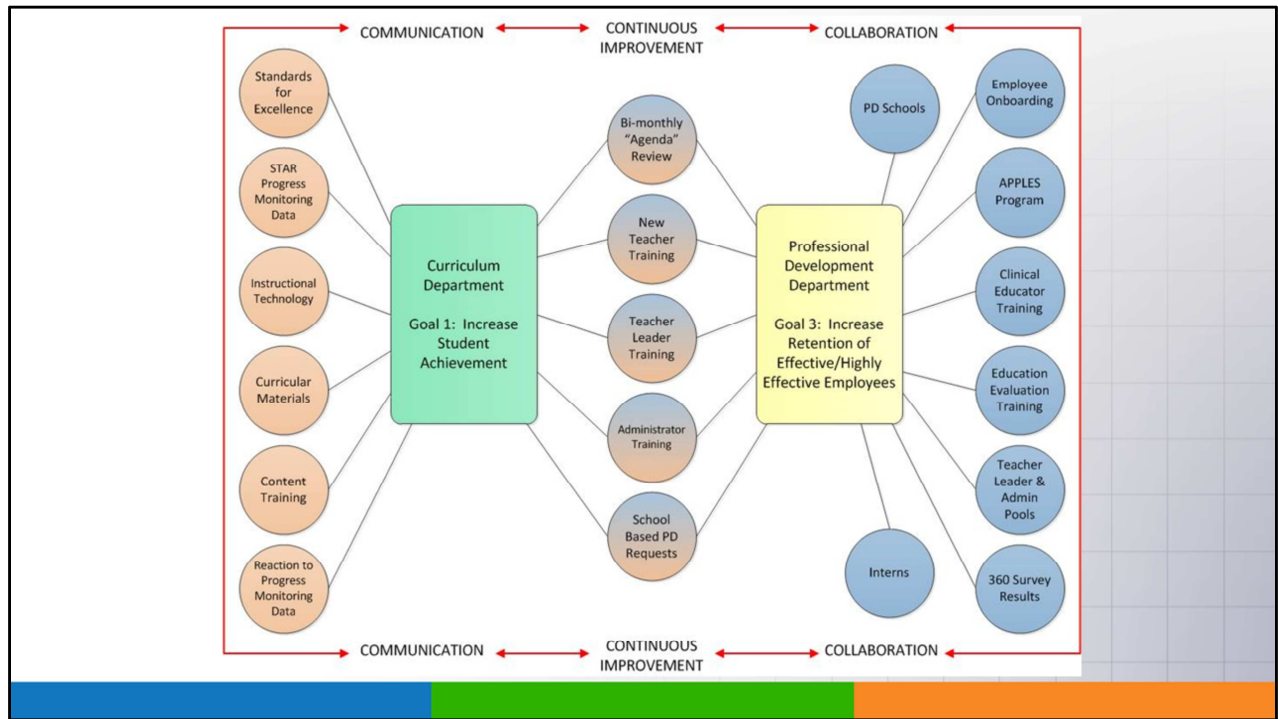
Dr. Pruitt

Academic Services and Human Resources working jointly to make sure the work is consistent throughout the district. It also allows for systematic support to schools and teachers.

Dr. Pruitt

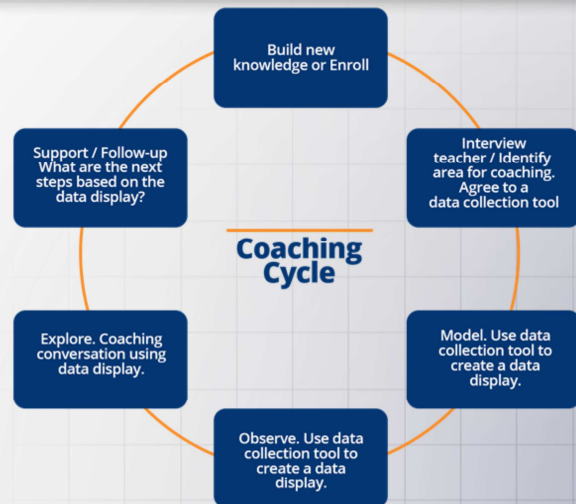The PCT model has been lauded by the state for its structure and support to teachers in the district. The state is using our district as the model for implementation.

New 2 Teaching Academy

Overview	▪ Focus Areas:
	   1) Managing the Learning Environment
	   2) Planning and Preparation for Teaching and Learning
	   3) Instructional Resources and Technology
	▪ Paid participation

Eligibility	▪ First year teacher with no previous experience ▪ Eligible for a Florida temporary certificate ▪ Hold a valid Florida Statement of Eligibility
Follow-Up and Support	▪ Job-embedded support during 1st week of school ▪ Quarterly professional development available

Dr. Pruitt

- New 2 Teaching Academy
- Overview
    - Focus on Managing the Learning Environment; Planning and Preparation for Teaching and Learning; Instructional Resources and Technology
    - All participants are paid for attendance

Participants who complete the academy will receive additional job-embedded coaching from course facilitators during the first week of school and will be invited to attend quarterly professional development sessions.

A.P.P.L.E.S.

Accomplished Professional Practices for Lee Education System

Our Goal

The number one goal of the APPLES program is to retain effective and highly effective educators via a multi-tiered system of support.

Program Components

The components of the APPLES program offer teachers opportunities for professional learning, application, and reflection.

- New Teacher Orientation
- Aligned Program Tracking System
- Welcome Aboard - A Follow-up to SDLC's Online Orientation
- Online Compliance Coursework
- SimpLEE Great Beginnings: Optional New Teacher Professional Learning Opportunities
- Monthly Site-Based Professional Learning
- APPLES Administrator and Mentor Support

Dr. Pruitt

The new teacher support structure (APPLES) is comprehensive and has improved teacher retention. Surveys show a strong appreciation for the support.
- Training of Mentors
- Onboarding protocols
- Online platform
- Variety of training opportunities
- Welcome Aboard sessions

Leadership

Training and Support for Future Leaders

Preparing Teachers for Leadership Roles	
Roles and Positions	· Peer collaborative teachers (open to teacher career bridge only) · Learning and leadership teachers (open to teacher career bridge only) · Transformation teacher (open to teacher career bridge only) · Deans · Reading coaches · Content specialists and content coaches
Training	· Instructional Coaches Academy · High Yields Instructional Strategy Train the Trainer · Kagan Instructional Leadership Academy
Experiences	· Collaboration with institutes of higher education regarding educational leadership coursework and internships · Coordination of summer administrative internships for teachers

Dr. Pruitt

- Instructional Coaches Academy
- High Yields Instructional Strategy Train the Trainer
- Kagan Instructional Leadership Academy
- Collaboration with institutes of higher education regarding educational leadership coursework and internships
- Coordination of summer administrative internships for teachers

Leadership

- Assistant Principal Pool Process
- Assistant Principal Professional Development Plan

Assistant Principal Professional Development Plan*
Years 0-2
• Required coursework (i.e. FRISK, Hiring the Lee County Way, Teacher Evaluation, Safety and Security, etc.)
• Field experiences aligned to FPLS and coursework (i.e. create a master schedule, lead a safety drill, spend a day with a principal outside of your zone and level, etc.)
Years 3-4
• National Institute of School Leaders (NISL)
▪ 18 month executive development program that culminates with an action learning plan
Level II Principal Certification
• Florida Principal Leadership Standards (FPLS) Portfolio and Defense

Dr. Pruitt

- Instructional Coaches Academy
- High Yields Instructional Strategy Train the Trainer
- Kagan Instructional Leadership Academy
- Collaboration with institutes of higher education regarding educational leadership coursework and internships
- Coordination of summer administrative internships for teachers

Leadership

- Level II Principal Certification
- Professional Development and Support for School Principals

Professional Development and Support for School Principals	
Support for new principals	• Lean In meetings • Option to work with a NISL coach
Optional professional development opportunities	• Kagan Leadership • Getting Things Done • Crucial Conversations • Lean Six Sigma • NISL
Ongoing training	• Monthly principal meetings • Peer collaborative principal support

Dr. Pruitt

New position to support leadership in FY18. Increased opportunities for current administrators.

- Instructional Coaches Academy
- High Yields Instructional Strategy Train the Trainer
- Kagan Instructional Leadership Academy
- Collaboration with institutes of higher education regarding educational leadership coursework and internships
- Coordination of summer administrative internships for teachers

Continuous improvement
Is better than
delayed perfection

Mark Twain

Dr. Pruitt

Family & Community Engagement

Strategic Objective

Engage families and community/business members in the success of the district.

Dr. Denise Carlin

Executive Director,
Government & Community Relations

Mr. Greg Blurton

Chief Financial Officer

Dr. Carlin
- The engagement of our community is critical to our success.

- We have a variety of ways to seek input from and share information with our community members, including
  - Board Advisory Committees (i.e., District Advisory Committee)
  - Board Advisory Committees Facebook Live events
  - Superintendent's Executive Roundtable
  - E Newsletter (SDLC Insiders)
  - Speaking events
  - Strategic Planning Steering Committee

- Insight gained from these avenues of communication is considered as District decisions are made. For example, members of our Construction Advisory Committee were actively involved in determining the best site for the next middle school that is to be built in the East Zone.

Connecting with the Community
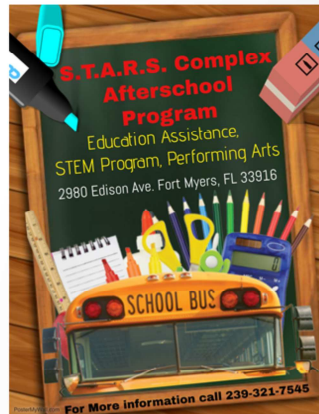
Dr. Carlin

- As a result of our conversations with our community and business partners, we have several partnerships, including
  - Internship programs (Florida Gulf Coast University and Florida Southwestern State College)
  - Innovation Lab School with FGCU
  - MOUs with afterschool/summer programs (Quality Life Center, STARS Complex, etc.)

- Our Foundation for Lee County Public Schools provides many benefits for our students and teachers, such as
  - Dancing Classrooms (culminating competition pictured above)
  - Take Stock in Children mentoring program
  - FutureMakers
  - College & Career Center
  - Classroom Grants for Teachers
  - Golden Apple Teacher Recognition Program
  - Collegium for Excellence in Education

Greg Blurton

- We are extremely fortunate to have a community that understands the importance of education, and that is willing to reach into their pocketbooks to support it.
- As mentioned earlier, state education funding has not kept pace with growth in our area. As illustrated on the slide, our enrollment over the past 10 years has significantly increased, while capital revenue actually declined.
- As a result, the District has sought ways to generate revenue from outside sources.
- Examples include selling naming rights to school athletic fields and digital advertising on our website.
- The largest revenue source, by far, will be that generated by the half-penny sales surtax that was passed in November.
- An oversight committee will oversee the use of sales tax revenues in accordance with the referendum, and will provide periodic reports to the School Board.
- We are very grateful to our community for recognizing the need, and for showing faith in our District by passing this surtax.

Continuous Improvement

Strategic Objective

Improve and align processes and utilize technology to maximize efficiency and effectiveness throughout the District.

Mr. Greg Blurton
Chief Financial Officer
Mr. Trey Davis
Chief Information Officer
Dr. Greg Adkins
Superintendent

Greg Blurton

- Our community has recognized that we, as a District, are working to make this a world-class school district.
- This requires that we work every day to be better than we were the day before.
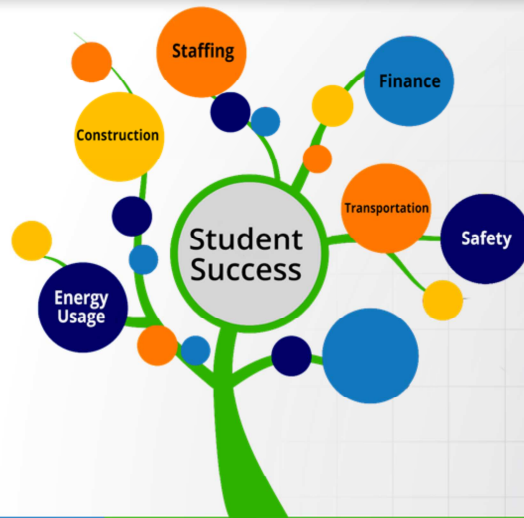
Greg Blurton

- All aspects of our District are focused on supporting student success.

- Sustainability of this success requires systematic, research-based improvement efforts that will inform our decisions in all areas, such as: finance, staffing, construction, transportation, safety, and energy usage.

Greg Blurton

The District's budget planning process is dedicated to creating a multi-year plan that maintains the District's focus on supporting student success.

Resources are directed to our priorities in a responsible manner while preserving the District's financial standing, despite continued risks and challenges:

- Increase physical safety of District students and staff
- Prepare for future growth
- Recruitment and retention
- Increase revenue from external sources dedicated to operational and capital objectives
- Tiered approach to school support

- To ensure all students achieve, the District uses a tiered approach to school support for instructional strategies, interventions, and other resources to address a range of student needs.

- This requires effective leadership, communication, and data/formula-based criteria to help determine how to provide instruction and support:
  - Data is reviewed quarterly to make sure strategies are effective
  - School and District resources are allocated to meet specific student need
  - Each tier builds on the tier before it
  - Student-teacher ratios decrease based on tier
  - Additional staffing added based on student needs
  - Hard to staff bonuses
  - Additional ESOL support
  - Monthly and extended year professional

development

- National Institute for School Leadership (NISL) provided for school administrators
- Turnaround Principal supplement

Trey Davis

In support of differentiated and personalized instruction, ISD instituted the following since the last accreditation:

Implemented full take-home 1:1 Chromebook program for all traditional students in grades 6-12 to afford the opportunity for independent and team-based instructional activities.

We have implemented new analytics systems ("Classroom Analytics") designed to provide teachers performance data to differentiate instruction. The application provides several new ways to review student performance data, including a breakdown of tested and predicted student mastery, by standard (TAG report).

We have provided all schools access to Compass Learning content. The content has been licensed district-wide and provides adaptive content that adjusts to individual student needs. It also provides near-real-time formative data as students work through activities.

Additionally, we worked with Renaissance Learning and Compass (now

owned by Edgenuity) to automatically suggest Compass content based upon each student's STAR scores. Once a student has completed an assessment, Compass automatically generates a customized learning path for math and ELA.

Since our last review, we have completed the implementation of multiple IMS Global standards to reduce technology friction and minimize instructional time lost to technology management. Notable standards include:

OneRoster
This standard provides a standardized rostering format for all instructional and assessment applications. Teachers no longer need to manually manage rosters in several instructional applications, returning several hours per year to the teacher.

Common Cartridge
The District utilizes instructional content and assessment tools from several manufacturers. Teachers and students used to require knowledge of all manufacturers' platforms. The District implemented Safari Montage, as a learning object repository, and requires that instructional content providers integrate their content into the LOR using Common Cartridge / Thin Common Cartridge standards. The result is that all content from all providers can be accessed and assigned in a single platform.

Learning Tools Interoperability (LTI)
The Learning Tools Interoperability standard allows for teachers and students to access applications and learning objects from multiple manufacturers and smoothly without the requirement to login to each one. Teachers and students access their applications from a single sign-on portal by authenticating one time.

Caliper Standard
We are in the process of implementing IMS Global's Caliper standard for real-time performance and telemetry data to provide teachers real-time data for teachers to monitor student progress through individualized learning paths utilizing content from multiple content providers.

***The School District of Lee County, represented by Dwayne Alton (K-12 Leadership Board), is an active member of IMS Global.

General Infrastructure
Network infrastructure at all schools has been upgraded to provide a more robust environment to support rich content district-wide. All schools have been upgraded to gigabit Ethernet LAN, 802.11n & 802.11ac Wi-Fi, and upgraded

WAN and Internet connectivity with reliability that exceeds 99.99%.

<u>Student Information System (SIS) Modernization</u>
Since the last accreditation, the District migrated from Pinnacle to Focus (currently gradebook and scheduling only). Our SIS modernization project commenced in 2018 with an estimated completion in 2021.

<u>Sustainability Initiatives</u>
Since the last accreditation, ISD has strategically deployed technology assets and services district-wide to optimize learning environments and improve organizational efficiency. Recent sustainability initiatives include our District Integration Bus (data, services, API), Agenda Management Systems, Castle (Analytics, Visualization, School Operations), and BoardDocs.

<u>Organizational Architecture</u>
Transformed structure, skills, systems, and culture (see next slide) to support a composite organization.
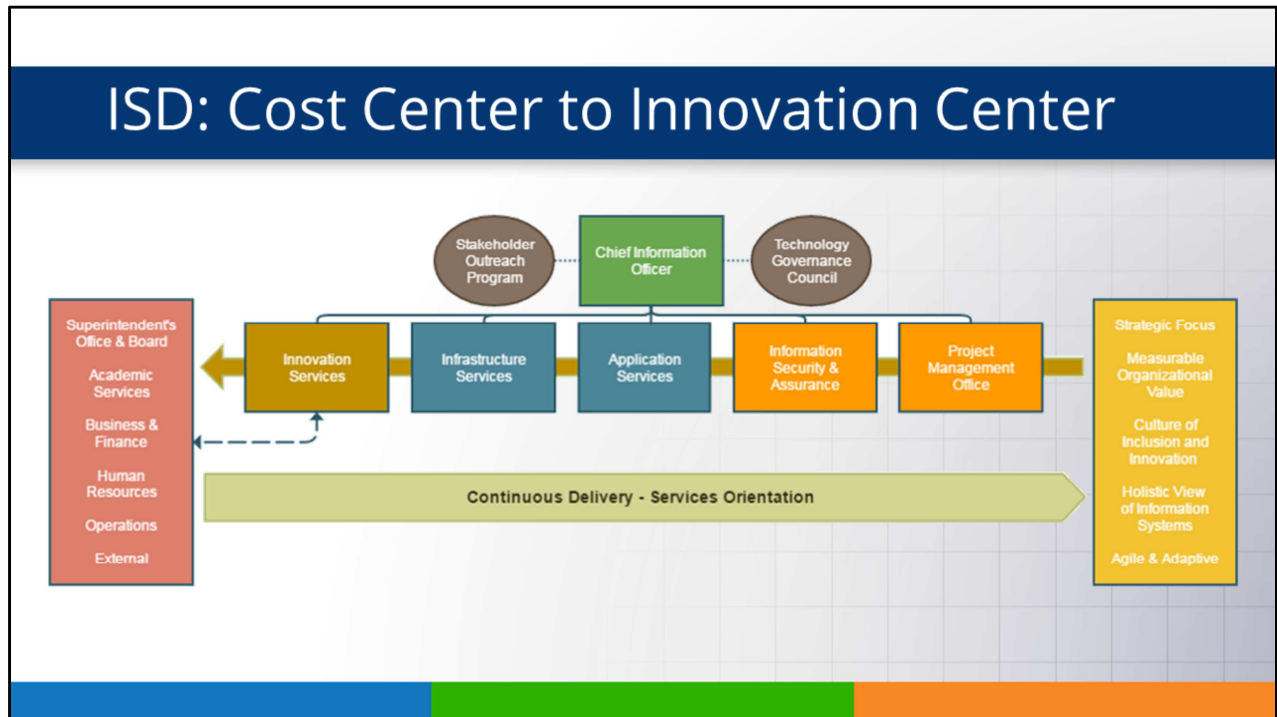
Trey Davis

Prior to ISD, technology operations were handled by three functional departments with disparate cultures, processes, and tools. Two years ago, a composite organization was formed called Information Systems Division. The entire division shares a service-oriented, performance-centered culture of inclusion and innovation. During the transition, workspaces were transformed to accommodate new Agile development teams, personnel were embedded across all divisions, and common processes and tools were adopted.

Strategic imperatives:
- ✓ Improve responsiveness and stakeholder involvement
- ✓ Become a strategic services partner, not support-centered
- ✓ Maintain operational excellence without sacrificing innovation
- ✓ Focus on information empowerment, not technology enablement
- ✓ Advance District strategy (Envision 2030) and realize digital business model
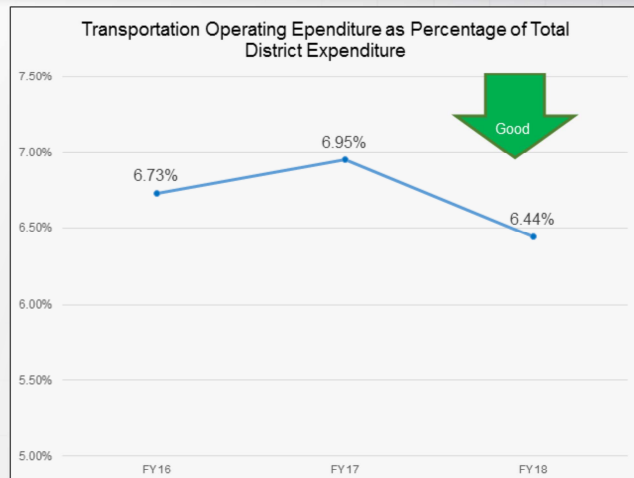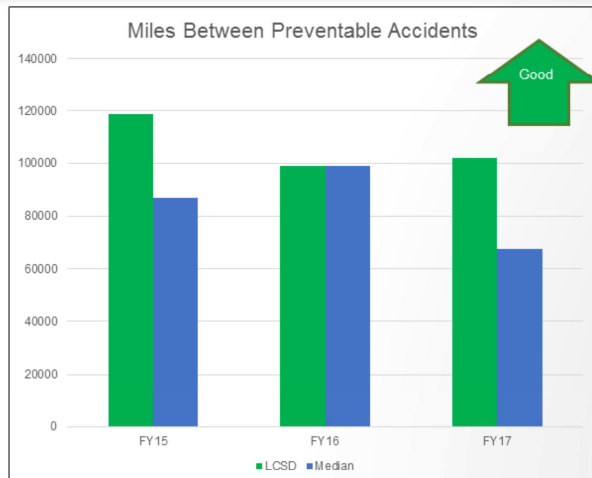
Dr. Adkins

- School Board Policy 7.01 states: "The primary purpose of the transportation program is to provide safe and efficient services at the lowest possible cost".

- Our transportation department takes this purpose seriously. Safety of our students is paramount - our safety record exceeds that of districts of similar size, as shown by the comparison of miles between preventable accidents.

- We also know that efficiency is critical if we are to be a sustainable district. Over the last five years, the Transportation Department's yearly goals have reflected an increased focus on reducing costs while maintaining exceptional customer service and on-time delivery of the students.

- Data were kept and analyzed on a regular basis to ensure that key performance indicators (KPIs) were being met and strategies modified as needed to ensure yearly goals were met.

- Through strategies such as the purchase of more efficient busses, reduction of routes, and increasing the average bus occupancy, the department was able to decrease its operating expenditure as a percentage of the District's overall expenditure from 6.73% to 6.44% over the past two years.

Some details:

- Reduction of routes – strategies include department reorganization, upgraded routing software, purchase new GPS tracking system, data analysis
- Increased ABO – a result of route reduction, side note: reduced the average length of route time from approximately 80 minutes to 60 minutes
- Reduction of Overall Miles – includes route miles plus activity and field trip miles, additional schools (BSHS), 2436 additional students
- Reduction of Equipment/Supply Cost – i.e.. maintenance costs – parts, equipment, supplies – strategies include switch to "just-in-time' inventory process, new tire program, commitment to buying new buses, streamline work order process
- Reduction of the Operating Expenditure – result of many strategies: improved route efficiency (route reduction), purchase of new buses, purchase and upgrade of technology (GPS system, upgrade radios, routing software, busHive,),
- Reduced route buses from 736 (FY 13/14) to 717 (FY 17/18) buses while transporting 2436 additional students

- Increased Average Bus Occupancy from 61.23% (FY 13/14) to 67.7% (FY 17/18)

- Reduced the number of overall miles traveled from 13,999,860 (FY 13/14) to 13,236,613 (FY 17/18)

- Decreased the cost of equipment and supplies from $3,030,541 (FY 13/14) to $2,310,235 (FY 17/18)
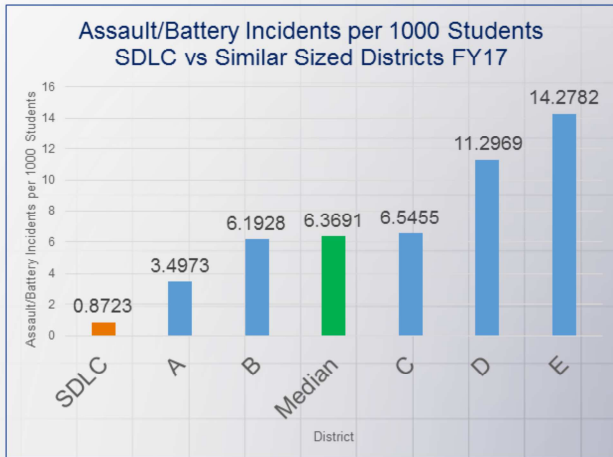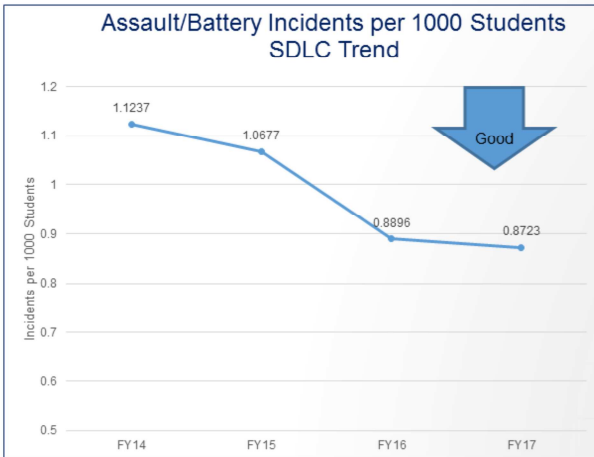
Dr. Adkins

Safety has always been a priority for our District. Over the past year our efforts have intensified as we work to meet new state requirements. These efforts include:

- **School Single Point of Entrance** (includes Increased fencing, target-hardening of school buildings)
    - Effective access control requires that entry to and from a facility be regulated; single point of entry facilitates this monitoring.
    - Efforts to mitigate forced entry via the primary entrance are marginalized if secondary points of entry are unsecure or easily defeated.
    - Some buildings require multiple points of entry. That is understandable; just realize that all points of entry must be regulated.

- **Classroom Security Function Locks** (sometimes referred to as Code Red Locks)
    - Allows teachers to lock classroom doors from inside

- **Incorporate Crime Prevention thru Environmental Design** – new construction as well as remodels and maintenance (grounds-keeping).
    - Natural Surveillance: People are less likely to commit crimes if they feel they are

being observed. Natural surveillance involves the designing of features to maximize the visibility of areas that should be observed.
- Access Control: Limiting and regulating entrances reduces opportunities for crime and allows for more efficient screening of persons entering a facility.
- Territoriality: The clear delineation of space creates a sense of ownership for legitimate users (staff and students) and creates an environment where intruders are more likely to standout.

- **Drill Tracking System**
    - Secure database that allows principals to enter drill history, including type of drill, conditions used or any other comments – allows fire inspectors access to see completion, send reminders, etc.

- **Student Supervision Protocol**
    - During arrival times, staff (teachers, security, SROs) monitor those arriving
    - Ensure each classroom operates with doors that are locked or can be locked

- **Increase use of CCTV and Access Control** (access by SROs. New construction and adding to existing buildings).
    - Video Intercom Entrances to all buildings – underway. High Schools completed. Pending backordered equipment.

Dr. Adkins

- Our efforts have paid off.
- Incidents of Assault/Battery have steadily decreased over the past 3 years.
- In FY17, the most current year for which results are available, Lee County had the lowest rate of these incidents of any district of comparable size, according to data from ActPoint KPI. (Great City Schools)

Dr. Adkins

- As an additional safety measure, all schools now have dedicated School Resource Officers
- The state did not provide enough funding to allow us to place officers at every school
- Our sheriff's office and local police forces stepped up and shouldered part of the cost in order to ensure our students are safe

Maintenance Highlights

Dr. Adkins

- The Maintenance Services Department specializes in 18 disciplines. The department also has an internal stockroom responsible for stocking, supplying and/or ordering materials needed to fulfill work requests.
- Maintenance Services has 156 dedicated employees that are committed to servicing over 13.2 million square feet of building space to ensure that each student reaches his/her highest potential by maintaining a safe, secure and functional learning environment for students, staff and the community.

  - Maintaining such a large area requires a lot of hard work. Maintaining it efficiently requires innovation.

- Maintenance Services has implemented innovative stockroom programs such as the Keepstock Program, the Loaner Tool Program and the Drill Bit Sharpener program.
    The Keepstock Program is a process for obtaining non-stock items. This procedure is intended to have parts readily available for pick-up from the Maintenance

Stockroom to reduce the windshield time spent by employees obtaining repair parts from multiple suppliers.

- a. Reduced windshield time increases employee productivity by at least 30%.
- b. Last, this program has reduced the need of large on-hand inventory quantities and offers the opportunity to have a larger variety of products on-hand that is readily available.
- c. The Loaner Tool Program allows employees to check out or have assigned to them necessary tools to perform repairs. This program reduces the quantity of tool purchases and allows tool sharing amongst departments.
- d. Exactly how it sounds, the drill bit sharpening program allows employees to sharpen their drill bits instead of having to replace them each time they become dull.
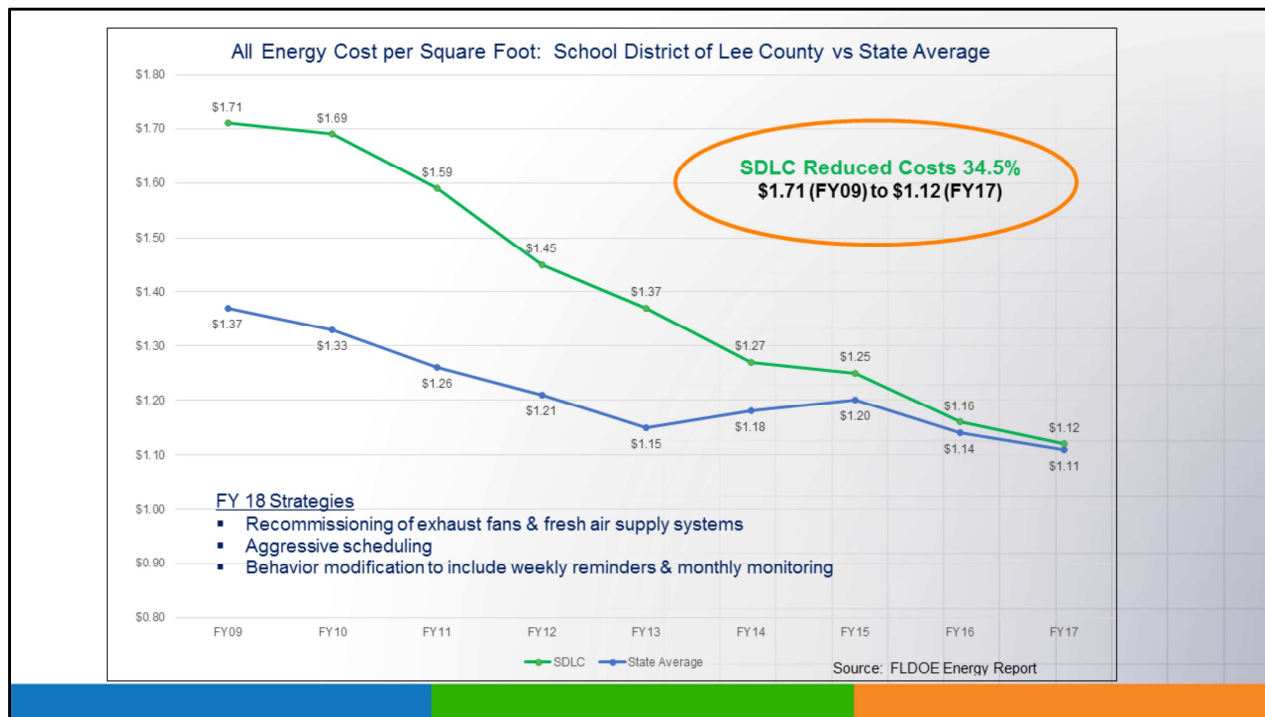
Dr. Adkins

- Over the past 8 years, the District has used a variety of strategies to conserve energy. These strategies have paid off in a big way, reducing our energy cost per square foot by more than one-third, from $1.71 per square foot in 2009 to $1.12 in 2017
- This resulted in avoided costs of approximately $38 million. (as compared to costs if cost per square foot had remained at $1.71/sq. ft.)
- Savings were achieved by following a 4-prong approach which comprises of Communication; Preventive Maintenance; Efficient Equipment Upgrades and Behavioral Modifications.
- This is simply one example of how we are working more efficiently.
- Over the last several years, Maintenance Services has taken a proactive approach to upgrade over 25 chillers. The chillers have been replaced due to equipment reaching the end of their life cycle; as well as, on account of the R22 refrigerant phase-out process per the Environmental Protection Agency's R22 ruling.

Construction: Process Improvement

Former Process	Project Activity	Implemented Process
Lag time between identifying facility need & project funding	Project Planning/ Funding	Comprehensive long-range facility plan including funding strategy
Identification of site in current property inventory at time of facility need	Facility Site Selection/ Acquisition	Strategic property plan aligned with long-range facility need
Site environmental permitting process started on project approval date	Site Due Diligence	Environmental permitting process started for sites targeted for development within next 5 years

Dr. Adkins

- Another important aspect of sustainability revolves around our construction processes.
- Knowing that we need to build 7 schools in the next 5 years, it is important that we have an efficient, accurate process for projecting costs and staying on budget.
- During our most recent school construction project, we learned that our process was flawed.
- With the help of experts, a new, more effective process has been put in place.

Project Planning and Funding

Former Process: A significant time gap existed between the identification of school need and the determination of a funding source

Implemented Process: A long range facility plan has been developed with a funding program identified for all forecasted new schools, renovations, and additions in the 5 year plan.

Facility Site Selection/Acquisition

Former Process: The identification of a potential school site in the current property inventory was done at time the facility is needed

Implemented Process: A strategic property plan was developed which aligns the long-range facility need and prioritizes the identification or acquisition of a site well in advance of the projected capacity need

Site Due Diligence

Former Process: An identified site's environmental permitting process was started only when the total project cost was approved creating a significant impact on construction schedule as it can take up to two years to obtain appropriate permits

Implemented Process: The environmental permitting process has started for sites targeted for development within next 5 years which should significantly decrease overall project development time
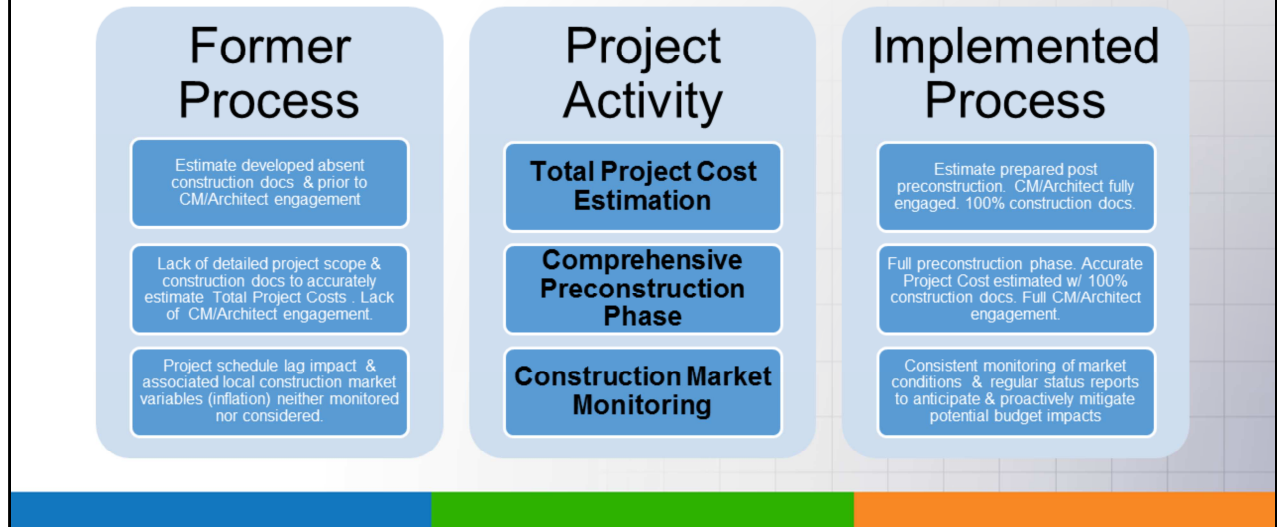
Dr. Adkins

Total Project Cost Estimation

Former Process: Estimate were routinely developed without any construction documents & prior to the District team engaging with a construction manager and/or architect.

Implemented Process: All total project cost estimates are prepared after a full preconstruction phase in which the construction manager and architect are engaged and 100% construction documents have been developed and bid by subcontractors.

Comprehensive Preconstruction Phase

Former Process: Most projects lacked a true preconstruction phase in which a detailed project scope & construction documents would be developed which would be necessary to make an accurate estimate

Implemented Process: All major capital projects now include a comprehensive preconstruction phase. Accurate Project Cost estimates are made with 100% construction documents. The construction manager and architect is fully engaged during this phase and

provide expertise in estimating, value engineering, and project scoping.

<u>Construction Market Monitoring</u>

Former Process: In the past there was significant lag in the project schedules and market variables such as inflation or available workforce were neither monitored nor considered as impacts to the budget.

Implemented Process: During all phases of a construction project, both District staff and project partners consistently monitor market conditions and report regularly any potential impacts to either schedule or budget. If a potential impact is identified, the team works proactively and collaboratively to mitigate any budget or schedule implications.

- This new process is much more accurate at predicting the needed budget, and allows us to implement the most up-to-date materials in order to decrease long-term costs.
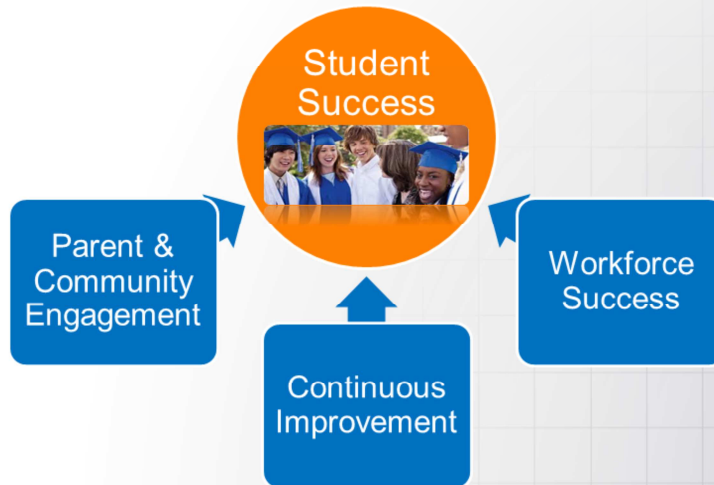
Dr. Adkins

- As you can see, it takes all of us working together to ensure student success.
- Our three pillars – Parent & Community Engagement, Workforce Success, and Continuous Improvement – support our efforts to provide a world-class education for our students.

Dr. Adkins

- This morning, you have heard about our past and our work for the future.
- You've heard how our District is committed to ensuring each student reaches his or her personal potential
    - You've heard how our employees are passionate about their work,
    - How we are using progressive, innovative strategies to meet the academic and social-emotional needs of each student.
    - Now, I'd like to make it personal. The video you are about to see tells the story of Devon, a student whose road to success was built by caring teachers and coaches.

- It is stories like this that makes us who we are: The School District of Lee County – Personal, Passionate, Progressive.