SIM™ as a Change Agent Assignment – Overall Plan (Hines)

Audience for the meeting:

- Administrative Coordinator, ESE (1)
- ESE Program Specialists (3)
- Secondary Learning Strategies Teachers and Support Facilitators (19)

Before the meeting:

- Meet with Administrative Coordinator, ESE to review and discuss:
    - 2021-22 Florida Standards Assessment - ELA results by standard for students with disabilities in the county
    - 2022 Florida Assessment of Student Thinking (FAST) - ELA Progress Monitoring #1 data by standard for students with disabilities
    - FL Standards/ Data by standard - Create the meeting focus: What are the "highest need" benchmarks based on student data? How is additional support/teaching of those benchmarks currently being provided?
    - time and format of meeting with teachers and administrators
- (JH) Create a plan and presentation to share data and possible SIM Learning Strategies interventions with Program Specialists and Teachers

During the virtual meeting:

- Welcome/warm up
- SIM Overview with a LS focus
- Share FSA data as a table and explanations of levels
- What can we control? Curriculum that meets student needs
    - SIM LS options/Quick Reference Guide
    - FDLRS Support
- Where do you want to begin? Google Form

After the virtual meeting:

- Follow-Up meeting with Administrative Coordinator, ESE to review and discuss:
    - Teacher responses to the “Where do you want to begin?” Google Form
    - District roles in: the SIM LS PD (location, subs), teacher support (individual and macro planning time, materials), and follow up
    - Schedule requested SIM LS PD within the district
- Email Program Specialists and Teachers to share Google Form results and invite them to district SIM LS PD opportunities. Re-share the teacher/FDLRS partnership.
- FDLRS:
    - provide PD, follow-up support
    - develop CoP among LS teachers
    - schedule & provide monthly macro-planning sessions beginning in December, 2022

Data and Rationale (Why are we doing this?)

FL Data and Rationale

Florida DoE Indicator 3 (Participation/Performance on Statewide Assessments) Goals for SWD

FSA ELA and FAST PM1 data, 2022

Florida DoE Course Standards for Learning Strategies (course #7863090 and #7863080)

Lake County Data and Rationale

Why is this initiative needed at this time? What data supports this conclusion?

How will this initiative fit within your system?

How will this initiative support students with disabilities?

FL State Indicator 3B Data (Goals)

Targets and Actual Data

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A ≥	Grade 4	22.80%	22.80%	24.00%	26.00%	27.00%	27.00%
	Actual Data							
	B ≥	Grade 8	16.15%	16.15%	20.00%	21.50%	22.00%	22.00%
	Actual Data							
	C ≥	Grade HS	15.10%	15.10%	18.00%	20.00%	21.50%	21.50%
	Actual Data							

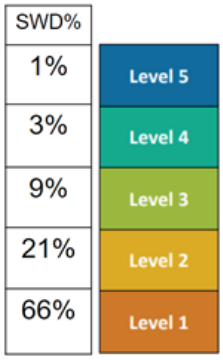
Lake County 2021-22 FSA ELA Data (Actual)

FSA Level	Students	Percentage
5	25	1%
4	99	3%
3	260	9%
2	615	21%
1	1975	66%
Total Tested	2974	

The chart above represents 2021-2022 FSA Scores for SWD in Grades 6-12 in Lake.

Lake data summary

Indicates Lake County approximately 7% below the performance goal set in State Indicator 3B (13% Lake actual v 20% State goal for Grade 8 in 2022)



FL Standards for Learning Skills Courses 7863080-90



Full Quick Reference Guide

Quick Reference Guide

Learning Strategy	Description	Related Florida Standard
Writing		
Fundamentals in the Sentence Writing Strategy	Students will learn basic grammar terms as well as how to write and check several types of Simple Sentences. Instruction in *Fundamentals in the Sentence Writing Strategy* is appropriate for students who need a thorough grounding in basic concepts and terms, such as "subject," "verb," or "infinitive." *Fundamentals in the Sentence Writing Strategy* can be used as a developmental writing curriculum or as a quick set of lessons to improve students' understanding of these concepts.	SP.PK12.US.1.3c Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
Proficiency in the Sentence Writing Strategy	*Proficiency in the Sentence Writing Strategy* is appropriate for students who already have a thorough grounding in basic concepts and terms (such as "subject" and "verb"). In *Proficiency in the Sentence Writing Strategy* instruction, students learn advanced sentence writing skills, including writing compound, complex, and compound-complex sentences. *Proficiency in the Sentence Writing Strategy* and *Fundamentals in the Sentence Writing Strategy* together constitute a strategy for recognizing and writing 14 sentence patterns with four types of sentences: simple, compound, complex, and compound-complex.	SP.PK12.US.1.3c Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.

Support and Sustainability (How are we doing this?)

FDLRS Action will

Training, resources, virtual and face-to-face support, follow-up

- Provide certified PDers to deliver initial strategy instruction and provide follow up and coaching to participants (virtually, face-to-face, or hybrid)
- Provide all training manuals and materials
- Assist with data collection and reporting
- In-service points for documented strategy implementation

Lake County Public Schools will

Paid release time for teacher planning and CoP macro planning, material resources, follow-up

- Provide subs for training
- Schedule and safeguard individual planning time for Learning Strategies (by contract) and provide ½ day of planning per month for the Learning Strategies Community of Practice
- Provide adequate paper and copying services for making student materials as needed to implement the strategies
- Provide FDLRS PDers access, per

	teacher request, for coaching visits and follow up

Outcome and Evaluation (What are we hoping to /did we achieve by doing this?)

- Standards-based curriculum for Learning Strategies courses (versus “homework help”)
- Support for educators in the form of a Community of Practice
- Increased educator knowledge and skills in teaching Learning Strategies, and improved pedagogy and self-efficacy
- Increased student knowledge, skills, scores, and self-efficacy evidenced by data sources (attendance, discipline, graduation, state assessment) and “life-ready” after graduation