School Transformation Office (STO)

October 13, 2023

Executive Leader
Mr. William A. Bohn
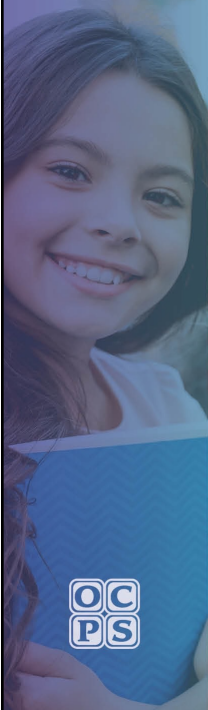
Principal Leader
Dr. Shelia Windom

Principal Leader
Mrs. Raquel Flores

Orange County Public Schools

Accelerating Learning, With High Expectations For All!

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School Transformation Office

- In 2013, the School Transformation Office (STO) was established by Superintendent, Dr. Jenkins to provide strategic, centralized support to ensure that an alignment of services is provided to targeted schools in need of improvement as identified by the Florida Department of Education and or the district.

- The focus of the office is to help struggling schools function as high-performing and dedicated teams, build instructional and leadership capacity, provide individualized training on rigor and standards-based instruction, concentrate on the individual needs of students, utilize data to drive instruction, and help sustain learning and community engagement

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Current Schools in the Transformation Office

Carver Middle
Catalina Elementary
Ivey Lane Elementary
Lake Weston Elementary
Meadowbrook Middle
Mollie Ray Elementary
Orlo Vista Elementary
Pineloch Elementary
Rock Lake Elementary
Tangelo Park Elementary
Washington Shores Elementary

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Tiered School Support 2023-24

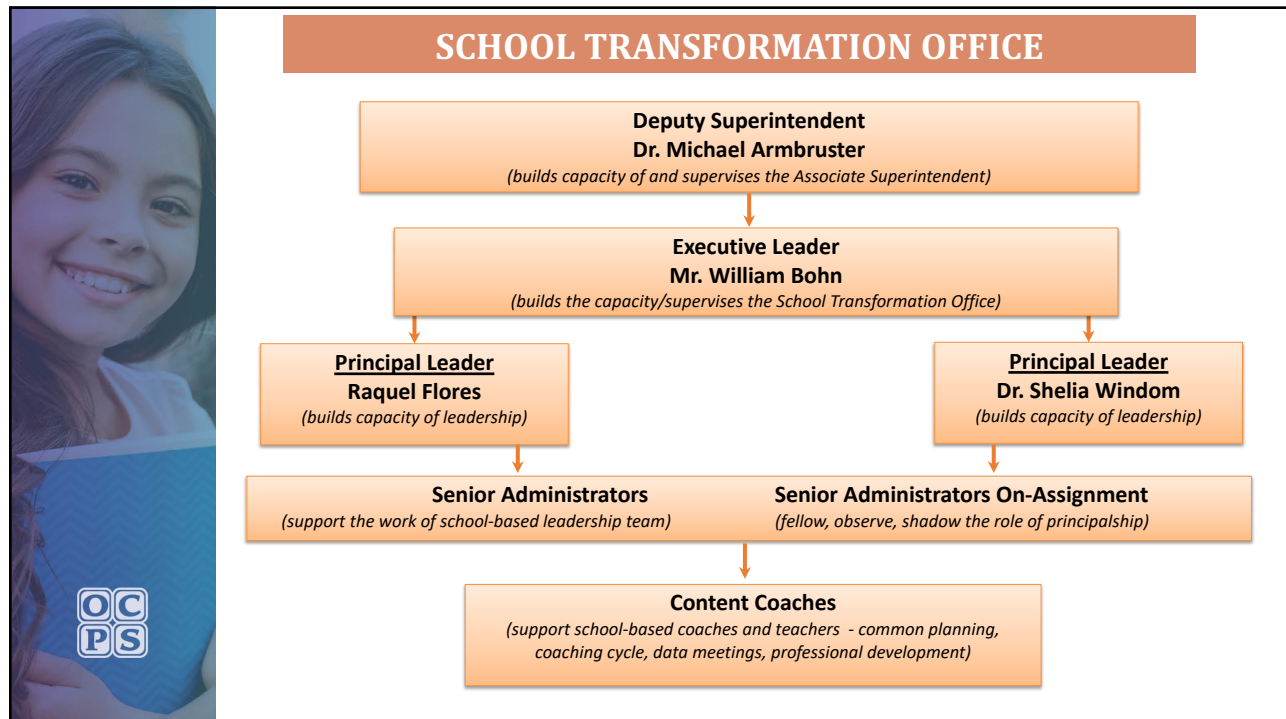| Tier 1	Tier 2	Tier 3
▪ Access to Scaffolded CRM ▪ Opportunities to participate in monthly professional development ▪ Common assessments required, data submitted, and next steps developed as a school-based team ▪ Coaching support based upon need ▪ Senior Administrator at least once per week ▪ Principal Leader and/or Executive Leader weekly	▪ Scaffolded CRM highly encouraged ▪ Support provided in common planning ▪ Required participation in monthly professional development ▪ Common assessments required, data submitted, and next steps developed as a team ▪ Coaching support at least twice per week ▪ Senior Administrator at least twice per week ▪ Principal Leader and/or Executive Leader twice weekly	▪ Scaffolded CRM highly encouraged ▪ Facilitation of common planning ▪ Required participation in monthly professional development ▪ Common assessments required, data submitted, and next steps developed as a team ▪ Coaching support daily ▪ Senior Administrator at least twice per week ▪ Principal Leader and/or Executive Leader at least three times weekly
Rock Lake Elementary	Carver Middle School Meadowbrook Middle School Ivey Lane Elementary Lake Weston Elementary Mollie Ray Elementary Orlo Vista Elementary	Catalina Elementary Pineloch Elementary Tangelo Park Elementary Washington Shores Elementary

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Indicators of High Performing Schools

1. Effective Leadership
2. Aligned and Rigorous Curriculum
3. Effective Instruction
4. Formative and Informative Assessments
5. Positive School Climate Focused on Student Achievement
6. Family and Community Engagement

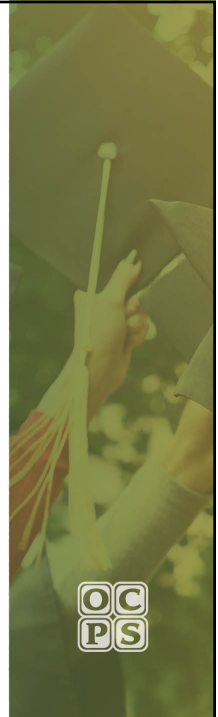The Center for Comprehensive School Reform and Improvement

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SCHOOL TRANSFORMATION OFFICE

Deputy Superintendent
Dr. Michael Armbruster
(builds capacity of and supervises the Associate Superintendent)

Executive Leader
Mr. William Bohn
(builds the capacity/supervises the School Transformation Office)

Principal Leader
Raquel Flores
(builds capacity of leadership)

Principal Leader
Dr. Shelia Windom
(builds capacity of leadership)

Senior Administrators
(support the work of school-based leadership team)

Senior Administrators On-Assignment
(fellow, observe, shadow the role of principalship)

Content Coaches
(support school-based coaches and teachers - common planning, coaching cycle, data meetings, professional development)
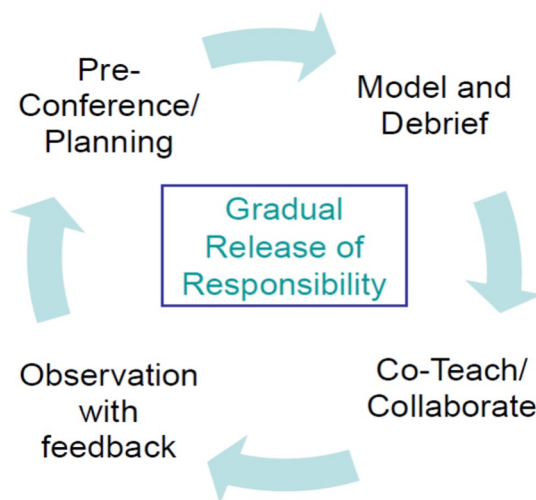
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Leadership Team

- Complete instructional rounds
- Identify trends and provide coaching feedback
- Review data
- Problem-solve
- Support, monitor, and discuss adjustments to instruction
- Focus PLC dialogue
- Side-by-side coaching
- Work with administrative team
- Action planning
- Classroom walk-throughs

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Our Way of Work

Pre-Conference/Planning → Model and Debrief

Gradual Release of Responsibility

Observation with feedback

Co-Teach/Collaborate

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Sample Visit Schedule
Executive Leadership

	Carver MS	Catalina	Lake Weston	Meadowbrook	Mollie Ray	Orlo Vista	Ivey Lane	Pineloch	Rock Lake	Washington Shores
Monday	Windom	Bohn	Flores	Windom	Flores	Bohn	Windom	Flores		Bohn
Tuesday	Windom	Bohn	Flores	Windom	Bohn		Flores		Windom	
Wednesday	Bohn Windom		Bohn	Flores		Flores		Flores		Windom
Thursday		Bohn Windom			Windom			Bohn		Windom
Friday	Bohn	Bohn				Flores	Windom	Flores	Flores	Windom
Total Visit #	*4*	*4*	*3*	*3*	*3*	*3*	*3*	*4*	*3*	*4*

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Classroom Walk-Through Look-For Tool

1a) ==Instruction is aligned to grade level standards/benchmarks.==
- ❏ Yes - instruction is aligned
- ❏ No - instruction is <u>not</u> aligned; no instruction observed but was called for
- ❏ Instruction not observed and was not called for
- ❏ Intended intervention

1b) *If "No," why? (select all that apply)*
- ❏ Below grade level
- ❏ Instructional plan not aligned
- ❏ Resources are not aligned to standard(s)/benchmark(s)
- ❏ Lesson plan not implemented as intended/written
- ❏ Addressing prerequisite skills

Yes
- Instruction (Whole Group or Teacher-Led Small Group) is aligned to the target.
- Targets are aligned to the standard/benchmark.
  - ○ Pre-requisite skills are embedded only after students experience the content at the level of the standard/benchmark or as a result of evidence and are purposefully planned.
- Evidence of utilizing scope and sequence to guide instruction.
- Questioning is aligned to the standards/benchmarks.

No
- Instruction is not aligned to the grade-level standard/benchmark
- Addressing prerequisite skills: The prerequisite skills are not appropriate to support students with grade-level standards/benchmarks; exception -intervention instruction

Instruction not observed
- Instruction did not occur during the walkthrough and was not called for.

Intended Intervention
- Intervention only; prerequisite may be appropriate

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Classroom Walk-Through Look-For Tool

2a) <mark>Task is aligned to grade-level standards/benchmarks.</mark>
- ❏ Yes - task is aligned
- ❏ No - task is <u>not</u> aligned; or no task observed but was called for
- ❏ Task not observed and was not called for
- ❏ Intended intervention task

2b) *If "No," why? (select all that apply)*
- ❏ Below grade level
- ❏ Resources are not aligned to standard(s)/benchmark(s)
- ❏ Lesson plan not implemented as intended/written
- ❏ Addressing prerequisite skills

Yes
- Task(s) is/are aligned to the level of the standard/benchmark so that students can learn based on a focused effort to become proficient in the standard being taught.
- The level of task(s) is appropriate for the standard/benchmark at this point of instruction.

No
- Task(s) is/are not aligned to the standard/benchmark or is not at the appropriate rigor at this point of instruction
  - ○ Addressing prerequisite skills: The prerequisite skills are not appropriate to support students with grade-level standards/benchmarks.

Task not observed
- Students are not engaged in any task and was not called for.

Intended Intervention task
- Intervention only; prerequisite may be appropriate

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Aligned and Rigorous Curriculum

Quality Indicator #2

- **Reading** (Wonders imbedded in lessons, Edmentum Exact Path)
  - Whole group, teacher-led small group, literacy centers, and intervention
- **Math** (Envision, SuccessMaker)
  - Whole group, teacher-led small group, math centers, and intervention
- **Science** (Inspire Science, Science Bootcamp)
  - Inquiry-based, hands-on labs
- **Multi-Tiered System of Supports**
  - Tier 1, Tier 2, and Tier 3

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Instructional Focus Calendars

3rd Grade Reading Instructional Focus Calendar

October 2023

September 25– October 13: Reading Prose and Poetry

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.

ELA.3.R.1.3: Explain different characters' perspectives in a literary text.

ELA.3.R.1.4: Identify types of poems: free verse, rhymed verse, haiku, and limerick.

ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s).

October 17 – November 3: Reading Informational

ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.

ELA.3.R.2.4: Identify an author's claim and explain how an author uses evidence to support the claim.

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.

3rd Grade Math Instructional Focus Calendar

October 2023

September 27 - October 13 Geometric Figures 3.3

MA.3.GR.1.1: Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.
MA.3.GR.1.2: Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.
MA.3.GR.1.3: Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.

October 17– November 1 Area & Perimeter 3.4

MA.3.GR.2.1: Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.
MA.3.GR.2.2: Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.
MA.3.GR.2.3: Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.
MA.3.GR.2.4: Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.

School Transformation Office

October 2023

Focus: SC.5.E.5.1–3; SC.4.E.5.4
Focus: SC.5.E.7.1;

7th Grade Reading Instructional Focus Calendar

October 2023

October 2-13
Quarter 1

Benchmarks:

ELA.7.R.1.1: Analyze the impact of setting on character development and plot in a literary text.

ELA.7.R.1.2 Compare two or more themes and their development throughout a literary text.

ELA.7.R.1.4 Analyze the impact of various poetic forms on meaning and style.

ELA.7.R.3.1 Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text (s).

ELA.7.R.3.2: Paraphrase content from grade-level texts.

ELA.7.R.3.3 Compare and contrast how authors with differing perspectives address the same or related topics or themes.

ELA.7.R.3.4: Explain the meaning and/or significance of rhetorical devices in a text.

ELA.7.C.1.2 Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.

ELA.7.C.1.4: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.

6 Grade Pre-Algebra Math Focus Calendar

October 2023

September 25 - October 13: Operations with Positive Rational Numbers

MA.6.NSO.2.1: Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.

MA.6.NSO.2.2: Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.

MA.6.NSO.2.3: Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.

October 17– November 8: Operations with Integers

MA.6.NSO.3.3: Evaluate positive rational numbers and integers with natural number exponents.

MA.6.NSO.3.4: Express composite whole numbers as a product of prime factors with natural number exponents.

MA.6.NSO.4.1: Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.

MA.6.NSO.4.2: Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency

Grade 3   School Transformation Office   2023-2024

Common Planning Agenda

4th Grade PLC Planning Unit 1.3 Reading and Poetry
Common Planning

Instructional Week of	Number of Days/ Unit Assessment Day	Planning Group Members

Agenda:
- Benchmark
- Academic Vocabulary
- Clarifications/Assessment Limits
- Reading Strategies
- Instructional Delivery
- Monitoring
- Modeling Instructional Days

Benchmark: What is the focus of the benchmark? (key words)	Academic Vocabulary: What academic vocabulary will be essential to student understanding?	Clarifications/Assessment Limits: What information from the Clarifications/ Assessment Limits do I need to be aware of in order to teach?	Reading Strategies: What reading strategies will help students be successful with this benchmark?	Instructional Delivery: What will I do to make sure I teach all parts of the benchmark?	Monitoring: How will I know students are understanding?
ELA.4. R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.		Items may ask the student to use explicit and implicit details from the text to describe character traits, feelings, motivations, and/or responses to situations to demonstrate character development. Items should address how setting, events, conflict, and/or character development contribute significant meaning to the plot in a literary text.			

Instructional Day	Reading Topic	Slides to be Modeled

Each teacher will include the following in their presentation:
- ✓ Engagement and collaboration questions that you will ask the group
- ✓ Steps/procedures that will help guide the group to the correct answers
- ✓ Anchor chart and/or manipulatives necessary for that specific lesson
- ✓ Possible Misconceptions
- ✓ Adjustments within the lesson

Next Steps:

Math PLC Planning / Common Planning

Instructional Week of:	Number of Days:	Planning Group Members:
Grade Level: 3rd	Unit Assessment Day:	
Unit: 3		

Benchmark: What is the focus of the benchmark? (key words) B.E.S.T. Standards Mathematics 3rd Grade B1G-M	Academic Vocabulary: What academic vocabulary will be essential to student understanding?	Clarifications/Assessment Limits: What information from the Clarifications/ Assessment Limits do I need to be aware of in order to teach?	Math Strategies: What math strategies will help students be successful with this benchmark?	Instructional Delivery: What will I do to make sure I teach all parts of the benchmark?	Monitoring: How will I know students are understanding?
MA.3.AR.1.1 Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.					

Sample Assessment Item: Which expressions can be used to find 4 x 6? A. 4 + 4 + 4 + 4 B. 6 + 6 + 6 + 6 C. 6 x 4 D. 6 x 6 x 6 x 6 E. (1 x 6) + (3 x 6)		What does a student need to know to be successful in solving this assessment item?

Possible Misconceptions:		Additional Scaffolds:

Any additional adjustments that may need to be made:

Benchmark-Based Question Task Cards

3rd Grade Task Cards for Core Instruction and Small Groups

| ELA.3.R.1.2

Reading Prose and Poetry (Theme)

Explain a theme and how it develops, using details, in a literary text. | ➤ What is the theme of the story?
  ○ What details from the text support the theme?
  ○ How do these details support the theme?
  ○ How do these details help develop the theme?
➤ How does the theme develop in the beginning, middle and end of the story?
➤ Write a sentence to explain the theme of the text using text evidence to support your answer.
➤ How does _____ contribute to the theme of the text?
➤ **Two-Part Question:**
  Part A: The theme of the text is _____.
  Part B: Select two details in the passage that support this idea. | ELA.3.R.1.2

Reading Prose and Poetry (Theme)

Explain a theme and how it develops, using details, in a literary text. | ➤ How does the author convey the lesson or theme of the text?
➤ What is the most important information the author wants you to know?

➤ Which of these sentences does not support the theme of the text? Teacher gives 3-4 answer choices.)

Extra Support:
● What is the meaning of theme?
● What is a central message?
● What is the theme of the text?
● What is the main message?
● What message can we take away based on the characters' actions?
● What does the character learn in the story? |

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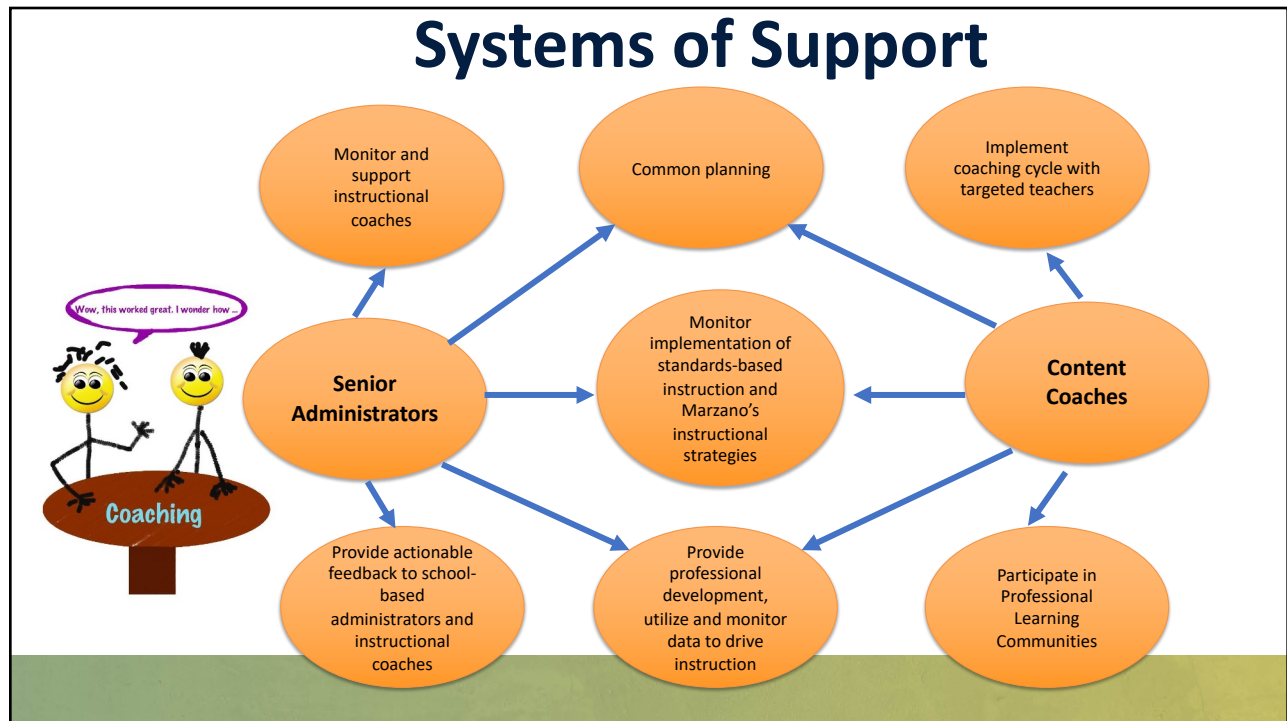**Quality Indicator #3**

Effective Instruction

• Marzano's Instructional Framework

• Professional development

• Curriculum aligned to standards

• Lesson planning

• Support is provided for all students

Systems of Support

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Quality Indicator #5

Positive School Climate

- High expectations

- School improvement planning
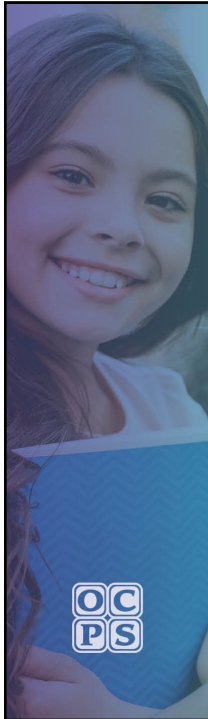
- Safe learning environment

- Resiliency

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Family and Community Engagement

Quality Indicator #6

- Form partnerships with families, schools and community
- Assist schools with training, workshops and learning experiences for parents
- Help coordinate district and community events
- Community Assessment Team Meetings (CAT)
- Parent Engagement Liaison (PEL)

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Data is Our Reality!

OCPS

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Since STO Began in 2013:

- 30 schools have received support

> 15 improved by at least 1 letter grade
> 13 improved by at least 2 letter grades
> 1 improved by at least 3 letter grades
> 1 improved by at least 4 letter grades

- All schools supported improved

- 2019 and 2022 (both of the last 2 reporting years) have resulted in NO STO supported schools with a letter grade of "D" or "F"

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Notable School-Based Administrator Achievements

- 2014 OCPS Principal of the Year
- 2015 Florida Principal of the Year
- 2018 Florida Assistant Principal of the Year
- 2018 SECME National Teacher of the Year
- 2 SECME National Teacher of the Year Finalists
- 2019 OCPS Assistant Principal of the Year
- 2020 OCPS Principal of the Year
- 2021 OCPS Assistant Principal of the Year Finalist
- 2021 OCPS Principal of the Year Finalist
- 2022 OCPS Assistant Principal of the Year Finalist
- 2023 OCPS Assistant Principal of the Year Finalist
- 2023 OCPS Principal of the Year Finalist

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QUESTIONS?

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Our Promise. Your Support. Their Success.
Our Promise. Your Support. Their Success.
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Public Schools

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